

O X F O R D

Exam Excellence

Smart Key
Smart CD



Felkészülés a közép- és emelt szintű angol vizsgákra



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Exam Excellence

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UNIVERSITY PRESS

Study Diary

Introduction 6

Unit 1	Skill	Task / Time	Score	Your notes
Family life	Reading 8	<input type="checkbox"/> Gap fill (missing phrases) ▶ 25 min	__ / 10	
	Listening 9	<input type="checkbox"/> Identifying statements made ▶ 20 min	__ / 5	
	Use of English 9	<input type="checkbox"/> Word formation gap fill ▶ 45 min	__ / 6	
	Writing 10-11	<input type="checkbox"/> Writing an email ▶ 35 min <input type="checkbox"/> Writing an informal letter ▶ 55 min		
	Speaking 11-12	<input type="checkbox"/> Situational role-play ▶ 25 min <input type="checkbox"/> Picture-based discussion ▶ 20 min		
HIGHER LEVEL	Listening 13	<input type="checkbox"/> True/False statements ▶ 15 min	__ / 6	
	Use of English 13	<input type="checkbox"/> Multiple-choice gap fill ▶ 35 min	__ / 7	
	Reading 14	<input type="checkbox"/> Multiple-choice questions ▶ 30 min	__ / 4	
	Writing 16	<input type="checkbox"/> Writing an argumentative essay ▶ 80 min		
	Speaking 16-17	<input type="checkbox"/> Picture-based discussion ▶ 30 min <input type="checkbox"/> Debate ▶ 25 min		
Unit 2	Skill	Task / Time	Score	Your notes
People and society	Reading 18	<input type="checkbox"/> Matching True/False statements to paragraphs ▶ 35 min	__ / 8	
	Listening 19	<input type="checkbox"/> Factual error correction ▶ 15 min	__ / 8	
	Use of English 20	<input type="checkbox"/> Word formation gap fill ▶ 30 min	__ / 8	
	Writing 21	<input type="checkbox"/> Writing an informal letter ▶ 90 min		
	Speaking 21-22	<input type="checkbox"/> Situational role-play ▶ 25 min <input type="checkbox"/> Picture-based discussion ▶ 30 min		
HIGHER LEVEL	Reading 24	<input type="checkbox"/> Missing sentences ▶ 30 min	__ / 5	
	Listening 25	<input type="checkbox"/> Matching speakers to statements ▶ 25 min	__ / 8	
	Use of English 25	<input type="checkbox"/> Open cloze ▶ 25 min	__ / 8	
	Writing 26	<input type="checkbox"/> Writing a student magazine article ▶ 80 min		
	Speaking 26-27	<input type="checkbox"/> Picture-based discussion ▶ 40 min <input type="checkbox"/> Debate ▶ 20 min		
Unit 3	Skill	Task / Time	Score	Your notes
Shops and services	Reading 28	<input type="checkbox"/> Multiple-choice statements ▶ 35 min	__ / 5	
	Listening 29	<input type="checkbox"/> Identifying statements made ▶ 25 min	__ / 5	
	Use of English 30	<input type="checkbox"/> Multiple-choice gap fill ▶ 25 min	__ / 8	
	Writing 31	<input type="checkbox"/> Writing an argumentative essay ▶ 75 min		
	Speaking 31-32	<input type="checkbox"/> Situational role-play ▶ 30 min <input type="checkbox"/> Picture-based discussion ▶ 20 min		
HIGHER LEVEL	Reading 34	<input type="checkbox"/> True/False statements ▶ 25 min	__ / 8	
	Listening 35	<input type="checkbox"/> Filling in a form ▶ 40 min	__ / 7	
	Use of English 35	<input type="checkbox"/> Open cloze ▶ 25 min	__ / 8	
	Writing 36	<input type="checkbox"/> Writing a letter of complaint ▶ 75 min		
	Speaking 36-37	<input type="checkbox"/> Picture-based discussion ▶ 25 min <input type="checkbox"/> Debate ▶ 20 min		

Unit 4	Skill	Task / Time	Score	Your notes
Home	Reading 38	<input type="checkbox"/> Missing sentences ▶ 35 min	__ / 5	
	Listening 39	<input type="checkbox"/> Matching information ▶ 15 min	__ / 7	
	Use of English 39	<input type="checkbox"/> Multiple-choice gap fill ▶ 20 min	__ / 8	
	Writing 40-41	<input type="checkbox"/> Writing an email ▶ 40 min <input type="checkbox"/> Writing an informal letter ▶ 70 min		
	Speaking 41-42	<input type="checkbox"/> Situational role-play ▶ 25 min <input type="checkbox"/> Picture-based discussion ▶ 40 min		
HIGHER LEVEL	Reading 44	<input type="checkbox"/> Multiple matching ▶ 30 min	__ / 9	
	Listening 45	<input type="checkbox"/> True/False statements ▶ 20 min	__ / 7	
	Use of English 46	<input type="checkbox"/> Editing (word search) ▶ 40 min	__ / 10	
	Writing 46	<input type="checkbox"/> Writing a student magazine article ▶ 80 min		
	Speaking 47	<input type="checkbox"/> Statistics-based discussion ▶ 30 min <input type="checkbox"/> Debate ▶ 10 min		
Unit 5	Skill	Task / Time	Score	Your notes
Nature	Reading 48	<input type="checkbox"/> Multiple matching ▶ 35 min	__ / 6	
	Listening 49	<input type="checkbox"/> Factual error correction ▶ 40 min	__ / 6	
	Use of English 50	<input type="checkbox"/> Multiple-choice gap fill ▶ 30 min	__ / 8	
	Writing 50-51	<input type="checkbox"/> Writing a leaflet ▶ 30 min <input type="checkbox"/> Writing a formal letter ▶ 70 min		
	Speaking 51-52	<input type="checkbox"/> Situational role-play ▶ 40 min <input type="checkbox"/> Picture-based discussion ▶ 50 min		
HIGHER LEVEL	Reading 54	<input type="checkbox"/> Missing sentences ▶ 40 min	__ / 5	
	Listening 55	<input type="checkbox"/> Identifying true statements ▶ 35 min	__ / 8	
	Use of English 55	<input type="checkbox"/> Verb form gap fill ▶ 30 min	__ / 10	
	Writing 56	<input type="checkbox"/> Writing a discursive essay ▶ 80 min		
	Speaking 56-57	<input type="checkbox"/> Picture-based discussion ▶ 25 min <input type="checkbox"/> Debate ▶ 40 min		
Unit 6	Skill	Task / Time	Score	Your notes
School	Reading 58	<input type="checkbox"/> Matching headings to paragraphs ▶ 35 min	__ / 8	
	Listening 59	<input type="checkbox"/> Completing notes ▶ 30 min	__ / 6	
	Use of English 59	<input type="checkbox"/> Word formation gap fill ▶ 40 min	__ / 8	
	Writing 60-61	<input type="checkbox"/> Writing an invitation ▶ 45 min <input type="checkbox"/> Writing an informal letter ▶ 70 min		
	Speaking 62	<input type="checkbox"/> Situational role-play ▶ 35 min <input type="checkbox"/> Picture-based discussion ▶ 35 min		
HIGHER LEVEL	Reading 64	<input type="checkbox"/> Missing sentences ▶ 30 min	__ / 4	
	Listening 65	<input type="checkbox"/> Matching statements to speakers ▶ 25 min	__ / 5	
	Use of English 65	<input type="checkbox"/> Open cloze ▶ 30 min	__ / 9	
	Writing 66	<input type="checkbox"/> Writing an argumentative essay ▶ 90 min		
	Speaking 66-67	<input type="checkbox"/> Picture-based discussion ▶ 35 min <input type="checkbox"/> Debate ▶ 20 min		

Unit 7	Skill	Task / Time	Score	Your notes
Work	Reading 68	<input type="checkbox"/> Missing sentences ▶ 35 min	__ / 7	
	Listening 69	<input type="checkbox"/> Multiple matching ▶ 20 min	__ / 5	
	Use of English 70	<input type="checkbox"/> Open cloze ▶ 35 min	__ / 8	
	Writing 70	<input type="checkbox"/> Writing a formal letter ▶ 75 min		
	Speaking 71-72	<input type="checkbox"/> Situational role-play ▶ 35 min <input type="checkbox"/> Picture-based discussion ▶ 35 min		
HIGHER LEVEL	Reading 74	<input type="checkbox"/> Multiple-choice statements ▶ 35 min	__ / 5	
	Listening 75	<input type="checkbox"/> Matching statements to speakers ▶ 20 min	__ / 8	
	Use of English 76	<input type="checkbox"/> Banked gap fill ▶ 25 min	__ / 8	
	Writing 77	<input type="checkbox"/> Writing a formal letter/job application ▶ 70 min		
	Speaking 77	<input type="checkbox"/> Picture-based discussion ▶ 20 min		

Unit 8	Skill	Task / Time	Score	Your notes
Health	Reading 78	<input type="checkbox"/> Gap fill (missing phrases) ▶ 30 min	__ / 8	
	Listening 79	<input type="checkbox"/> Multiple-choice statements ▶ 25 min	__ / 7	
	Use of English 80	<input type="checkbox"/> Open cloze ▶ 25 min	__ / 8	
	Writing 80	<input type="checkbox"/> Writing an informal letter ▶ 80 min		
	Speaking 81-82	<input type="checkbox"/> Situational role-play ▶ 20 min <input type="checkbox"/> Picture-based discussion ▶ 25 min		
HIGHER LEVEL	Listening 83	<input type="checkbox"/> Completing notes ▶ 20 min	__ / 8	
	Use of English 83	<input type="checkbox"/> Multiple-choice gap fill ▶ 15 min	__ / 8	
	Reading 84	<input type="checkbox"/> Ordering paragraphs ▶ 40 min	__ / 7	
	Writing 86	<input type="checkbox"/> Writing a letter from the editor (of a student magazine) ▶ 60 min		
	Speaking 86-87	<input type="checkbox"/> Picture-based discussion ▶ 20 min <input type="checkbox"/> Debate ▶ 25 min		

Unit 9	Skill	Task / Time	Score	Your notes
Sport	Reading 88	<input type="checkbox"/> Missing sentences ▶ 40 min	__ / 6	
	Listening 89	<input type="checkbox"/> Multiple-choice statements ▶ 25 min	__ / 5	
	Use of English 90	<input type="checkbox"/> Jumbled sentences ▶ 20 min	__ / 8	
	Writing 90-91	<input type="checkbox"/> Writing an email ▶ 35 min <input type="checkbox"/> Writing an informal letter ▶ 75 min		
	Speaking 91-92	<input type="checkbox"/> Situational role-play ▶ 25 min <input type="checkbox"/> Picture-based discussion ▶ 20 min		
HIGHER LEVEL	Reading 93	<input type="checkbox"/> True/False statements ▶ 35 min	__ / 6	
	Listening 94	<input type="checkbox"/> Completing notes ▶ 45 min	__ / 6	
	Use of English 94	<input type="checkbox"/> Word formation gap fill ▶ 40 min	__ / 8	
	Writing 95	<input type="checkbox"/> Writing an argumentative essay ▶ 80 min		
	Speaking 96-97	<input type="checkbox"/> Picture-based discussion ▶ 25 min <input type="checkbox"/> Debate ▶ 20 min		

Unit 10	Skill	Task / Time	Score	Your notes
Free time and culture	Reading 98	<input type="checkbox"/> Missing sentences ▶ 30 min	__ / 7	
	Listening 99	<input type="checkbox"/> True/False statements ▶ 35 min	__ / 6	
	Use of English 100	<input type="checkbox"/> Banked gap fill ▶ 25 min	__ / 8	
	Writing 100-101	<input type="checkbox"/> Writing an email ▶ 25 min <input type="checkbox"/> Writing an informal letter ▶ 65 min		
	Speaking 102	<input type="checkbox"/> Situational role-play ▶ 35 min <input type="checkbox"/> Picture-based discussion ▶ 25 min		
HIGHER LEVEL	Reading 104	<input type="checkbox"/> Gap fill (missing phrases) ▶ 35 min	__ / 6	
	Listening 105	<input type="checkbox"/> Matching statements to speakers ▶ 40 min	__ / 5	
	Use of English 105	<input type="checkbox"/> Open cloze ▶ 25 min	__ / 10	
	Writing 106-107	<input type="checkbox"/> Writing a book review (option 1) ▶ 70 min <input type="checkbox"/> Writing a literary essay (option 2) ▶ 70 min		
	Speaking 107	<input type="checkbox"/> Statistics-based discussion ▶ 30 min		

Unit 11	Skill	Task / Time	Score	Your notes
Travel	Reading 108	<input type="checkbox"/> True/False statements ▶ 50 min	__ / 8	
	Listening 109	<input type="checkbox"/> Multiple-choice statements ▶ 25 min	__ / 6	
	Use of English 110	<input type="checkbox"/> Adjective/adverb form gap fill ▶ 20 min	__ / 11	
	Writing 111	<input type="checkbox"/> Writing an argumentative essay ▶ 90 min		
	Speaking 111-112	<input type="checkbox"/> Situational role-play ▶ 40 min <input type="checkbox"/> Picture-based discussion ▶ 35 min		
HIGHER LEVEL	Reading 114	<input type="checkbox"/> Multiple-choice statements ▶ 35 min	__ / 4	
	Listening 115	<input type="checkbox"/> Completing statements ▶ 30 min	__ / 5	
	Use of English 116	<input type="checkbox"/> Banked gap fill ▶ 20 min	__ / 8	
	Writing 116	<input type="checkbox"/> Writing a student magazine article ▶ 90 min		
	Speaking 117	<input type="checkbox"/> Statistics-based discussion ▶ 30 min <input type="checkbox"/> Debate ▶ 30 min		

Unit 12	Skill	Task / Time	Score	Your notes
Science and technology	Reading 118	<input type="checkbox"/> Matching summary statements ▶ 40 min	__ / 6	
	Listening 119	<input type="checkbox"/> Multiple matching ▶ 25 min	__ / 8	
	Use of English 120	<input type="checkbox"/> Word formation gap fill ▶ 30 min	__ / 8	
	Writing 120	<input type="checkbox"/> Writing a student magazine article ▶ 65 min		
	Speaking 121-122	<input type="checkbox"/> Situational role-play ▶ 30 min <input type="checkbox"/> Picture-based discussion ▶ 40 min		
HIGHER LEVEL	Listening 123	<input type="checkbox"/> True/False statements ▶ 35 min	__ / 10	
	Use of English 123	<input type="checkbox"/> Editing (word search) ▶ 40 min	__ / 6	
	Reading 124	<input type="checkbox"/> Multiple-choice statements ▶ 35 min	__ / 5	
	Writing 126	<input type="checkbox"/> Writing a discursive essay ▶ 70 min		
	Speaking 126-127	<input type="checkbox"/> Picture-based discussion ▶ 25 min <input type="checkbox"/> Debate ▶ 20 min		

Speaking Bank 128

Writing Bank 131

Word Bank 141

Smart answer key 158

What is Oxford Exam Excellence?

Oxford Exam Excellence is an intensive training course to prepare for secondary school exams.

There are 12 units which provide practice and exam tasks in Reading, Listening, Use of English, Writing and Speaking.

All of these skills are practised at B1 level (of the Common European Framework), and each unit also contains extra practice of all skills for students who want to take an exam at a higher level (B2/C1).

Each unit is organised around a central topic, which is then explored from a variety of different viewpoints.

The book also has a reference section with a Writing Bank, a Speaking Bank and a Word Bank.

The Smart answer key at the back of the book explains why the right answers are correct or why the others are wrong.

Oxford Exam Excellence comes with its own Smart Audio CD, which contains all the recordings for the listening tasks.

What is in a Unit?

Every unit explores one broad topic, for example, 'Family life'. Each section looks at this topic from a slightly different point of view.

All sections contain practice exercises which always lead to an exam task. Also included are useful tips on how to study for the exam, on how to do certain exam task types, and on important language points.

The various skills sections are usually featured in the following order:

- Reading
- Listening
- Use of English
- Writing
- Speaking

At the end of each unit, you will find extra practice exercises and exam tasks to prepare you for exams at a higher level. These exercises and tasks are more difficult than the ones at the beginning of the unit. This Higher level part also features all five skills.

How do I use *Oxford Exam Excellence*?

The more you use the book, the better prepared you will be for the exam. If you have time to complete the whole course, you will have thorough training in all the typical exam skills and tasks, and will cover all the topics and key vocabulary you are likely to encounter in the exams.

You can use any section of the book at any time and in any order you want: you don't have to work your way through from beginning to end.

If you need flexibility, but still want to get the most out of *Oxford Exam Excellence*, we recommend the following work plan:

1 *Decide what you want to focus on practising*

Oxford Exam Excellence has a Study Diary on pages 2-3 that is more than just a list of contents: it is also a great tool for planning your own training programme.

- If you want to explore an exam topic thoroughly (for example, 'Science and technology'), check which unit deals with that topic and work your way through the different sections in it.
- If you want to practise a certain skill (for example, Listening), use the Study Diary to find where the various Listening sections are, and choose the ones which focus on the task types you need to work on.
- If you want to train yourself in a certain task type (for example, multiple-choice gap-fill tasks), the Study Diary can tell you which sections feature this task; try to choose a variety of different topics and skills where possible.

2 *Plan your time*

Each section tells you roughly how much time you will need to complete it, including the practice exercises as well as the exam task at the end. This is just an estimate to help you with planning; it might actually take you a bit less or a bit more time.

Where there are two different tasks within a Speaking or Writing section, there is an estimate given for the total time to complete both parts (practice and exam tasks), and also a separate estimate for each part, in case you only have time to do one or the other.

The exam box also shows a time, but this is more a suggestion than an estimate: we suggest that you use a watch to time yourself and practise completing the tasks within the time suggested; the times given for the exam tasks closely match the amount of time you would have in the real exam.

3 *Practise*

Focus first on the exercises in a section which prepare you for the exam task. Don't skip any exercises as they all help you deal more easily with the exam task later on. In a few sections there are follow-up exercises after the exam task.

You will find plenty of How to study tips. Use these tips as much as you can.

Check your answers to the practice exercises in the Smart answer key (a note at the bottom of every page tells you where this is).

Make a note in the Study Diary of any mistakes you make, so you can make sure you avoid them next time.

4 Do the exam task

Always read the instructions carefully to make sure you know what to do.

Read the Exam tip before you start doing the task.

When you're practising Writing or Speaking, you can prepare for the task by looking at the examples in the Writing Bank or Speaking Bank.

Complete the task (and remember to time yourself).

Before you look at the Smart answer key, check the answers you have written – it's good practice, and will prevent you from losing points in the exam for small mistakes.

Read the answers in the Smart answer key and mark your score.

Record your score in the Study Diary, and add your own notes to remind yourself of things you would like to focus on next time you practise.

5 Keep track of your progress

Use the Study Diary to:

- make notes about any mistakes you have made after you have finished the practice exercises,
- record your score and make notes on the exam task after you have completed it,
- tick every section you have already done.

How do I prepare for exams at a Higher level?

Oxford Exam Excellence provides thorough practice at a lower intermediate (B1) and an upper-intermediate (B2/C1) level. If you are preparing for an exam at the Higher level, complete both the first and the second part of each unit you use.

If you only want to practise some, but not all the, skills at the Higher level, do all the skills in the first part of the unit, and only the skill(s) you want to practise in the Higher level section.

What if I don't want to prepare for an exam at a Higher level?

For thorough training at the B1 level you only need to complete the first half of each unit. You don't need to do the Higher level.

But even if you are preparing for a B1 exam, you may want to try completing certain sections from the Higher level, to look a topic from a new point of view, for example, or to practise a different task type. In this case, don't worry if you don't get all the answers right. Work your way through the section systematically and use the Smart answer key to learn what you need to know.

What's in the reference section?

Writing Bank:

- example texts for all the text types required by the exam tasks (from emails and formal/informal letters to essays)
- useful tips
- lists of phrases you can use for each text type

Speaking Bank:

- useful communication phrases – for all the functions you will need to use to complete the different Speaking exam tasks

Word Bank:

- key vocabulary from every unit
- essential extra vocabulary for every exam topic
- phonetic transcriptions for better pronunciation

What's a Smart answer key?

The Smart answer key not only tells you what the correct answers are, but explains in clear, simple English why those answers are correct, and also why the other answers are wrong. It also tells you things to watch out for (for example, typical errors).

You will find answers for all the practice exercises and exam tasks. For open communication tasks where there is no 'correct' answer, it contains useful notes about what's expected in the exam, or about the best approach to the task.

The Smart answer key also has the transcripts of all listening texts.

What's a Smart Audio CD?

The Smart Audio CD contains all the recordings for the Listening exercises and exam tasks. You will hear a wide variety of English speakers and different dialects spoken at natural speed.

It plays like a normal Audio CD in your CD player. However, if you use the CD in a computer, you can find the transcripts for all the recordings in Microsoft Word® format. You can edit these transcripts to create your own listening exercises, for example:

- replace a word in each sentence with a blank line to create a gap-fill task,
- jumble up the order of paragraphs in a longer text to create an ordering task,
- change some words in the text to create a fact-correction task.

Use your new tasks for extra practice a bit later on – not immediately, as it would be too easy to remember what the original was.

Alternatively, swap with another student and try to complete each other's tasks.

We hope you will enjoy working with *Oxford Exam Excellence* and that it will give you all the skills and confidence you need to be successful in your exam!

Best wishes from *Oxford*

1 Family life

Reading

▶ 25 minutes

1 Read the article in exercise 3 quickly. Then put the following headings that summarise each paragraph in the correct order.

- a Modern families
- b What we mean when we talk about family
- c The way families lived in the past

- 1 _____
- 2 _____
- 3 _____

2 Read the article in exercise 3 again quickly, and answer the questions.

- 1 What is a 'nuclear family'?
- 2 How did the father spend a typical day fifty years ago?
- 3 How did the mother spend a typical day fifty years ago?
- 4 Why are some people worried about society today?
- 5 Do couples that live together always get married?
- 6 Are modern families normally larger or smaller than those fifty years ago?

EXAM TIP

Remember, the meaning of the missing phrase is important, but read the completed sentence again to check that the chosen extract also fits in grammatically.

READING EXAM

▶ 15 minutes

3 Read this short article about British and American families. Choose the best phrase from A–K to fill in gaps 1–10, to complete the text. There is one phrase that you won't need to use.

FAMILY

WHEN British and American people use the word *family* ¹ _____ the mother, father and their children. In a general social context, 'the family' is usually ² _____ mean this nuclear family.

Society in Britain and the US ³ _____ a nuclear family living in the same house and ⁴ _____ each other's lives. Fifty years ago, the typical family was a husband and a wife, and two or three children. The father spent all day at work and ⁵ _____ decisions about how the money he earned was spent. The mother stayed at home to manage the house and look after the children. Children were ⁶ _____ their parents.

Many modern families live rather differently, and because of this some people think that the family unit is dying and society ⁷ _____. Many couples still get married, but others live together without ⁸ _____. A few years ago, couples living together usually got married when ⁹ _____ a family, but this happens less now. Another trend is ¹⁰ _____ married later in life and to have fewer children, so the size of the average family is shrinking.

- | | |
|------------------------|------------------------------|
| A taken to | G made most of the |
| B closely involved in | H which normally consists of |
| C getting married | I they wanted to start |
| D they often mean only | J expected to obey |
| E is being weakened | K is traditionally based on |
| F for people to get | |

Answers on page 158

Listening

▶ 20 minutes

4 Read the instructions to exercise 6 and answer the following questions.

- 1 Who will you be listening to in the recording?
- 2 Who is the advice aimed at?
- 3 What other useful information can you find in the instructions?

5 Read the statements in exercise 6 and decide which of the possible titles below might best summarise the text you are going to hear.

- a How can we ensure our children's safety when they're alone at home?
- b The dangers that children have to face in their everyday lives
- c How to train our children to be independent when they grow up

HOW TO STUDY

If you have access to English-speaking radio or television broadcasts, try to listen to and watch programmes on topics that you are interested in. It is best to do this on regular basis, if possible for at least 15 minutes a day. This will help you to get a feel for the language.

LISTENING EXAM

▶ 10 minutes

6 **01** First read sentences A–J below. You are going to hear a psychologist giving advice to parents. Decide which five out of the ten pieces of advice are given in the recording.

- A Your decision should not only be based on your children's age.
- B Tell your children not to answer telephone calls.
- C Instruct your children to open the door only to people they know well.
- D Don't leave your children alone for more than three hours.
- E Teach your children to keep the house key in their schoolbag.
- F Don't allow your children to use the cooker.
- G Teach your children what to do in case of fire.
- H Ask a neighbour to keep an eye on what's going on.
- I Keep alcohol out of the reach of your children.
- J Don't stress your children by talking about possible dangers.

Answers on page 158

EXAM TIP

The first time you listen, mark all those sentences which match the statements made in the recording. Quickly check if you have marked the same number of sentences specified in the instructions. If necessary, find the missing answers when you listen for the second time.

Use of English

▶ 45 minutes

7 Put the correct form of the verb *clean* in each gap.

- 1 I enjoy _____ the house every Monday morning.
- 2 It's Monday lunchtime and I _____ the house already.
- 3 I think most of the houses in my street _____ at least once a week.
- 4 My mother says my father thinks the house _____ by magic!
- 5 My friends arrived while I _____ my room.
- 6 In the future, houses _____ by robots.

8 Put the correct noun form of the underlined verb in the gap to complete the definitions.

- 1 If you invent something important, this _____ may become famous.
- 2 Something that arrives, such as a plane flight, is an _____.
- 3 You can say you improve something, or that you make an _____ to it.
- 4 Something you publish, such as a book or a magazine, is a _____.
- 5 If you explain something clearly, then you are giving a clear _____.
- 6 Someone who trains people to do something is a _____.

9 Write similar definitions to the ones in exercise 8 to explain the following verbs and nouns.

- 1 believe and belief

- 2 depart and departure

- 3 perform and performance

HOW TO STUDY

You can expand your vocabulary by learning the different parts of speech for words – for example, from the verb *expect* you can make the noun *expectation*, and the adjectives *expected* and *unexpected*. Keep a vocabulary notebook or lists and include different parts of speech.

USE OF ENGLISH EXAM ▶ 15 minutes

10 Complete the text by putting the correct form of the word in brackets into each gap.

Housework AND history

If you stop to think about it, the history of housework is the history of everything. Housework ¹_____ (CHANGE) an amazing amount in only the last hundred years or so. The ²_____ (INVENT) of electricity was very important, and it led to the ³_____ (ARRIVE) of the washing machine, the vacuum cleaner, the dishwasher, and so on. Housework ⁴_____ (BE) much harder without them fifty years ago. It's not just technology that's different – these days, most husbands ⁵_____ (EXPECT) by their wives to share the housework. Overall, then, we can see a great ⁶_____ (IMPROVE) in relation to housework, especially for women – although the environmental cost of modern housework is high.

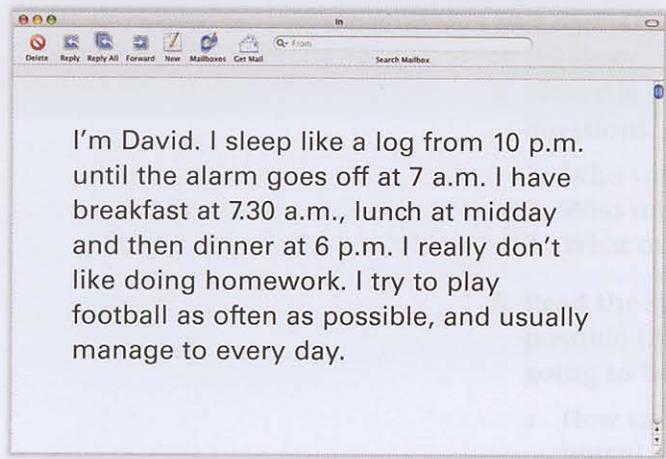
Answers on page 159

Writing ▶ 90 minutes

Writing an email ▶ 35 minutes

11 Read the task and the advertisement in exercise 13 carefully. Then read the message below, and decide if the writer has included all the requested information. Tick the appropriate box.

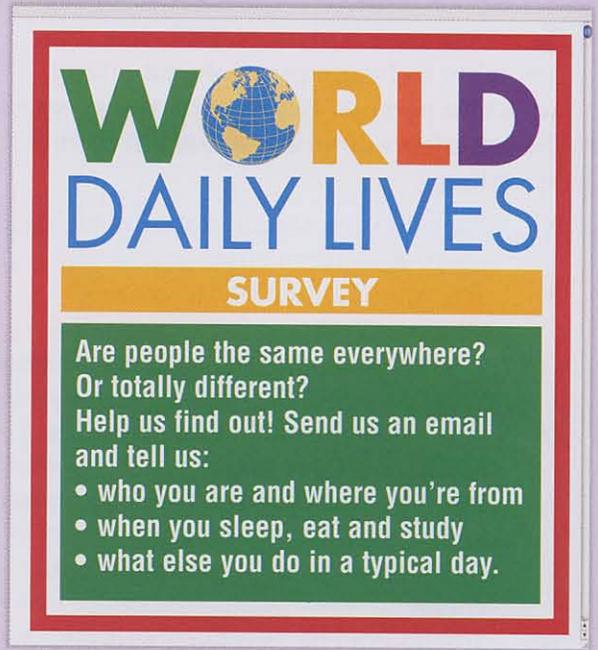
- | | |
|--|--|
| 1 who/you? <input type="checkbox"/> | 4 when/eat? <input type="checkbox"/> |
| 2 where/from? <input type="checkbox"/> | 5 when/study? <input type="checkbox"/> |
| 3 when/sleep? <input type="checkbox"/> | 6 what/else? <input type="checkbox"/> |



12 Rewrite David's message, adding the information he's missed out.

WRITING EXAM ▶ 25 minutes

13 You see this advertisement in an Internet forum. Write your response in an email of 40–50 words.



Answers on page 159

EXAM TIP

When you write a short text, such as an email message, always check you have included all the necessary points from the instructions.

Writing an informal letter ▶ 55 minutes

14 Are these statements about writing informal letters true or false?

- It's normal to use contractions, like *they're* for *they are*, in informal letters. T / F
- You don't need to use paragraphs in informal letters. T / F
- Planning what to write is less important for informal letters than for formal letters. T / F
- You should try to make informal letters as interesting as possible, for example by using a range of verbs and adjectives. T / F
- The most common tense used in informal letters is the Present Continuous. T / F
- Informal letters tend to be shorter than formal letters. T / F
- You should think carefully about the reader of informal letters. T / F

- 15 Read this extract from a letter. It contains eight grammar mistakes. Can you find them and correct them?

Everybody think my sister is very good-looking. She has a huge wardrobe full with clothes and she always well dressed – but I think she wears too many make-up! She seems she's quite popular, why she has a wide circle of friends. She's always either out with friends and at home talking with the phone to them.

WRITING EXAM

▶ 45 minutes

- 16 Below is part of a letter you receive from your penfriend abroad. Write your reply in 100–120 words.

my uncle. So I'd really like to know about your favourite family member. Who is it? Why do you like him or her so much? What does he or she look like? What does he or she do?

Answers on page 159

EXAM TIP

Always plan your writing carefully. Look carefully at the topic or question and let ideas come into your head. Then start to organise them into a suitable order. Then write one or more sentences for each idea. Build the series of sentences into paragraphs. When you have finished your first draft, check very carefully for mistakes.

Speaking

▶ 45 minutes

Situational role-play ▶ 25 minutes

- 17  02 Listen and read the dialogue below and answer these questions.

- 1 What is Mark going to do for Agneta?
- 2 When are they going to meet?
- 3 What is Agneta going to help Mark with?

Agneta I'm really pleased you can help me, Mark.

Mark That's OK. I know there's too much housework for one person to do. What would you like me to do?

Agneta Could you clean the windows?

Mark OK. But I'm quite busy right now. Can we do it in the evening, perhaps?

Agneta I'm going to the cinema later. Are you free after school?

Mark Yes, I'll meet you at your house after school.

Agneta Fantastic! And then I *must* return the favour. How can I help you?

Mark Could you help me with my English homework? It's really difficult this week.

Agneta Sure.

- 18 Underline the parts of the dialogue that helped you to answer the questions in exercise 17.

- 19 What kinds of housework are there? How many more can you add to the list?

- do the dusting
- make the beds
- do the washing
- sweep the patio
-
-

HOW TO STUDY

One way to practise speaking accurately is to write a dialogue, check it for mistakes, and then practise speaking it, with a partner if possible.

SPEAKING EXAM

▶ 5 minutes

20 Your friend's parents are away for a few days. You have agreed to help your friend with some housework.

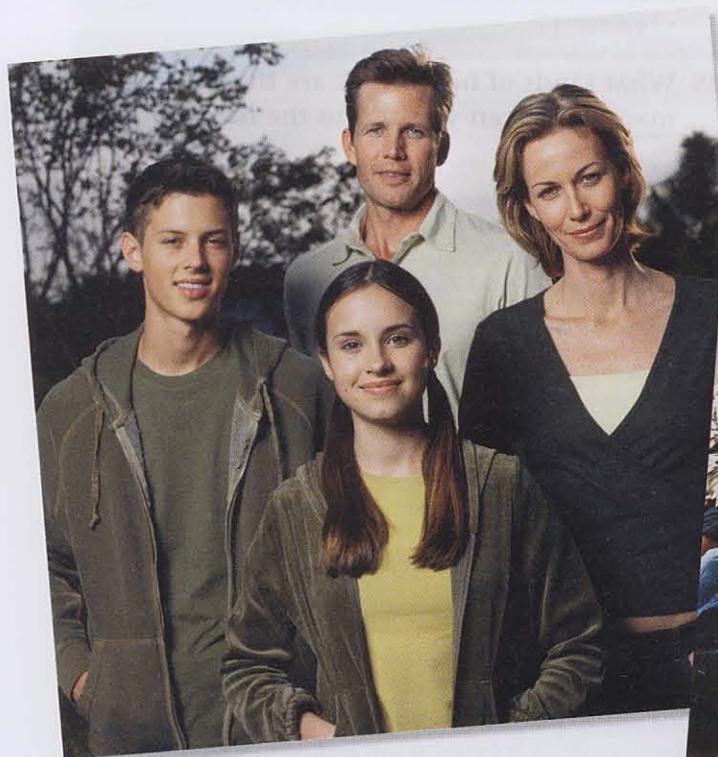
- Find out what housework your friend needs help with.
- Find out a time you're both free.
- Agree what your friend will do for you in return.

Answers on page 159

Picture-based discussion ▶ 20 minutes

21 Here are some sentences students said about families. Each sentence contains a mistake. Can you find and correct the mistakes?

- 1 If you have older brothers and sisters, they can giving you useful advice.
- 2 In a big family, never you may learn to be independent.
- 3 So your family is small, you'll probably have your own bedroom.
- 4 Your brothers and sisters can play by you when your parents are busy.



22 Choose from the words below to complete the expressions used for giving opinions.

as • in • to • on

- 1 ____ my experience, a small family is better.
- 2 According ____ a TV programme I saw, there are fewer big families now.
- 3 As far ____ I'm concerned, the bigger the better.
- 4 It depends ____ where you live, but I prefer small families.

HOW TO STUDY

When you study for tasks like exercise 23 here, practise several times. Each time, concentrate on a different factor, e.g. choice of vocabulary, pronunciation, speaking fluently, and so on.

SPEAKING EXAM

▶ 10 minutes

23 Look at the two photos of families. Compare and contrast them. Include the following points:

- advice and support
- independence
- space at home
- attention from parents

Answers on page 159

Listening

▶ 40 minutes

1 Read these pairs of sentences 1–6 and the corresponding statements 1–6 in exercise 3. In each case, which one of the two sentences here means the same as the statement in exercise 3?

- 1 a John's parents grew up here, and so did he.
b John's parents come from up north, and moved here before he was born.
- 2 a John's family always seemed very happy to Angela.
b Angela thinks there are some problems in John's family.
- 3 a Angela's family are having a big party next month, but she'd prefer to do something else.
b Angela can't wait for this party next month – everyone's coming.
- 4 a John's expected to join his uncle's company, but it's really boring there.
b John really wants his uncle to give him a job in his company.
- 5 a Angela's big sister has really helped her by telling her what to do.
b Angela's always told her older sister what she should do.
- 6 a John's brother's never studied at university.
b John's brother is no longer at college.

2 **Underline** the word or words in exercise 1 which make the sentence different in meaning from the statement in exercise 3.

LISTENING EXAM

▶ 15 minutes

3  You will hear two friends, John and Angela, talking about their families. Read through statements 1–6. As you listen, decide if each statement is true (T) or false (F), according to the information you hear.

- 1 John grew up in the same town as his parents. ___
- 2 Angela says John's family is a happy one. ___
- 3 Angela is looking forward to a big family party next month. ___
- 4 John hopes to work in his uncle's business in the future. ___
- 5 Angela's older sister has given her useful advice. ___
- 6 John's brother recently left university. ___

Answers on page 159

EXAM TIP

In the listening exam, the task items are in the same order as you hear them in the recording. When you listen for the first time, check which statements you're not given any information about (all false), then decide if the remaining statements are true or false when you listen for the second time.

Use of English

▶ 35 minutes

4 Choose from these words to complete the sentences below. One word is used twice, and one word isn't used in any gap.

to • than • too • also • that • both • and

- 1 I like coffee ____ tea.
- 2 I like ____ coffee and tea.
- 3 I like coffee and ____ tea.
- 4 I like coffee and tea ____.
- 5 I like coffee more ____ tea.
- 6 I prefer coffee ____ tea.
- 7 I'd rather have coffee ____ tea.

5 Complete these sentences by writing one word in each gap.

- 1 He wants to improve, ____ he practises a lot.
- 2 ____ he wants to improve, he practises a lot.
- 3 He wants to improve – that's ____ he practises a lot.
- 4 ____ to his ambition to succeed, he does a lot of practice.
- 5 ____ of his ambition to win, he's always practising.
- 6 His desire to do well means ____ he practises a great deal.

6 Read these sentences. Choose from the verbs listed after the sentences to complete the gaps. Notice that the word *out* comes after each gap and is connected to the meaning of the verb. Think about the form of the verb.

- 1 The group are ____ out a new CD next month.
- 2 You must ____ out of the hotel by 11 a.m.
- 3 She injured her knee and ____ out of the race.
- 4 The detective investigated until he ____ out who the murderer was.
- 5 You'll succeed if you ____ out your plan.
- 6 They ____ out for the mountains early in the morning.

carry • bringing • check • set • found • pulled

USE OF ENGLISH EXAM

▶ 15 minutes

7 Complete the text by choosing the correct option: A, B, C or D, to fill each gap.

What's the point of family history?

Family history is ¹__ referred to as genealogy. It is one of the world's most popular pastimes, and millions of people around the planet are investigating their origins as I write this. From ²__ beginners to experienced genealogists, the attraction of ³__ out more about the past through your own family is hard to resist. Once you have ⁴__ out on the research road, the work can become absolutely fascinating. There are many reasons ⁵__.

As you explore this route to the past, you'll develop new skills, which you can use in many ways. You'll also enjoy the excitement of the detective ⁶__. The voyage of discovery into your family's past often leads to a greater understanding of history. It's also a social pastime, and will ⁷__ you into contact with many new and like-minded people.

- | | | | |
|-------------|------------|------------|------------|
| 1 A and | B too | C also | D both |
| 2 A full | B complete | C whole | D thorough |
| 3 A finding | B meeting | C learning | D knowing |
| 4 A set | B done | C put | D made |
| 5 A because | B since | C why | D so |
| 6 A course | B movement | C step | D process |
| 7 A send | B carry | C give | D bring |

Answers on page 160

EXAM TIP

Before you look at the choices A–D for each gap, try to think of a word that could fit in the gap. Even if you can't think of a particular word, decide what part of speech – verb, noun, etc. – it needs to be.

Reading

▶ 30 minutes

8 Read the title of the article in exercise 9 on page 15. Which of the following topics does the title of the article suggest?

- 1 Fathers are ready to participate in taking care of children, and this is surprising.
- 2 Fathers should be encouraged to participate in childcare more actively.
- 3 Working women want their partners to take over some childcare responsibilities.

Now read the text quickly to check your answer.

EXAM TIP

When you have completed a multiple-choice task, check that you did not leave a question unanswered. If you really don't know the correct answer, it's better to guess than not to give an answer.

- 9 Read the newspaper article below on how fathers take part in looking after their children. Choose the best answer: a, b, c, or d, to questions 1–4.

Why fathers want to look after the baby (yes, really)

One of the most extensive surveys of fathers has now shown that, far from the stereotype, most men would like to share childcare duties with their partners or wives.

The survey made by the Equal Opportunities Commission shows a modern type of father: the New Dad. He takes part in day-to-day childcare and does not mind helping with the vacuuming and washing-up – if only when his partner asks him to. The EOC interviewed sixty-four fathers and their partners about their home and work life. Most fathers agreed that it was important to 'be there' for their children for key events such as school sports day, their first appearance in the school play and for at least one meal a day. Many agreed that parenting classes would be a good way to give them more confidence around the home.

Based on the survey results, four types of fathers were defined, from the traditional type of dad to the perfect New Dad, who is as much involved in taking care of the children as the mother. The survey found that the majority of men were somewhere between these two types.

In the first category comes Enforcer Dad, the old-fashioned disciplinarian who does not see himself as involved in the day-to-day care of his children. He sees his responsibilities as setting clear limits for them and being a role model. Most fathers do not see this as their only role.

The two biggest categories are Entertainer Dad and Useful Dad. Entertainer Dad is at his best keeping his children laughing while his partner gets on with household chores and arranging the children's school and extra activities. Useful Dad is willing to help out around the house, even though he expects the mother to be the 'team leader' in all things domestic.

Finally, and probably every woman's dream, is Fully Involved Dad. He is equally engaged in running the home and the family, and sees the role of the father and the mother as practically identical. Fully Involved Dads adjust their work arrangements to their partners' professional duties. 'I do have definite childcare commitments,' said one father in this category. 'There are certain times or occasions where it is non-negotiable and I just leave the office on time.'

Julie Mellor, chairwoman of the EOC, said that fathers were still not given enough flexibility at work and mothers would feel fully supported only if employers treated (and paid) both sexes equally. 'Mums and dads should be able to choose how they want to share the responsibilities of bringing up children and working outside the home,' she said. 'But until we have equal pay, decent childcare and more opportunities to work flexible hours, many fathers will continue to find it hard to be there for their children and many women will continue to be disadvantaged at work. This is not necessarily the best solution for parents, children or employers. Equality at work or home depends on both mums' and dads' family responsibilities being acknowledged,' Mellor said.

- Why would many fathers like to go to parenting classes?
 - To learn how to do day-to-day childcare.
 - Because they want to attend important school events.
 - Because they think it's important to be involved in the day-to-day care of children.
 - So they can be more confident in dealing with domestic issues.
- How do Enforcer Dads view their role in childcare?
 - They don't see childcare as their responsibility.
 - They teach their children discipline by setting an example for them.
 - They keep children amused while their partner gets on with housework.
 - It's important for them to be involved in the day-to-day care of their children.
- How do Fully Involved Dads find time to share childcare responsibilities with their partners?
 - They run the home and the family, so their partners can focus on their professional duties.
 - They fit their work commitments to their partner's arrangements.
 - They often leave the office early.
 - They think it's their partner's responsibility to negotiate flexibility at their workplace.
- What does Julie Mellor think employers should do?
 - Employers should provide both parents with equal pay and flexible working hours.
 - They should allow parents to work from home so they can look after their children.
 - They should give women more support so they can take on more of the childcare responsibilities at home.
 - They should pay women more because they are often disadvantaged in the workplace.

Writing

▶ 80 minutes

1

Writing an argumentative essay

- 10** Look at the list below. Who is more important to you, your family or your friends, in relation to these things? Tick the box for each one.

	Family	Friends
homework		
music		
holidays		
sport		
food		

If you're working with a partner, discuss your answers. Talk about your reasons.

- 11** Read these sentences taken from essays about family and friends. Fill in the gaps with a suitable word from the list below. Use each word only once. There are two gaps in each sentence.

answer • think • factors • considering • reasons • conclusion • importance • refer • ever • look

- 1 When ____ family and society, there isn't a simple right or wrong ____.
- 2 When we ____ about this subject, it depends on which society we ____ to.
- 3 There are a number of ____ why I believe that the family is still as important as ____.
- 4 If we ____ at the issue of education, the ____ of the family is clear.
- 5 Taking all these ____ into account, my ____ is that the role of family is changing, but it remains highly important.

WRITING EXAM

▶ 60 minutes

- 12** Write an essay of 200–250 words for or against this statement:

People used to think that the family played an important role in society, but times have changed and now the family is much less important.

Answers on page 161

EXAM TIP

When writing essays, always spend time thinking about your ideas and opinions before you try to start writing the essay. Record these in notes – either as lists or mind maps. In your essay, use each main idea as the basis of a paragraph.

Speaking

▶ 55 minutes

Picture-based discussion ▶ 30 minutes

- 13** If you're working alone, answer each question in no more than three sentences. If you're working with a partner, discuss different ways of answering each question.

- 1 What was your first day at school like? How did you feel?
- 2 What is it you're going to miss most when you leave school? Why?
- 3 How do married couples help each other?
- 4 Should everybody get married?

- 14** Read these sentences. Think about their meaning and what may be missing in the gaps. Then choose the correct phrase from the list underneath to complete the sentences.

- 1 Your school education has a significant effect on ____ your life.
- 2 School isn't as important as university, where you make ____ what to study for your career.
- 3 Most people want to start a family, and marriage is ____ this.
- 4 The partnership of marriage is ____ two individuals sharing a home.

your own choice of • the rest of •
the first step towards • more than just

SPEAKING EXAM:

▶ 10 minutes

- 15** The two photos show different turning points in life. Which image do you think represents a more important turning point? Why? Compare and contrast the pictures.

Answers on page 161

EXAM TIP

Don't worry if you can't think of much to say in the exam. Start with straightforward observations – things which are easy and clear to say about the photo or photos – and build on these until you reach more complex ideas.

16 Match words 1–8 to their synonyms a–h.

- | | |
|----------------|---------------|
| 1 leave out | a separate |
| 2 look at | b firstly |
| 3 primarily | c consider |
| 4 in contrast | d in addition |
| 5 connected | e mostly |
| 6 unrelated | f conversely |
| 7 first of all | g dependent |
| 8 moreover | h disregard |

17 Use words from exercise 16 to complete the following sentences.

- Before reaching any sort of conclusion, _____ we must examine the changing roles within the family.
- Even if we _____ the questions of income and career development, this is still a complicated issue.
- When we _____ the falling number of marriages and the rising number of divorces, we can see that the number of single-parent families is increasing.
- Having a good job is often regarded nowadays as more important than having a family. _____, the responsibility of starting a family appeals to fewer and fewer people.



SPEAKING EXAM

▶ 10 minutes

18 Read the following statement. Do you agree or disagree with it? Prepare some arguments to support your opinion, then discuss the issue with your partner, responding to any counter-arguments they have.

Mothers should stay at home to look after their children until they're old enough to start formal education.

Answers on page 161

EXAM TIP

When you have to talk about a given subject at length, try to use phrases that organise your arguments into connected speech. You can find phrases for ordering key points, giving examples, expressing your opinion, etc. in the Speaking Bank on page 128.

2 People and society

Reading

▶ 35 minutes

- 1 Read the title from the article in exercise 4. What do you think the article is going to be about?
- 2 Read statements 1 and 2 below. Which of the other sentences: a, b, or c, has the same meaning as 1 and 2?

- 1 Stella didn't buy the dress because it didn't suit her.
 - a She didn't want to buy the dress.
 - b The dress didn't look good on her.
 - c The dress wasn't the right size.
- 2 Unless the guarantee is stamped, your radio won't be replaced.
 - a The radio can't be replaced if the guarantee is not stamped.
 - b There is no guarantee the radio will be replaced.
 - c If you have a guarantee, the radio will be replaced.

- 3 Now read the following extracts 1 and 2 from the article. Choose the option: a, b, or c, that best summarises the main idea in the extract. Did you choose the same answer as in exercise 2? Mark T (true). Did you choose something different? Mark F (false).

- 1 Stella was sorry she couldn't buy the dress. The cut was the latest fashion and the colour matched her eyes perfectly, but she'd put on some weight lately and she just couldn't do up the zip.
 - a She didn't want to buy the dress.
 - b The dress didn't look good on her.
 - c The dress wasn't the right size.

Stella didn't buy the dress as it didn't suit her.
T / F
- 2 The radio has a 12-month guarantee. Remember, however, to have it stamped at the cash desk. Otherwise, we won't be able to replace it if it doesn't work properly.
 - a The radio can't be replaced if the guarantee is not stamped.
 - b There is no guarantee the radio will be replaced.
 - c If you have a guarantee, the radio will be replaced.

Unless the guarantee is stamped, your radio won't be replaced. T / F

READING EXAM

- 4 Read the article below. Then read statements 1–8 and find the paragraph (A–E) in the text which contains information about them. Write the correct letter in the gap. Finally, decide if the statements are true (T) or false (F).

SUITS *or* SMART CASUAL?

The modern office dilemma

- A Once, it was easy to know what to wear to the office. For male managers, it was always a dark suit and white shirt with a tie. With the arrival of Dress-Down Friday, all the old rules went away. Some companies introduced the system in which once a week (on Friday) the employees were allowed to wear casual clothes of their choice. In recent years, casual dress days at the office have become widespread in the USA, and employees are starting to push the policy to extreme limits. Casual Fridays have become so casual that some people are coming to work in outfits that resemble pyjamas.
- B In a recent poll, 82% of Americans thought that it is OK for businesses to have a dress-down day, while 12% thought it is not. Those who opposed the dress-down policy pointed out that casual dress style might encourage casual or sloppy work. Others commented that the relaxed atmosphere and comfort of casual clothes leads to increased productivity.
- C So what's appropriate for the office? Experts differ in opinions, but there are a few points they agree on. Ripped and worn looking jeans, shorts and Hawaiian print shirts are all unacceptable. Faded denim is also associated with sloppiness. Keep your look smart. For example, pair up dark jeans with a button-down blazer.
- D There are two important factors when discussing dress codes in the workplace. First of all, it must be clear. Employees need to know what is expected of them; otherwise, a dress code that is meant to create a relaxed atmosphere might actually increase stress. Second, employees must always consider their clients. We spoke with a lawyer in a firm with a casual dress policy who keeps a jacket and tie in his office, and puts it on when expecting a client who might be offended by a more casual approach.
- E And one final thing – no matter what clothes people wear, they must always be clean and neat. Coffee stains are unacceptable on the front of one's casual as well as one's formal shirt.

▶ 15 minutes

- 1 — Cleanliness is always important in the workplace. T / F
- 2 — Employers should precisely specify what their employees might wear on casual days. T / F
- 3 — Lately, some employees have started wearing unusually informal clothes for the office. T / F
- 4 — Some clients may not accept casual dress code in business situations. T / F
- 5 — In the USA, the majority of businesses have introduced casual dress days. T / F
- 6 — Experts agree on what should be worn for the office. T / F
- 7 — Some people believe that the way employees dress influences the quality of their work. T / F
- 8 — Jeans are considered inappropriate for office casual days. T / F

Answers on page 161

EXAM TIP

First look at the title of the article and read the text quickly to get a general idea of what it's about. Then read the true/false statements and make sure you understand them. Find the parts of the text which contain information about the statements. If the information in the text matches the information in the statement, mark T (true). If the information doesn't confirm the statement (or there is no information about it), mark F (false).

Listening

▶ 15 minutes

5 Read the descriptions of two people in exercise 6. Fill in the following table with the information.

	Person 1	Person 2
Male/Female?		
Age		
Height and weight		
Hair		
Other facial features		
Clothes		
Other distinguishing features		

LISTENING EXAM

▶ 10 minutes

6  04 First read the descriptions below. Then listen to a radio announcement, and cross out the mistakes in the descriptions. Listen again and write down the correct information on the lines below the text. There are eight differences between the recording and the text below.

The police are looking for two suspects in connection with the recent bank robbery in Reading. The first suspect is a white man in his forties. He is fairly overweight, quite short and he's got curly, brown hair. He's got a broken nose and has a moustache. When last seen, he was wearing torn blue jeans and a baggy T-shirt. He's also got a tattoo of a heart with the word 'Angela' written in it.

The police are also looking for a young woman in her early twenties. She's tall and attractive – she's got long, wavy, blonde hair. Her nose is rather long. When last seen, she was wearing a short black skirt, black T-shirt, a leather jacket and black boots.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Answers on page 161

EXAM TIP

Read the descriptions first. Try to picture in your mind what the people described look like. This will help you focus on the details when you hear the correct descriptions. As you're listening, read the text and mark the details that seem different. When you listen for the second time, check your choices and write down the correct answer. Check that you've found all the required differences.

Use of English

▶ 30 minutes

7 Choose the correct option to complete the sentences.

- 1 It may not be **possible** / **possibility** to invite everyone from the team.
- 2 They continued their **correspond** / **correspondence** through a couple of decades.
- 3 I love English Literature. I've read **practical** / **practically** every classic English novel that exists.
- 4 His assistant always **companies** / **accompanies** her on her promotional tours.
- 5 We would like to **clarity** / **clarify** what the conditions are.
- 6 The main **character** / **characterise** in the film is played by the famous French star.
- 7 Young people often **depend** / **dependent** on their parents financially.
- 8 I would like you to send me a **report** / **reporter** on the current situation.

8 Look at the eight words in brackets in the text in exercise 9. How many different words can you form with each one?

- 1 custom
accustom, accustomed, customise, customary, customarily, customer
- 2 fame

- 3 able

- 4 confide

- 5 familiar

- 6 identity

- 7 explorer

- 8 refer

What part of speech (verb, noun, adjective, adverb, etc.) is each word you have formed?
What part of speech is the original word?

USE OF ENGLISH EXAM

▶ 15 minutes

9 Read the text taken from the Teacher's Book of an English course. Fill in gaps 1–8 with a suitable word formed from the prompts in the brackets.**Recognising cultural images and symbols**

When we live in a particular country, we automatically become exposed and ¹_____ (custom) to a range of images and symbols embedded in songs and pictures, places, and traditions. These images and symbols include ²_____ (fame) people in the culture, and architectural and landscape features. The ³_____ (able) of students to recognise these images helps them to feel more ⁴_____ (confide) and to become more fluent.

The aim of the activities in this section is to ⁵_____ (familiar) students with popular images and symbols in the target culture. A secondary aim is to help students to ⁶_____ (identity) and compare the images and symbols in British and American culture, and then to contrast these with the images and symbols in their own.

Some activities focus on places and people associated with the culture, some allow the learner to ⁷_____ (explorer) the cultural ⁸_____ (refer) in popular songs.

Answers on page 162

EXAM TIP

Before you fill in any gaps, read the text paying special attention to the words before and after each gap. These help you decide what part of speech the missing word should be.

Writing an informal letter

10 Put the phrases in each sentence into the correct order.

- different from / being a / teenagers / I think / when my / teenager today / is very / parents were / .
- ways we / freedom today / In some / have more / .
- other ways / life is / But in / and difficult / more complicated / .
- a lot / I feel / today put / on teenagers / of pressure / that parents / .
- not / every teenager / It is / the best / to be / possible for / .
- feel I / space / Sometimes I / some / just need / .

11 Read these incomplete sentences. Try to think of words to fill the gaps. Use only one word in each gap.

- I believe friendship _____ always be _____ important part of _____ lives.
- A good friend _____ someone _____ you can really trust.
- I love my parents, _____ course, but I spend more time _____ friends.
- I prefer _____ have a few close friends _____ a lot of acquaintances.
- When my brother met _____ girlfriend, he stopped spending time _____ his friends.
- I hope to stay _____ touch with all my friends when I'm _____ university.

12 Each of these sentences contains a mistake. Can you find the mistakes and correct them?

- These days, many people live together not with getting married.
- I myself hope to getting married one day.
- I need meet the right person first.
- I hope I'll be as happy in marriage as my parents be.
- My cousin went to work in Scotland and married the Scottish woman.
- Marriage depends on tall levels of patience and understanding.

13 Match each start of a sentence 1–4 with its conclusion A–D.

- | | |
|--------------------|-------------------------|
| 1 I hope that you | A to hear from you |
| 2 It was great | B me all your news. |
| 3 Write and tell | C visit the UK one day. |
| 4 I really hope to | D are well and happy. |

14 Write a letter to your penfriend in the UK. She or he wants to know about your life in your country. Tell him or her about:

- being a teenager
- friendships
- what you think about marriage.

Write about 200 words.

Answers on page 162

EXAM TIP

You should plan your letter by following the instructions closely. Your plan should include a paragraph for each content point required. A letter also needs to have an opening and a closing. Look at the example of an informal letter in the Writing Bank on page 132.

Speaking

Situational role-play ▶ 25 minutes

15 Match the two parts of questions together.

- | | |
|------------------|--------------------|
| 1 What do you | A any suggestions? |
| 2 Do you have | B think about it? |
| 3 What should we | C to do about it. |
| 4 I wonder what | D do about it? |

16 Put the letters of the underlined words into the correct order.

- That's a great diae.
- That's a good nisgugesto.
- That could be snitteringe.
- I wonder if that could be tfulifdic.
- Don't you think that might be catecomplid?

17 Put the missing words in the sentences to make questions.

work • do • explain • say • think

- Could you _____ a bit more?
- How would that _____?
- Could you _____ that again?
- What should we _____ after that?
- Do you _____ that idea is best?

SPEAKING EXAM

▶ 10 minutes

18 You and a group of friends are planning a street festival to take place in your neighbourhood in the summer. Here are some notes.

Discuss the notes and the situation and then decide what to do. You can add your own ideas.

- music – dance music?
local folk singers?
- food – ask neighbours?
use restaurant? cost?
- invitations – email
everyone? posters?
- children – fun activities?
competitions? or no
small children invited?

Answers on page 163

EXAM TIP

Remember that the examiner wants to know how you interact in the role-play situation – in other words, how you communicate and respond to ideas, opinions and suggestions. Practise ways of responding to what other people say to you.

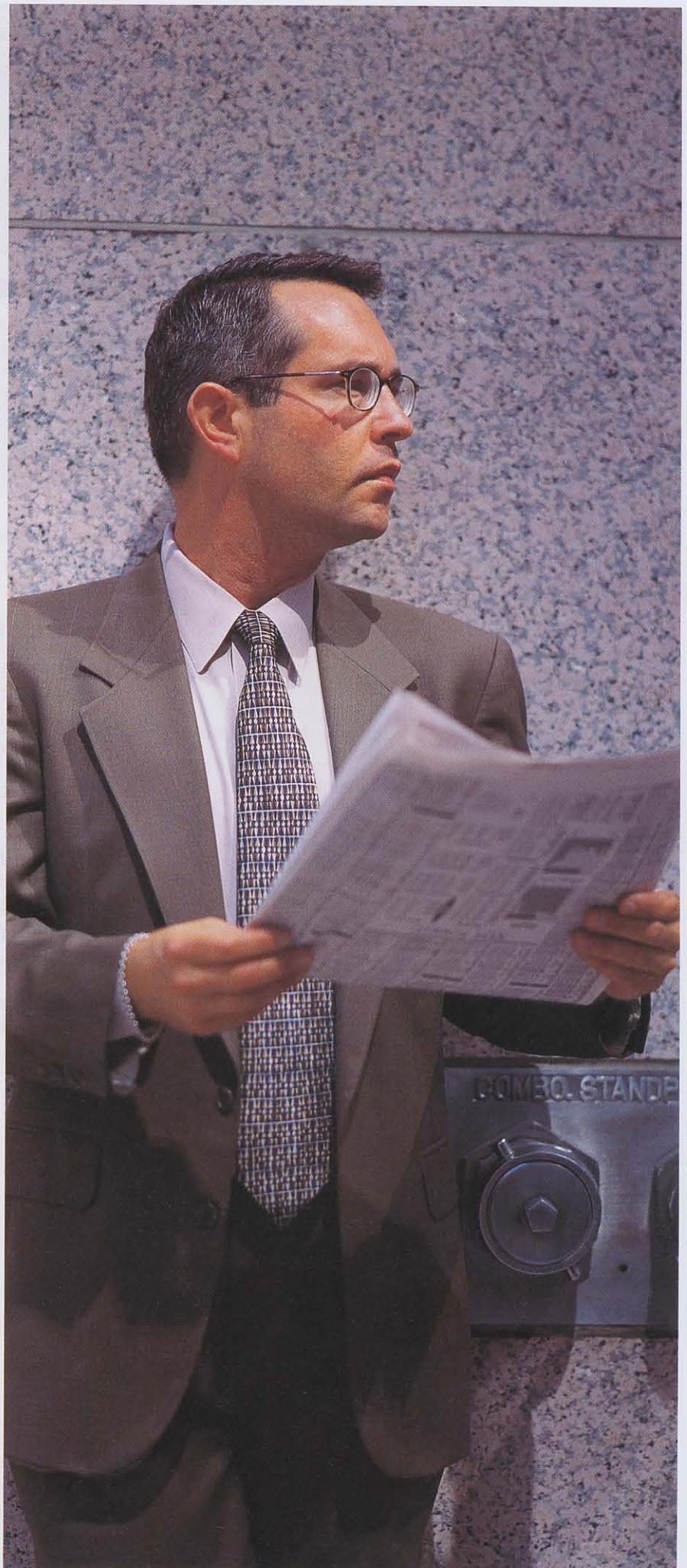
Picture-based discussion

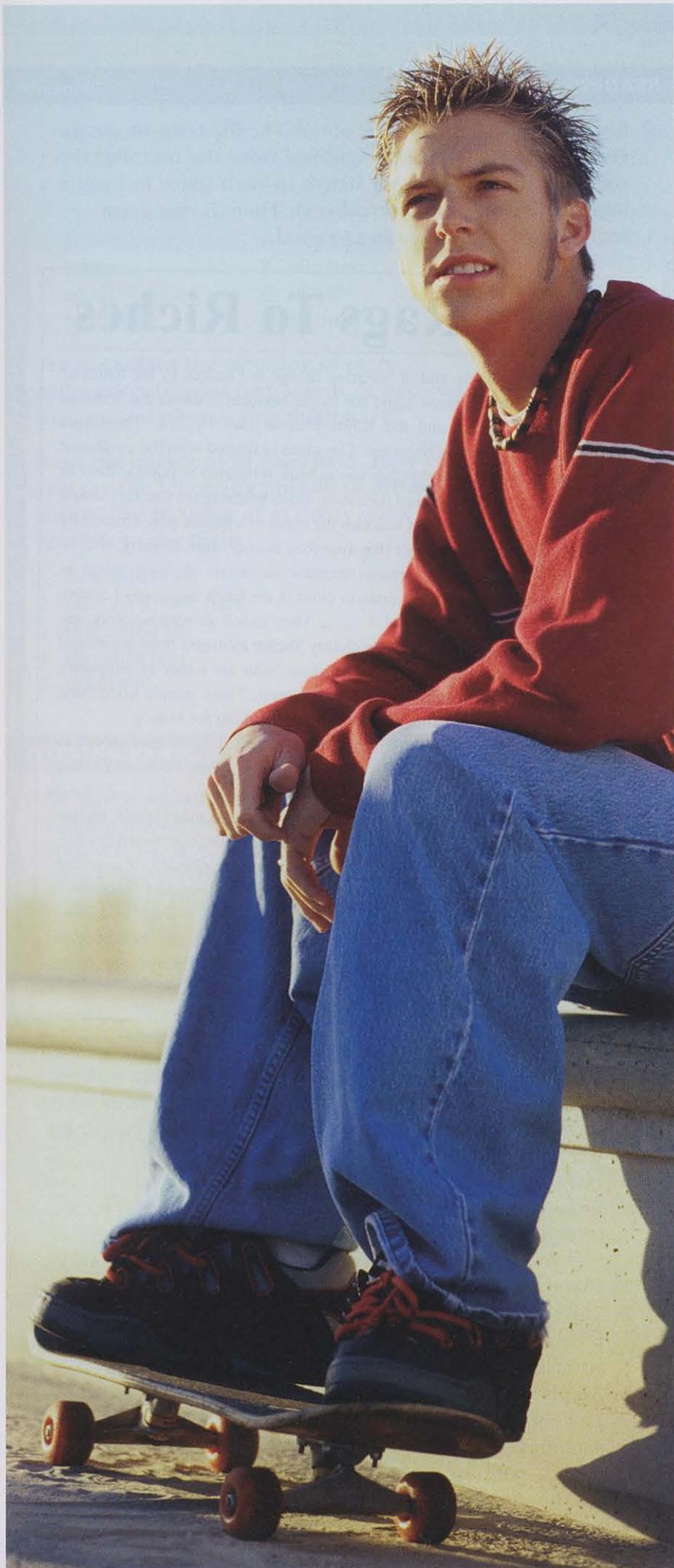
▶ 30 minutes

19 Use the words below to complete these questions.

living • stress • clothes •
like • married • from •
name • time

- 1 What's your ____?
- 2 Where are you ____?
- 3 What do you do for a ____?
- 4 Are you ____?
- 5 What do you do in your spare ____?
- 6 Where do you buy your ____?
- 7 Do you suffer much from ____?
- 8 Do you see your family as much as you would ____?





20 Look at the two photos. Choose one photo, and imagine you are that person.

If you're working with a partner, take it in turns to interview each other, asking the questions from exercise 19, and answering from your imagination. If you're working alone, write down the answers to the questions in exercise 19.

21 Correct the mistake in each of these sentences.

- 1 I think he standing in a train station.
- 2 He obviously like skateboarding.
- 3 He's dressing like a typical business man.
- 4 He's wearing loose, casually clothes.
- 5 I guess that he's student.
- 6 I suppose I'd have more by common with the younger man.

SPEAKING EXAM

▶ 10 minutes

22 Look at the two photos. Compare and contrast the two men.

- Where are they?
- What are they doing?
- What jobs do you think they do?
- What are they wearing?
- What do you think their clothes say about their personalities?

Answers on page 163

EXAM TIP

When you are discussing a picture and explaining your ideas and opinions, there aren't any 'right' or 'wrong' answers. The important thing is to keep talking, so that the examiner can see how much English you know.

Reading

▶ 30 minutes

1 Read the text in exercise 2 quickly, and put the following points in order to form a summary of the article.

- a Thousands live on the street.
- b *The Big Issue* is a financial success, and it generates huge amounts of money to be spent on good causes.
- c Cultural landmarks stand next to temporary shelters for people sleeping rough.
- d In the 1980s, many people arrived in the capital in search of a home and a job.
- e The Big Issue is now an international initiative.
- f The life of homeless people on the South Bank was immortalised in a theatre play.
- g People can offer support through special organisations and by buying *The Big Issue*.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

EXAM TIP

Before you fill in the gaps, read through the text to get a general sense of what each paragraph is about. This will help you decide which extracts belong to which part of the text.

READING EXAM

▶ 20 minutes

2 Read the newspaper article about *The Big Issue* magazine. Five sentences have been removed from the text. Put the correct sentence from A–F below in each space to form a logical, coherent and correct text. There is one extra sentence you are not going to need.

From Rags To Riches

At the southern end of Waterloo Bridge in London, by the banks of the River Thames, stand the Royal National Theatre, the National Film Theatre and the Royal Festival Hall. ¹_____ They have become a mecca for the homeless. The place is littered with the cardboard boxes and old mattresses that they use as beds. It became so popular there in the 1980s that each person had their own, much-prized space that they would guard carefully. ²_____ This was also the name of a theatre play directed by the now famous Oscar-winner (for *American Beauty*) Sam Mendes.

The 1980s saw an enormous increase in people sleeping rough in Britain, as many unemployed came to cities in the south, especially London, where jobs were easier to find. ³_____ They ended up with no work and nowhere to live. Today the housing charity Shelter estimates there are around 100,000 homeless people in London alone, who are either in temporary accommodation or simply living on the streets. These people often hang around railway stations and other public places asking for money.

The British public are asked by their government not to give money to street beggars. ⁴_____ Another way you can help is to buy a copy of *The Big Issue* weekly magazine.

Run for the homeless, *The Big Issue* is a success on many levels. Its first issue was published in 1991, it won the Magazine of the Year award in 1993, and sells 270,000 copies weekly, which means a readership of over one million. ⁵_____ The magazine is actually sold by the homeless themselves, which gives them a chance to earn money and retain a sense of dignity. Encouraged by its success in Britain, *The Big Issue* has become international, and now seventeen titles throughout Europe are being published.

- A But it's virtually impossible to get a job in Britain without a permanent address, and it's very difficult to get somewhere to live if you don't have a job, so most of those people got trapped.
- B People sympathetic to the homeless are being told to donate money to charities who specialise in caring for the poor or to offer beggars gifts of food or clothes instead of money.
- C It gave them a sense of security and became so permanent that the locals gave the area a nickname – Cardboard City.
- D The Labour Party administration claims that many of these people are homeless by choice, and that there are many drug addicts among them.
- E All profits are reinvested into the magazine or diverted to The Big Issue Foundation, a charity that runs many social support programmes for the homeless.
- F In stark contrast to this centre of London's cultural activity, are the subways close by, which offer some relief from the cold at night.

3 Match words 1–8 with words A–H to form collocations. Use each word only once.

- | | |
|-----------------|-----------------|
| 1 general | A views |
| 2 political | B development |
| 3 third | C official |
| 4 international | D relations |
| 5 government | E opportunities |
| 6 human | F election |
| 7 equal | G world |
| 8 economic | H rights |

Try to explain the meaning of each collocation in your own words. If necessary, look up the phrases in a dictionary.

4 Read the questions in exercise 5. How could you say the following phrases in different words? Try to think of as many ways as possible to say them.

- best-informed
- take an active part
- interested in
- incompetent
- domestic

LISTENING EXAM

▶ 10 minutes

5  05 You are going to hear four people talking about their political views. Match speakers (A, B, C, or D) to the sentences about them. Write the correct letter in each box. Where there are two boxes, you need to choose two speakers.

- Which of the speakers: A, B, C, or D:
- seems to be best-informed about the political situation in their country? 1
- say they take an active part in political events? 2 3
- are interested in international politics? 4 5
- think most politicians are incompetent? 6 7
- isn't interested in domestic politics? 8

Answers on page 163

EXAM TIP

Make sure you're familiar with the key vocabulary of the main exam topics so you can focus on the general meaning of the recording and the information required by the task.

6 Read the text in exercise 7. Don't fill in any gaps yet. Answer these questions.

- Why are Irish people popular around the world?
- What's the name of the Irish National Holiday? When is it?
- When and where was the first Parade held?
- Which countries organise parades on the National Holiday?
- What does the day celebrate?

USE OF ENGLISH EXAM

▶ 15 minutes

7 Read the text about the Irish National Holiday. Fill in gaps 1–8 with a suitable word. Use only one word in each gap.

Going green

Some say that if you would like to buy a passport on the black market, an Irish ¹_____ would be the most expensive. ²_____ Irish are warm-hearted, open and friendly people and are welcome everywhere. No surprise, then, that St Patrick's Day is celebrated on 17 March every year in more countries around the world than ³_____ other National Holiday. On this day ⁴_____ wants to be Irish.

The first St Patrick's Day Parade was organised in Boston in 1737. Nowadays, parades ⁵_____ held in most places where the Irish have been forced, or have chosen, to emigrate. Whether ⁶_____ is Dublin, London, New York ⁷_____ Sydney, people flock to participate and to watch. ⁸_____ it is a commemoration of a Christian saint, it is a day of celebration for all Irish people of all religions and creeds.

Answers on page 164

EXAM TIP

In this type of task, the examiners want to find out how you can use grammar and functional vocabulary. It's not a test of how big your vocabulary is. This means most of the missing words will be grammar words and function words (the verb *be*, auxiliaries, articles, linking words, prepositions, etc.).

Writing a student magazine article

8 Use these verbs to fill the gaps.

have • be • spend • make • get

- 1 to ____ good/best friends with somebody
- 2 to ____ friends with somebody
- 3 to ____ on well with somebody
- 4 to ____ a lot of/all your time with somebody
- 5 to ____ a good/close friendship with somebody

9 Put the letters into the correct order to make nouns that refer to personal characteristics.

- | | |
|----------------|---------|
| 1 roumhu | h _____ |
| 2 centileligen | i _____ |
| 3 stonehy | h _____ |
| 4 yotally | l _____ |
| 5 taipence | p _____ |
| 6 skinned | k _____ |

10 Use adjectives based on the nouns you have formed in exercise 9 to complete these sentences.

- A David's a very ____ person – you can believe every word he says.
- B George is extremely ____ – I think he cares more about his friends than about himself.
- C Clara is so ____ – she keeps winning all the school competitions.
- D Mark's very ____ – which is good, because I'm always forgetting things, or arriving late.
- E Anna's a very ____ friend – she's always on my side.
- F Ivan's so funny – he makes us all laugh all the time with his ____ stories.

11 Think about friendship. What do you think are the most important characteristics for a friend? Choose the three things from exercise 9 that you think are the most important. If you're working with a partner, discuss your ideas together.

12 Complete this part of a magazine article by writing one word in each gap.

¹ ____ far as I'm concerned, the most important quality for a friend to have is a sense of adventure. This ² ____ because I like people ³ ____ surprise me, who keep me on my toes. There ⁴ ____ a number of reasons ⁵ ____ I believe that a few close friends are more valuable than a wide circle of friends. First ⁶ ____ all, I think you need to spend time alone with someone in order ⁷ ____ get to know them really well. ⁸ ____ addition, there is the question of trust.

13 The editors of a student magazine have asked you to write an article about friendship. They would like you to include the following:

- what qualities make someone a good friend
- how friends can help each other
- whether it is better to have a wide circle of friends or a few close friends.

Write your article in 200–250 words. Choose a good title for your article.

Answers on page 164

EXAM TIP

Start writing by thinking. Use your imagination. Make rough notes of ideas as you think of them. Once you have plenty of ideas, then you can start to organise them into a plan. Put your ideas into a logical order. Each main idea or group of ideas should be the basis for a paragraph.

Speaking

Picture-based discussion ▶ 40 minutes

14 Look at the four girls in the photo on page 27. Which one do you think:

- does the most sport?
- loves reading?
- gets the highest marks at school?
- wants to be a doctor?
- has the biggest family?

Give reasons. If you're working with a partner, discuss your ideas together.

15 Match the following description to one of the girls.

She has short, mid-brown hair and quite a warm smile. She is rather shy and depends on her friends to give her confidence. She is very affectionate.

16 Write a similar description of one of the other girls.

If you're working with a partner, read your description out to your partner. Your partner should guess which girl you are describing. Then listen to your partner's description and guess which girl it is about.

17 Read the text below and try to think what words would fit in the gaps. Then choose words from the list underneath the text to complete the text.

It ¹ _____ likely to me that these girls are all at the same school. From the ² _____ they are sitting together, you can ³ _____ that they are close friends. I ⁴ _____ that they spend a lot of time together. I don't think they can be sisters, because they ⁵ _____ the same age. It's ⁶ _____ that they are all cousins, I suppose.

seems • tell • seem • possible • way • expect

HOW TO STUDY

Practise describing people and things as much as you can, as often as you can. You can do it in your head when you are walking or on the bus, for example.

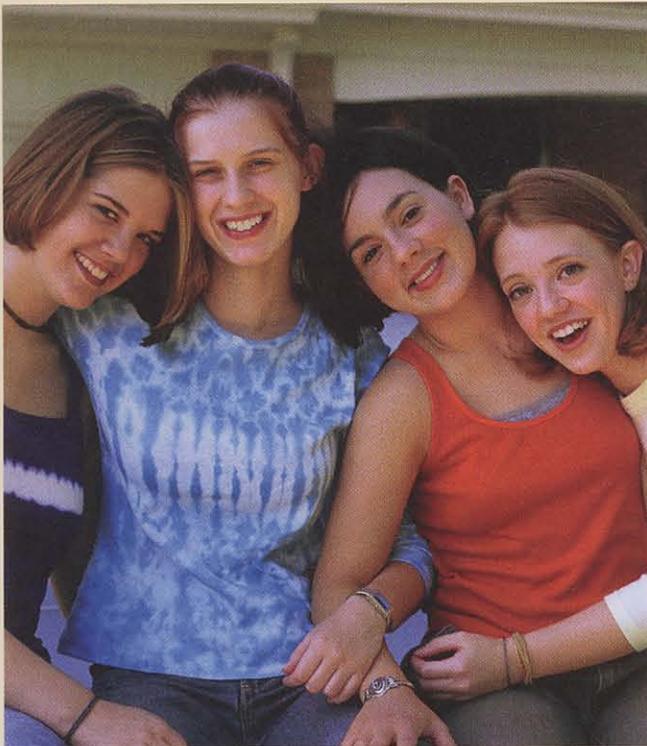
SPEAKING EXAM

▶ 10 minutes

18 Look at the photo of a group of young people.

- What do they look like?
- How well do you think they know each other?
- What sorts of things do they do together?
- What do they talk about?

Answers on page 164



Debate ▶ 20 minutes

19 Look at the following statements, then put them into the right groups in the table below.

- That's right! • I couldn't agree with you more.
- I'm not sure that's true. • I see your point.
- Surely you don't think that ... • Absolutely!
- Have you considered ...?
- I don't see why/how. • My point exactly.
- Actually, ... • I can go along with that.
- I take your point. • Don't you agree?

Agree

Disagree

Accept that the other person's right

Persuade the other person that you're right

Add some more expressions of your own to each group.

SPEAKING EXAM

▶ 10 minutes

20 Read the following statement, and decide if you agree or disagree. Prepare some arguments to support your viewpoint, then discuss the issue with a partner, responding to any counter-arguments they have.

Money can buy everything, even happiness.

Answers on page 165

EXAM TIP

In this task, the focus is on how well you communicate your ideas – not on whether you are right or wrong. Look at the phrases you could use in a discussion in the Speaking Bank on page 128 and in exercise 19.

3 Shops and services

Reading

▶ 35 minutes

- 1 Read the article in exercise 4 quickly. What is it about?

The article is about

- a a very typical British institution.
- b the consequences of an unhealthy diet.
- c the way a full English breakfast is prepared.

- 2 Read the following extracts from the text. What do you think the underlined words and phrases mean? Work out their meaning from the context (without using a dictionary).

- 1 These small restaurants are so common that they often go unnoticed, but if they were removed, the country would be on its knees.

To be on one's knees means

- a to be very happy.
- b to be nearly destroyed.
- c to be very difficult to notice.

- 2 ... there are hundreds of them, fuelling the population with bacon, egg and sausage.

To fuel in this context means

- a to feed.
- b to drive.
- c to poison.

- 3 In a typical greasy spoon, you will find people from all walks of life. Poets, builders, hurrying businessmen, students lazing around with huge mugs of tea.

People from all walks of life

- a are not very well-off.
- b come from different social groups.
- c have a lot of free time.

- 3 Decide which of phrases 1–8 below (taken from the article) have a positive (+) and which have a negative (–) meaning. Write + or –.

- 1 an essential part of life ____
- 2 a sticky, greasy layer ____
- 3 a huge menu ____
- 4 clean and functional ____
- 5 cracked linoleum ____
- 6 dangerously unhealthy ____
- 7 absolutely delicious ____
- 8 nothing can beat going to the real thing ____

READING EXAM

- 4 Read the article about 'greasy spoons'. Then complete statements 1–5 with the best ending: a, b, c, or d.

GREASE

'Greasy spoons' very rarely appear in guidebooks, but they are an essential part of life in the UK, especially for people living in the bigger cities. These small restaurants are so common that they often go unnoticed, but if they were removed, the country would be on its knees. In London, the capital city of the greasy spoon, there are hundreds of them, fuelling the population with bacon, egg and sausage.

Greasy spoon cafés are so called because any cutlery that comes into contact with the food they offer is immediately coated with a sticky, greasy layer of lard. More calories can be found in a cup of tea in a good greasy spoon than in a whole meal at a normal restaurant.

Greasy spoons are generally found slightly away from the main streets of most towns, they usually have large glass windows, a plastic sign with the name of the café – usually containing the name of the owner, e.g. Mario's, Bob's Place, Rita's Café – and a huge menu offering a wide variety of delights. Inside they are generally clean and functional. You'll see old wooden seats, tables covered with cracked linoleum and plain walls. Each table has on it a bottle of brown sauce, tomato ketchup and vinegar, and pots of salt and pepper.

In a typical greasy spoon, you will find people from all walks of life. Poets, builders, hurrying businessmen, students lazing around with huge mugs of tea. Some read novels, some stare into space, and others catch up on the day's news. At weekends there will always be large groups of friends, recovering from a night on the town.

The meals here are dangerously unhealthy, and absolutely delicious. All kinds of fried food can be bought for incredibly low prices. The centrepiece is usually the traditional English breakfast. Although it's called a breakfast, you have to be really brave to eat it first thing in the morning, because it is huge. At least two pieces of bacon, two sizzling sausages, two fried eggs,

▶ 15 minutes

fried mushrooms, baked beans and bread soaked in hot oil and fried. The English breakfast is full of meat and fat. If you want something less filling, there's still a lot to choose from; particular specialities are bacon or fried egg sandwiches (or, of course, bacon *and* egg sandwiches). There is also often a range of vegetarian sausages and burgers.

Greasy spoons have some devoted followers. Typing 'greasy spoon' into an internet search engine will bring up hundreds of entries. With pictures, reviews, menus and stories, it's the next best thing to going to a greasy spoon café yourself. But of course, nothing can beat going to the real thing – especially on an empty stomach.

- 1 According to the article, greasy spoons are
 - a only found in big cities.
 - b advertised as a tourist attraction.
 - c important to many British people.
 - d going to be removed from city centres.
- 2 The characteristic feature of greasy spoons is that they
 - a use a special type of cutlery.
 - b offer a lot of dishes to choose from.
 - c are furnished in a sophisticated way.
 - d are not very clean.
- 3 People who come to greasy spoons
 - a are often in a hurry.
 - b come from various backgrounds.
 - c usually meet friends there.
 - d sometimes spend the night there.
- 4 The traditional English breakfast is
 - a not very cheap.
 - b not very tasty.
 - c served in huge portions.
 - d recommended for vegetarians.
- 5 The author of the article
 - a is a great fan of greasy spoons.
 - b believes greasy spoons represent British tastes in food.
 - c learned about greasy spoons on the Internet.
 - d thinks they should be moved away from the main streets.

Grease by Sam Jordisan, *Current* September/October 2001. © Mary Glasgow Magazines/Scholastic. Reprinted by permission of Mary Glasgow Magazines.

EXAM TIP

You do not have to understand all of the words in the text to do the task correctly. Remember that you can guess the meaning of many words from the context.

Listening

▶ 25 minutes

5 Read sentences 1–10 in exercise 7 on page 30. Decide which of the sentences below might be the best summary of the text you are going to hear.

- 1 TV commercials are the most effective advertising technique.
- 2 Supermarket customers are strongly influenced by advertising.
- 3 It is possible to protect yourself against the influence of advertising.

6 Read the following sentences carefully. Decide which two of the three sentences have the same meaning. Tick the matching sentences.

- 1 A Many of us think it's wrong to be influenced by advertising.
B Those of us who believe our behaviour is not influenced by advertising are wrong.
C If you think advertising has no influence on you, you are clearly wrong.
- 2 A For most of us, matching a popular brand with its advertising slogan is not a problem.
B Advertising slogans are easily recognised by more than 70% of shoppers.
C Advertising slogans are made to be easily recognised and remembered.
- 3 A While shopping in a supermarket, you usually can't limit yourself to your shopping list.
B Supermarkets use modern advertising techniques to make us buy more than necessary.
C Shoppers in supermarkets are often unable to fight the desire to buy extra products.

Answers on page 165

LISTENING EXAM

▶ 10 minutes

7 06 You are going to hear a radio report on advertising. Listen and tick (✓) the five sentences which have the same meaning as statements in the report.

- 1 Some people wrongly believe they are not influenced by advertising.
- 2 Most of us like taking part in opinion surveys.
- 3 There's too much advertising on TV.
- 4 Most customers know popular advertising slogans.
- 5 The music played in supermarkets has a marketing role.
- 6 The smell of fresh bread makes people buy more food.
- 7 Supermarket customers usually buy more than they need.
- 8 Very few people make shopping lists.
- 9 If you go shopping when hungry, you'll buy too much food.
- 10 Children prefer going shopping to going on a picnic.

Answers on page 165

EXAM TIP

Sentences in the exam task and in the recording may use very similar structures, but their meaning might be completely different. Focus on the meaning of the text, not the meaning of individual words.

Remember that your task in exercise 7 is to decide which sentences match the text, not which are true, or which you agree with.

Use of English

▶ 25 minutes

USE OF ENGLISH EXAM

▶ 15 minutes

8 Read the text. For each of the gaps 1–8, choose the best option: a, b, c, or d, below that fits the text logically as well as grammatically.

L'Australie – c'est chic!

One of the most surprising business success ¹_____ in Paris these days is the Australian Bookshop. Since the shop opened two years ago, French interest in Australian literature ²_____. Located in the heart of the city's literary district, the shop is ³_____ by Elaine Lewis, from Sydney. Lewis said she couldn't find books by Australian writers on Paris shelves, so she ⁴_____ to remedy the situation. Angus Mackenzie of the Australian embassy ⁵_____ surprising that the French want to read Australian books – 'not because the books are not ⁶_____, but because of the language barrier,' he said. French publisher Marc de Gouvenain thinks the trend is easy to explain, ⁷_____. 'In Europe, we ⁸_____ see the landscape with young eyes. Australian authors have a fresh way of seeing things.'

- | | |
|----------------|----------------|
| 1 a histories | 5 a finds |
| b reports | b finds it |
| c stories | c thinks that |
| d tales | d thinks this |
| 2 a grew | 6 a deserving |
| b grows | b estimable |
| c has grown | c worth |
| d is growing | d worthy |
| 3 a carried | 7 a anyhow |
| b carried out | b however |
| c conducted | c moreover |
| d run | d furthermore |
| 4 a determined | 8 a any longer |
| b concluded | b no longer |
| c resolved | c no sooner |
| d solved | d no more |

Answers on page 165

9 Check your answers to exercise 8 first. Then choose the best word or phrase below to add an extra wrong answer to each item 1–8. Think about why and how it is a wrong answer.

any more • by the way • estimated • operated • rates •
settled • thinks about it • would grow

HOW TO STUDY

Synonyms (words that have a similar meaning) and collocations (words that often go together) are frequently used in multiple-choice tasks. Try to learn any new vocabulary with its most common synonyms and collocations, and keep a record of these in your vocabulary notebook.

Writing an argumentative essay

10 Look at these two opinions:

- A It's important to keep post offices open.
- B The Internet is more useful than post offices.

Now read the nine statements below and decide if you think they support opinion A or opinion B.

- 1 ___ Email is very popular these days.
- 2 ___ Post offices are important in the community.
- 3 ___ Many people don't have computers.
- 4 ___ If you buy goods from websites, somebody has to deliver them.
- 5 ___ Emailing saves paper and petrol – it's good for the environment.
- 6 ___ Internet communication is cheap or free and it arrives immediately.
- 7 ___ There are more postal services than the Internet can provide.
- 8 ___ You can have access to the Internet at any time and any place.
- 9 ___ Post offices belong to the past, not the present.

11 Think about the two opinions and the list of statements in exercise 10. Decide if you agree more with A or B. Try to think of ways of arguing against the points you don't agree with. Write three more statements, using your own ideas.

12 Look again at the statements you agree with in exercise 10, and at your own counter-arguments in exercise 11. What is the most logical order for these arguments? Which point should be made first, then second, and so on? Number the statements 1, 2, etc.

13 Two words are missing from each sentence. Write in the correct words.

- 1 This is not ___ easy question to decide; the issue is complicated and many factors have to ___ considered.
- 2 ___ is true that computers can achieve many things, but ___ all these things are good.
- 3 Communication is very important these days, and we have various ways ___ communicate with ___ other.
- 4 We are living in a time ___ great change, so it is hard to know what ___ going to happen.

14 Write an essay, in 150–200 words, for or against the following statement:

Post offices should close. In the age of the Internet, they are no longer necessary.

Answers on page 166

EXAM TIP

To write a for/against essay, you need to have a number of relevant points that you wish to make. You need to organise these points carefully, so that you present your argument in a logical order. It is important that the reader can follow your argument. Look at the Writing Bank on page 139 for an example and further advice.

Speaking

Situational role-play ▶ 30 minutes

15 Put the underlined words into the correct order in these sentences to make questions.

- 1 What for would time like you go me you to shopping?
- 2 What need do to me for get you things you?
- 3 How altogether you spend are to much prepared?
- 4 Which should you do I think to go shops?
- 5 When supermarket the today shut does?
- 6 Who are present the going to you to give?
- 7 Why you don't pack larger the want?

16 There is a mistake in each sentence. Can you correct the wrong word?

- A I need ~~the~~ new camera battery and some printer paper. a
- B I expect you'll find everything by Low Price Store. _____
- C Here's a €20 note – I can't afford much than that. _____
- D It would be great that you went tomorrow morning. _____
- E It's to my cousin and his wife's wedding anniversary. _____
- F I don't use it very often, so they last me a long time. _____
- G I'm not sure if it's 7 and 8. _____

17 Match each answer A–G in exercise 16 to a question 1–7 in exercise 15.

18 If you're working with a partner, practise asking and answering the questions in pairs.

If you're working alone, cover the answers in exercise 16 and try to answer the questions using your own ideas.

HOW TO STUDY

In the exam, you shouldn't need to think too hard about how to form questions. Practise making different kinds of questions, so that you can ask them easily.

SPEAKING EXAM

▶ 10 minutes

19 Your friend has sprained his or her ankle and has to stay at home. You offer to go shopping for your friend.

- Agree a time when you will go shopping.
- Find out what things your friend needs.
- Ask about prices.
- Discuss which shops you'll need to go to.

Answers on page 166

Picture-based discussion ▶ 30 minutes

20 Match the beginnings of sentences 1–5 about shopping with the conclusions a–e.

- 1 Shops aren't open for
 - 2 You can't see and touch the goods
 - 3 You can't ask a sales assistant
 - 4 Goods have the same guarantees
 - 5 Goods are often more expensive
- a in shops and on websites.
 - b on a website like you can in a shop.
 - c in shops than on websites.
 - d questions on a website.
 - e as long as websites.

21 Read the sentences in exercise 20 again and write five more sentences with your own ideas about shopping, technology and modern life.

Example:

Most shops aren't open 24 hours a day.

22 Use the phrases below to complete the sentences.

Compared to • If we consider • The issue of • Unlike

- 1 ____ shops, websites can be visited 24/7.
- 2 ____ websites, shops offer a more friendly experience for the customer.
- 3 ____ the question of price, internet shopping is usually cheaper.
- 4 ____ deliveries is more important with websites, because all their goods have to be delivered.

SPEAKING EXAM

▶ 5 minutes

23 Look at the two photos, which show different ways of shopping. Compare and contrast them, including the following points:

- availability / opening hours
- prices
- deliveries
- staff
- guarantees

Answers on page 166

EXAM TIP

Preparing for a speaking exam is different from preparing for a writing exam. Planning is very important before writing, but, in the speaking exam, it's very important to keep talking. Try and practise speaking continuously for 3–5 minutes on the topics that will be featured in the exam.



Reading

▶ 25 minutes

EXAM TIP

Remember to mark a sentence as true only if it fully, and not only partly, matches the information in the text.

1 Read the questions below and find answers to them in the article in exercise 2. Try to do this within four minutes.

- 1 What sector of the Japanese market is the text about?
- 2 What group of customers does it concern?
- 3 What makes this group exceptional?

READING EXAM

▶ 15 minutes

2 Read the article about shopping trends in Japan, and decide which of sentences 1–8 are true (T) and which are false (F), according to the text.

BUSY LITTLE BUYERS

It's a typical Sunday afternoon at Tokyo's Girl Is Girl store and customers crowd into this mecca of Japanese teen fashion. 11-year-old Chihiro holds up a lemon yellow shirt with hearts and stars and says longingly, 'This is so cute. The next time I'll come with Mum.' Her two friends nod in agreement.

Chihiro and her friends are no ordinary shoppers; they are about the only dynamic consumers left in the sluggish Japanese economy. Marketers call them 'bubble juniors': the 9- to 14-year-old daughters of Japanese women who spent lavishly as carefree twentysomethings during Japan's 'bubble' years of the 1980s. They are the potential trendsetters, like college girls in the 1980s and high-school girls in the 1990s.

Since Japan entered its recession, the retail-clothing industry has been in a tailspin. Clothes sales at Japan's department stores have shrunk by almost 10% in the last five years. All the traditional market sectors – men's, women's and children's – have suffered. Only recently did Japanese clothing lines awaken to the purchasing power of the bubble juniors.

The girls are a unique and profitable niche. They don't want to wear what's in the kids' section. Rather, they mix mature styles with bright colours and childlike frills. Last March an entire floor of one of Tokyo's biggest fashion shopping centres was renovated to serve the junior girls. Sales have since jumped 30%.

The market expansion is all the more impressive given that the target age group is shrinking. While it may not be an endless supply of consumer energy, this bright spot in the national economy is enough to excite everybody from clothing designers to magazine publishers.

Total financial dependence on their parents would seem to be a serious strike against these junior shoppers. But it's not a problem, say analysts. A girl often has a fashionable mum and two sets of doting grandparents. Bubble mums, unlike those of earlier generations, are comfortable spending a fortune on outfits that might be worn for only one season.

Industry insiders are betting that the bubble-junior craze can be exported elsewhere in Asia. So far the signs look good. *Nicola*, a monthly magazine that is the bible for bubble juniors, printed 10,000 copies of an issue in Shanghai, China, and immediately sold out. The affluent middle class in China's coastal cities offers more young customers. Their increasing interest in fashion and the culture in which they take good care of their children is promising.

Adapted from *Newsweek*

- 1 'Bubble juniors' are all Japanese children from a certain age group. T / F
- 2 Young girls have been known to set fashion trends in Japan before. T / F
- 3 Clothes sales in Japan have increased by 10% in recent years. T / F
- 4 Japanese 9- to 14-year-old girls choose clothes that give them a mature look. T / F
- 5 Analysts estimate the number of 'bubble juniors' in Japan will shrink. T / F
- 6 Young girls' mothers today are less willing than their grandparents to spend on their children's clothes. T / F
- 7 *Nicola* magazine sells 10,000 copies each month. T / F
- 8 Market trends emerging in China are similar to those in Japan. T / F

Listening

▶ 40 minutes

3  07 Listen to the recording and tick which word or number you hear in each case.

- 1 MET / MIT
- 2 June the 13th / June the 30th
- 3 John / Joan / Jan
- 4 GJX / JGX
- 5 FS24 / FF24
- 6 34.99 / 39.49 / 34.49
- 7 0457 8834 / 0475 8384 / 0457 3384
- 8 VBVW / VBWV / VBBW

4 If you're working with a partner, take turns to say one of the words or numbers from exercise 3 and to say which you hear your partner saying.

HOW TO STUDY

If you're working with a partner, ask each other about the information below. Make sure you ask questions correctly. Write down what you hear your partner say, and then compare notes. Ask each other to spell any unfamiliar words.

- a date of birth
- b mother's birthday
- c phone number(s) and/or email address
- d father's full name
- e the longest English word you know
- f the names of five English cities you know
- g the names of five international sportsmen and sportswomen you know

LISTENING EXAM

▶ 15 minutes

5  08 You will hear a customer phoning to order some goods from a company. Before you listen, read the order form below carefully. Think about the kind of words or numbers you will need to write in the gaps.



Order Form

1	Name: Jessica _____
2	Address: 18 _____ Street, Byford
3	Postcode: _____
4	Item ordered: _____
5	Colour: _____
6	Price: £ _____
7	Free gift selected: _____

Answers on page 167

EXAM TIP

Make sure you are good at writing down all the different kinds of numbers and letters you might possibly hear in the listening exam. You don't want to make basic mistakes and lose valuable points!

Use of English ▶ 25 minutes

6 Read the title of the article in exercise 8 on page 36. Which of the following sentences do you think best summarises what the article is going to be about?

- a Tea sales have reached record levels in the UK, thanks to global warming.
- b The increase in the interest in tea worldwide is having an effect on sales in the UK.
- c Increasing temperatures worldwide are having a negative effect on sales of tea in the UK.

7 Read the article quickly. Answer the following questions.

- 1 What impact has global warming had on the world?
- 2 How much tea did British people consume annually in 1997 and in 2002?
- 3 What drinks are becoming more popular?
- 4 Which three countries are the biggest consumers of tea?

8 Read the following article about tea consumption in Britain. Fill in each gap with one word only to complete the text.

Global Warming Hits UK Tea Sales

Global warming has ¹_____ blamed for the hole in the ozone layer, higher pollution and melting the ice caps – now, it is being blamed for declining sales of the British national beverage.

In 2002, the average Brit drank 1,000 cups per year – or, 2.2 kilograms of tea. This may sound a ²_____ but sales were down from 2.6 kilograms in 1997. ³_____ from the fact that temperatures are rising globally, more and more tea drinkers are turning ⁴_____ coffee when they fancy a hot beverage. Sales of iced tea, ⁵_____, are on the rise, and sales of healthy drink alternatives, ⁶_____ as fruit teas, also continue to grow.

But ⁷_____ though the Brits are looking ⁸_____ alternatives to the Great British Cup of Tea, they are still the second highest consumers of the drink in the world. India is the third biggest nation of tea drinkers, and Turkey is first.

Answers on page 167

EXAM TIP

Make sure you use only one word for each space and never leave a space empty. You don't lose points for giving a wrong answer. Remember, you usually need grammar words in the gaps.

Writing

▶ 75 minutes

Writing a letter of complaint

9 Which of these problems do you think would be the worst on a holiday? Why?

- A late flight C dirty room
- B noisy hotel D guided tour cancelled

10 The following are sentences about the holiday problems in exercise 9. Use the linking word in brackets to combine each pair of sentences into one sentence.

- 1 Our flight was delayed by three hours. We didn't receive an explanation. (although)
Although _____
- 2 Our hotel room was never cleaned during our stay. We were extremely surprised. (because)
_____ because _____
- 3 The guided tour of the historic city centre was cancelled. It was very disappointing. (that)
_____ that _____
- 4 We could hear cars and buses all night. We became terribly tired. (because)
_____ because _____

Now match each sentence to a problem A–D above.

11 You recently returned from a holiday organised by SunTravel. The holiday was not a success: you had a number of problems. Write a letter of complaint to Customer Services at SunTravel, including the following information:

- brief details of the holiday you booked
- a description of what went wrong
- an explanation of how this affected you
- a request for compensation.

Write 200–250 words.

Answers on page 167

LANGUAGE TIP

Your formal letters will be more effective if they contain some more complex sentences. Practise forming sentences like this, using different linking words.

Speaking

▶ 45 minutes

Picture-based discussion

▶ 25 minutes

12 Look at this list of things to consider when you go shopping. Decide whether they are better in small local shops or large supermarkets. Write down your reasons.

- choice of goods
- customer service
- parking
- transport links
- security
- freshness of food

13 Look at these sentences which people said about the list in exercise 12. Each sentence contains a mistake. Can you find and correct the mistakes?

- 1 By my opinion, supermarkets offer an excellent range of different goods to choose from.
- 2 I think how supermarkets have too many products on their shelves.
- 3 What do I want with twenty kinds of washing powder – only I have one washing machine.
- 4 It's much better to be choice when you are shopping – there are so many delicious foods in the world and I don't want to miss any.

14 Choose from the linking words below to complete the sentences.

and • although • despite • because

- 1 _____ our supermarket is rather a long way from our house, there's a frequent bus service.
- 2 Our local shop sells most things I need, _____ you don't have to worry about parking.
- 3 They should have security guards in our supermarket car park _____ there are people trying to steal from cars in it.
- 4 _____ all their advertisements, I don't really think our supermarket is really very good value for money.

SPEAKING EXAM

▶ 5 minutes

15 The two photos show different kinds of shop. Compare and contrast the pictures. How are they different in terms of what they offer the customer?

Answers on page 168

EXAM TIP

When you're looking at two photos, think of as many differences as you can, to give you ideas about what to say.

Debate ▶ 20 minutes

16 Read the following mini-dialogues and complete the missing responses.

- 1 A The weekend should be spent with the family.
B That's true, but ...
- 2 A People who work can't do their shopping on weekdays if shops close early.
B Well, I agree to some extent – however, ...
- 3 A Shopping is a form of entertainment.
B I'm not sure I agree with that because ...

- 4 A If shops are open on Sundays, shop assistants should get another day off each week.
B Probably. But, on the other hand, if ...
- 5 A It's less stressful to do your shopping if you've got more time to do it.
B You're right. But does this mean ...
- 6 A Sunday opening is profitable.
B I see. Could you tell me a bit more about ...

HOW TO STUDY

Practise different ways of responding to your partner's arguments. Look at the Speaking Bank on page 128 to find more useful phrases and expressions.

SPEAKING EXAM

▶ 10 minutes

17 Read the following statement, and decide if you agree or disagree with it. Then prepare arguments to support your views.

Shops should not be open on Sundays.

Discuss the statement with a partner, responding to any counter-arguments they have.

Answers on page 168



Reading

▶ 35 minutes

1 Read the first paragraph of the text in exercise 4 quickly. Don't fill in the gaps yet. Which heading below, A or B, do you think would match the paragraph?

- A A view from a helicopter
- B How the English live

2 Match the following headings to each of the paragraphs 2–5.

- A A maze of streets
- B A hidden artist in every Englishman
- C No such number
- D The nation of nest builders

3 Read the following extracts from the text. Circle the words that the underlined words refer to in each extract 1–3 below.

- 1 Our neighbours were from Argentina. Their two little daughters were the nicest children I've ever seen.
- 2 We decided to put the house up for sale. The price we set wasn't high, so we soon found somebody interested in buying it.
- 3 She was born in the country and spent her childhood in a small quiet village. She considered it the happiest period in her life. That was the reason why she always dreamed of buying a small house and moving away from London.

EXAM TIP

Missing sentences always refer to what comes before or after each gap. Underline the words in each missing sentence and in the text which help you choose the right sentence. When you have completed the text, check that the extra sentence doesn't fit any of the gaps.

READING EXAM

4 Read the following extract from a book about English people. Five sentences have been removed from the text. Fill in gaps 1–5 with the missing sentences from A–F. There is one extra sentence that won't fit any gaps.

- (1) If you look from a helicopter at any English town, you will see that the residential areas consist almost entirely of rows of small boxes, each with its own little patch of green. ¹_____ The principle, however, will be clear: the English all want to live in their own private houses with their own private gardens.
- (2) What you cannot see from your helicopter, you will learn as soon as you try to visit an English home. ²_____ Some humorists claim this is the result of 'a conspiracy to mislead foreigners', pointing out that our streets are never straight, every time a street bends, it is given a different name, there are at least 60 confusing synonyms for 'street', and the numbering of the houses is hopelessly illogical.
- (3) The house numbers are at least as well camouflaged as the street names. ³_____ One taxi-driver explained: 'An Englishman's home is his castle, right? We can't actually have massive walls around it, but we can make it difficult to get to.'
- (4) The Englishman's home is much more than just his castle; it is also his identity and his prime obsession. ⁴_____ The mania for home improvements is widespread. Research shows that only 2% of English males and 12% of females have never done any Do-It-Yourself.
- (5) Working on home improvements is an opportunity to exercise our creative talents. ⁵_____ Although it may sometimes be an economic necessity, we see the arrangement, furnishing and decorating of our homes as an expression of our unique personal taste.

▶ 15 minutes

- A You may have its address and a map, but you will have great difficulty in finding the house you are looking for.
- B Or at least that's how we like to think of it.
- C This is an unwritten rule of home ownership and the moving-in ritual.
- D They are either hidden, or even not there at all.
- E In better-off areas, these boxes will be further apart, and the green patches attached to them will be larger.
- F This is why a house is not something you just passively 'have', it is something you constantly 'work on'.

Answers on page 168

Listening

▶ 15 minutes

- 5 Look at the information in the table in exercise 6. For each item 1–7, decide which of the numbers A–H are definitely *wrong*. Think about what sort of information you're trying to match.

LISTENING EXAM

▶ 10 minutes

- 6  09 First read the information below. You are going to hear a young college student talking about the places he's lived in. Match the information in column A to the right numbers in column B. There is one number that you can't match to any information.

A	B
1 the distance of the village where the speaker was born from the capital, in kilometres	A 3 B 2
2 the age of the speaker when his brother was born	C 20
3 the size of the family flat in the capital, in square metres	D 1988 E 4
4 the number of bedrooms in the family flat in the capital	F 2003 G 68
5 the year the speaker went to school	H 38
6 the number of students in the speaker's first school class	
7 the number of students the speaker first shared a flat with at college	

Answers on page 168

EXAM TIP

In this type of task, the best thing to do as you're waiting for the recording to start is to quickly read through the items and to eliminate all the options that are definitely wrong for each item A–H. This way you'll have fewer answers to choose from.

Use of English

▶ 20 minutes

- 7 Read the description in exercise 8 on page 40. Don't fill in any gaps yet. Complete the inventory of Miss Stoner's room with the missing information.

BEDROOM	
piece of furniture	number of items
fireplace	1
	2
Wilton carpet	1

- 8 Read part of a Sherlock Holmes story. Choose the best option: a, b, c, or d, to fill the gaps in the text.

A small side door ¹_____ into the white-washed corridor from which the three bedrooms opened. We ²_____ at once to the one in which Miss Stoner was now sleeping, and in which her sister ³_____ with her fate. It was a cosy little room, with a low ⁴_____ and a gaping fireplace, the style of old country houses. A brown chest of drawers stood in one corner, a narrow bed in ⁵_____, and a dressing table on the left-hand side of the window. These articles, with two small wickerwork chairs, ⁶_____ all the furniture in the room, save for a square of Wilton carpet in the centre. Holmes drew one of the chairs into a corner and sat in ⁷_____, while his eyes travelled round and round and up and down, taking ⁸_____ every detail of the apartment.

- | | |
|---------------|--------------|
| 1 a carried | 5 a other |
| b led | b another |
| c guided | c second |
| d took | d the second |
| 2 a arrived | 6 a made up |
| b entered | b lined up |
| c reached | c put up |
| d passed | d took up |
| 3 a was met | 7 a silent |
| b had met | b silence |
| c was meeting | c quietly |
| d will meet | d silently |
| 4 a floor | 8 a in |
| b ceiling | b on |
| c window | c through |
| d walls | d up |

Answers on page 169

EXAM TIPS

When you read the text for the first time, ignore the gaps, and just try to get a general sense of what it is about.

Always check your answers to make sure they fit logically as well as grammatically.

Writing

▶ 110 minutes

Writing an email ▶ 40 minutes

- 9 Can you find and correct the six mistakes in this paragraph?

I think the best place in world is the historic town of Bury St Edmunds. I know this town too well because it's where I am born. It's beautiful town, and there's a market every week – visitors came from everywhere. The local people is friendly.

- 10 Read the exam task in exercise 12 carefully. Then look at the paragraph in exercise 9 again. As an answer to the exam task, does it contain all the required information?
- 11 Use your own ideas to complete this text.

As far as I'm concerned, the best place in the world is called _____.
This wonderful _____ is situated _____.
How do I know about it? Well, for one thing, I _____.
I can recommend it to anyone because of _____.

WRITING EXAM

▶ 20 minutes

- 12 You see this announcement on the Internet. Write an email reply in 40–50 words.

THE BEST PLACE IN THE WORLD:

where is it?

Email us and tell us why the place where you live, or another place you know well, is the best place in the world.

We want to know:

- what it's called
- where it is
- how you know about it
- why you recommend it.

Answers on page 169

EXAM TIP

Fifty words isn't very long for a text, particularly if you are required to include a number of pieces of information. It's important to practise writing relevant and accurate sentences so that you can produce suitable short texts in the exam.

Writing an informal letter ▶ 70 minutes

13 Look at the instructions for exercise 16. Make notes under the following headings about your town. Write at least three ideas in each group.

Places to visit	Activities to do	Food and drink to try

If you're working with a partner, discuss your ideas together.

14 Put the words into the correct order to make sentences with gaps at the end of each one.

- 1 One really place is visit must you ____ .
- 2 I going suggest to also ____ .
- 3 As for sure I'm activities, enjoy you'd ____ .
- 4 Another to interesting is do thing ____ .
- 5 When hungry you feel, forget don't eat to ____ .
- 6 A drink called love is you'll ____ .

15 Use your ideas from exercise 13 to complete the sentences in exercise 14.

WRITING EXAM

▶ 50 minutes

16 Read part of a letter you have received from your penfriend abroad. Write a reply in about 200 words.

so I'm really looking forward to coming to your country - finally! But it's so sad that I'm coming when you are away! Anyway, can you tell me what places I should go to, what things I should do, and what things I should eat and drink?

Answers on page 169

EXAM TIP

When preparing and planning to write letters, pay attention to all the required relevant information. Make sure you use an appropriate style for the reader of your letter.

Speaking ▶ 65 minutes

Situational role-play

▶ 25 minutes

17 Look at what advice some people gave about choosing an area to live in. Match the first part of each sentence 1-4 with the second part A-D.

- 1 Being near a hotel isn't so important
 - 2 It's nice to have a friendly restaurant nearby
 - 3 You should find out
 - 4 It's good to be near the shops
- A if you suddenly realise you need bread.
 B for times when you don't want to cook.
 C what sports you can do in the area.
 D if you have your own home.

18 Here are some more opinions about where to live. Choose the correct alternative: A or B, to complete each sentence.

- 1 In my opinion, ____ is the most important thing.
 A living near your school
 B your home near your school
- 2 If you live in a flat or only have a small garden, ____ to live close to a park.
 A it's almost important
 B it's quite important
- 3 Personally, ____ being near a cinema is very important because you can watch DVDs at home.
 A I'm not thinking
 B I don't think
- 4 What do you think about the importance ____ near restaurants?
 A to live
 B of living
- 5 How important are sports facilities from your ____?
 A point of view
 B opinion

SPEAKING EXAM

▶ 10 minutes

19 Your friend and his/her family are moving home soon. You have agreed to give them advice about choosing a new place to live. Discuss the points below with your friend, and decide which two are most important.

- shops
- sports facilities
- restaurants
- hotel
- cinema
- schools
- park

Answers on page 169

EXAM TIP

If someone tells you their opinion, it's better to respond to it first before saying your own idea. Practise ways of doing this, using:

- *Oh really!*
- *Do you?*
- *That's interesting.*
- *I see what you mean.*

You can find similar useful phrases in the Speaking Bank on page 128.

Picture-based discussion ▶ 40 minutes

20 Complete this text by writing one word in each gap.

Actually neither ¹_____ these pictures is very similar to the place where I live. My home is in the suburbs of a large city, so it's more green ²_____ the city centre. It's also less crowded and more peaceful. However, it's ³_____ as quiet or as green as the real countryside. ⁴_____ fact, these days, the 'real' countryside ⁵_____ disappearing fast, as the population continues ⁶_____ increase. ⁷_____ addition, people want larger and larger houses, and these of course require more land to be built ⁸_____.

21 Use your own ideas to make complete sentences.

- 1 People who live in the city have more _____.
- 2 If you live in the country, you're more _____.
- 3 There's more _____ in cities.
- 4 You feel more _____ in the countryside.

22 Think about jobs. Make two lists under these headings. Write at least five jobs for each group.

Jobs in the country

Jobs in the city

Which jobs do you think are better? Why?

23 Use words from the list below to complete this paragraph.

find • prefer • lives • tired • looking

As somebody who ¹_____ and works in the city, I always ²_____ to go into the countryside for my holidays. When I'm ³_____ of the noise, the traffic, and the stress, I love to ⁴_____ peace and quiet. I enjoy ⁵_____ at the sunset and breathing the clean air.

SPEAKING EXAM

▶ 10 minutes

24 Look at the two photos on page 43. One shows the countryside and the other shows the city. Compare and contrast them.

- Which one is more similar to where you live?
- How are people's lives different in the countryside?
- Are job opportunities different in the city and countryside?
- Where would you prefer to spend your holidays, the city or countryside?

Answers on page 170

EXAM TIP

Sometimes, especially if you are feeling nervous, you may feel stuck for ideas in the exam. If this happens, don't panic. Instead, imagine what opinions other people that you know well (family, friends) might have about the subject. Then you can express these opinions.



Reading

▶ 30 minutes

- 1 Read the title of the text in exercise 2. Then choose the right answer to the question.

What is the article about?

- a Young people studying art and the architecture of old buildings.
- b Students living in places that used to serve other purposes.
- c Stylists who give advice to students on how to convert old places.

READING EXAM

- 2 Read the brochure on four different student residences in the USA. Decide which of the places A–D is described in each sentence 1–9.

The Art of Living in Style

Converted spaces and older places lend style to student living

Before you go to the nearest Huge Apartment Megaplex to find your living space for the next semester, let it be known that there are alternatives. With a little patience and time to search around Tucson's historic downtown and university areas, you may be able to find an older residence that makes up in style for what it lacks in modern conveniences, a place that had been many, many things before it became a place for you to call home.

Lauren Benz and her four room-mates live in Studio Apartments, in the mostly commercial downtown area. Their loft-style apartment, which has been a graphic design studio and a recording studio, has a few problems other apartments don't. There is no heating system, no central cooling system, no residential garbage service, no mail service and no parking. But the benefits of living in their apartment are numerous. The open architecture has allowed the room-mates to host parties with up to 600 guests, with space left over to allow bands to perform.

Henry Electric Apartments is another converted space. A former electric store opened in 1935, the building was divided into four separate apartments two years ago.

The contractors that renovated the building left the original, polished, concrete floors, while

installing industrial-looking steel walls to the main room and recycled pool tiles to the bathroom. They also left the original Henry Electric sign out front, which can invite some confused visitors to the property. Residents have come out of their bedrooms to find elderly men browsing through their belongings, looking for electrical supplies.

Rincon Apartments, located on North Sixth Avenue and East University Boulevard, are older apartments that boast the kind of early 20th century architecture one won't find in brand new places. 'It's the very first apartment building built in Tucson. It was built in 1908,' said owner and manager Margaret Sokser. 'The historic building has seventeen units in it,' she said, noting that over the years, there has been a fair mix of student and non-student residents. Each apartment has wooden floors, high ceilings and a fireplace.

Another apartment building in the university area, the Castle Apartments, on the corner of North Euclid Avenue and East Adam Street, was a hospital, tuberculosis sanitarium, nursing home, convent and vacation lodge before becoming an apartment building. The building, which was originally built in 1906, has thirty-two apartments and is mostly occupied by upperclassmen and graduate students, according

EXAM TIP

Before you read the text, try to predict what it is about from the title and the exam task items. Read the task items carefully to know what information you're going to be looking for in the text. Scan the text quickly to find the information. Try not to spend too much time reading the text slowly again and again from beginning to end.

▶ 20 minutes

to owner Kathy Busch. Castle resident Becky Blacher said living in a small complex owned by one person instead of a company made it possible for her to have an art show there. 'Kathy was really excited,' she said about talking to her landlord in preparation for the show. 'She's so cool. What other landlord would let you put holes in cement walls?' Blacher said.

- A Studio Apartments
- B Henry Electric Apartments
- C Rincon Apartments
- D Castle Apartments

Which residence is it?

- 1 It only provides the most essential conveniences.
- 2 It was originally designed to serve as a residential property.
- 3 It used to serve healthcare purposes.
- 4 It is unusually spacious.
- 5 It has the biggest numbers of apartments to let.
- 6 It is sometimes mistaken for a shop.
- 7 It was used by musicians.
- 8 It was only converted into apartments a short time ago.
- 9 The people who live there seem to have good relationships with the owner.

Answers on page 170

Listening

▶ 20 minutes

3 Read the instructions and sentences 1–7 in exercise 5 carefully. Choose the best option: a, b, or c, to complete the following statements about the text.

- 1 The text you are going to hear is about
 - a what doctors do in Australia.
 - b life in a remote place.
 - c the Internet.
- 2 The outback is
 - a a part of the country far away from cities.
 - b a new system for teaching children.
 - c a medical emergency centre.

4 Read sentences 1–7 in exercise 5 again, and decide which of the following topics are likely (✓) to be discussed in the recording, and which aren't likely (X).

- Entertainment Education
Shopping Distances between people
Medical care Industry

LISTENING EXAM

▶ 10 minutes

5  First read sentences 1–7 below. You are going to hear part of a radio programme. Decide which of the sentences are true (T), and which are false (F), according to the recording.

- 1 Some people in the outback live over 100 kilometres away from their nearest neighbours. T / F
- 2 Everybody in the outback has at least a telephone to keep in touch with the world. T / F
- 3 In an emergency, doctors use jeeps to get to the patient. T / F
- 4 It doesn't take the doctors more than ninety minutes to get to any place in the outback. T / F
- 5 There are only thirteen doctors for 150,000 people. T / F
- 6 Children living in the outback do not go to school at all. T / F
- 7 The children in the outback can communicate with their teachers by two-way radio and post. T / F

Answers on page 170

EXAM TIPS

Before you listen to the recording, read the instruction and the true/false sentences carefully to find out what the text will be about. If the text contains words you don't know, try to guess their meaning from the context. If there is no information in the recording that confirms that a sentence is true, it should be marked as false.

Use of English

▶ 40 minutes

6 Which sentence is correct:

A or B? In the wrong sentence, delete the extra word that you don't need.

- 1 A I get on very well with my cousin.
B I get on the bus with just outside my house.
- 2 A My aunt grows up her own vegetables.
B My uncle grew up in a small village in the mountains.
- 3 A I enjoy watching it football, but I am no good at playing it.
B I like listening to music, but I can't play any.
- 4 A I think a good sense of humour is more important than what someone looks like.
B Although I like how he looks like, I think he's very boring to talk to.
- 5 A My aunt who is my favourite relative and her cooking is fantastic.
B There's a castle near where I was born, which is a fascinating building.

7 Put *a*, *the*, or *-* (no article) in each gap.

- 1 ____ population of ____ USA is 250 million.
- 2 ____ most interesting person I know is ____ my friend Tomas.
- 3 ____ people are ____ same all over ____ world.
- 4 ____ pollution is threatening ____ future of ____ earth.
- 5 I love ____ life and I love being in ____ love.

USE OF ENGLISH EXAM

▶ 20 minutes

8 In many lines of the following text there is one wrong word, which should not be there. Find the wrong word, cross it out and write it at the end of the line. Some lines are correct. Tick (✓) the correct lines. There are two examples at the beginning.

- | | | |
|----|--|-----------|
| 0 | In many ways, the history of architecture is the history | ✓ |
| 00 | of the materials used up in the construction process. Early | <u>up</u> |
| 1 | houses there were built out of mud, wood, stones. These were | _____ |
| 2 | freely available everywhere and the people could use them quite | _____ |
| 3 | easily. Gradually, buildings started to becoming more and more | _____ |
| 4 | ambitious. We are all familiar with pictures of the Egyptian | _____ |
| 5 | pyramids, for example, or in Greek temples. These buildings resulted | _____ |
| 6 | from the desire to go beyond nature and create a new human | _____ |
| 7 | world. The invention of glass it made a great difference, particularly | _____ |
| 8 | in cold countries, but because it meant you could have light | _____ |
| 9 | without getting too cold. Today, all sorts of plastics are so being | _____ |
| 10 | used. But in the future, who knows? Let's wait for and see! | _____ |

Answers on page 171

EXAM TIP

To understand if a word is a wrong extra word or not, you often need to read the whole sentence and think carefully about its meaning.

Writing

▶ 80 minutes

Writing a student magazine article

9 Think of different ways to complete these sentences about your town. When you have decided on the best way, write your answers in the spaces.

- 1 Some people live in _____.
- 2 The majority of people live in _____.
- 3 The worst kind of housing is _____.
- 4 Probably the worst problem with housing is _____.
- 5 Another difficult problem is _____.
- 6 The most urgent thing to do is _____.

10 Think about your ideal house – the house you'd most like to live in.

- Imagine where it would be.
- What would you see from the windows?
- What would it be like inside?
- How many rooms would it have?

Try to draw this house. Can you write a short description of your house?

11 Complete this sentence in as many ways as you can.

In 20 years' time, I expect that houses _____

WRITING EXAM

▶ 60 minutes

12 Write an article for a student magazine about the housing situation in your area or city. Consider the following:

- different types of houses and flats
- what problems there are regarding housing
- what improvements should be made
- how you think housing will develop in the future.

Write about 250 words.

Answers on page 171

EXAM TIP

When you see the points that your writing text needs to deal with, think of sentence structures that will be suitable for presenting your ideas.

Speaking

▶ 40 minutes

Statistics-based discussion ▶ 30 minutes

13 Make sentences that compare these things.

- 1 your city / London
- 2 the temperature now / last month
- 3 your English homework / your Maths homework
- 4 your last holiday / your next holiday

14 Look at the information contained in the table in exercise 15. Complete this paragraph about the information using words and numbers from the list below.

suppose • 67% • strangest • 39% • surprising • 10 • surprised • seems

I'm ¹_____ to see that men in the USA do ²_____ of the housework. It ³_____ quite a high figure, compared to men in my country. But I ⁴_____ it depends on what you call housework. I don't think it's ⁵_____ that both men and women claim to do more than they really do – for example, ⁶_____ compared to 61%. The ⁷_____ thing is that men now do ⁸_____ hours – twice as much as they used to do.

HOW TO STUDY

You can practise describing and comparing data with any graph or table you find. Look in your local newspaper or a business magazine or on the web and find one or two graphs. Write some sentences about the information in the graphs.

SPEAKING EXAM

▶ 10 minutes

15 Look at the table below. It shows data about the time men and women in the USA spend on the housework. Discuss the information.

- How do you think these American statistics compare to the situation in your own country/in your own family?
- What do you think about this?
- What other issues may be involved?

Women claim to do:	67%
Women claim men do:	33%
Men claim to do:	42%
Men claim women do:	58%
Women actually do:	61%
Men actually do:	39%

1995:	
Hours women spent on housework:	30
Hours men spent on housework:	4.9
Now:	
Hours women spend on housework:	17.5
Hours men spend on housework:	10

Answers on page 171

Debate ▶ 10 minutes**SPEAKING EXAM**

▶ 10 minutes

16 Consider the information in exercise 15. Then read the following statement from a book published in the 1940s. Do you agree or disagree? Prepare arguments to support your opinion. Discuss the issue with your partner, responding to their counter-arguments.

Women should be in charge of housework and raising children, as men are responsible for earning a good salary to support their families.

Answers on page 171

EXAM TIP

In the debate task, don't be upset if your partner or the examiner disagrees with everything you say. In the exam, it doesn't matter who's right or wrong. It's their job to use counter-arguments so you can show how well you can respond to them.

Reading

▶ 35 minutes

1 Find the following words in the article in exercise 3, then write a short definition for them in English.

- 1 colouration
- 2 matriarchal
- 3 range
- 4 cubs
- 5 lifespan
- 6 lay

2 Read the text in exercise 3 and answer the questions.

- 1 What do killer whales look like?
- 2 Where do they live?
- 3 What is the social structure of their community?
- 4 How do they hunt?
- 5 How big are Canadian bears?
- 6 What do they feed on?
- 7 What are their social relationships?
- 8 Where do Canada geese spend the winter?
- 9 What are their social relationships?
- 10 What is the result of the protective policy towards the geese?

EXAM TIP

First read the text quickly to get a general sense of what it's about. Then read the questions carefully to make sure you understand them.

Before you mark your choice, read the text again quickly to check it's really the best answer. There is only one correct answer here.

READING EXAM

3 Read the text below on animals living in Canada, and then match questions 1–6 to each of the three animals.



ANIMALS UNIQUE TO CANADA

KILLER WHALES

These mammals are absolutely beautiful. They have a very distinctive black-and-white colouration. Over 600 killer whales live along British Columbia's coastline. They make up some of the most complex communities we have seen in mammals. They always travel in groups called pods. There are between five and thirty animals in each pod. The whales live and travel with their mothers even after they are fully-grown, forming strongly matriarchal whale societies. Over its lifetime, the group will never separate and a female will always act as the leader of the group. Killer whales are very successful hunters due to their cooperative hunting, where all animals within the pod participate.

Female killer whales usually give birth every three to ten years. Killer whales have no natural predators (they are the top predators of the oceans) and can live for about fifty to eighty years. They are not considered endangered.

BLACK AND RARE WHITE BEARS

Along the coast of British Columbia also lives a population of between 120,000 and 160,000 black bears. Adult male black bears range from about 130 to 190 centimetres in length and 60 to 300 kilograms in weight.

The bears are generally vegetarian. Their diet consists of roots, berries, nuts, fish, insects and sometimes other animals.

Female black bears become mature at the age of three and usually give birth to two or three cubs. Cubs remain with their mothers for a year and a half. Consequently, the most often that female black bears can give birth is every two years. An amazing fact about some black bears is that they can produce beautiful bears that are white in colour!

Except for females with cubs, black bears spend most of their time alone. During the breeding season, a male and female may remain together for several days at a time. Their life expectancy in their natural environment is twenty to twenty-five years.

The Canadian Government realises that these black and white bears are very special. As a result, some steps have been taken to protect them. For example, there is a law that prevents people from hunting the bears.

CANADA GEESE

Canada geese can be seen and heard in many areas of British Columbia. They usually stay till November or December before flying south for the winter in search of warmer climates.

Canada geese have black heads, tails, necks and feet and white feathers on their heads. Their lifespan is quite long, ranging from twenty to thirty years. While Canada geese tend to produce young at the early age of three, females are known to reproduce up to the age of twenty, laying four to seven eggs each spring.

Canada geese have very strong family relations. In fact, both parents tend to their young for nearly a year. Families stay together until the time comes to return to the breeding areas. It is only at this time that the geese must go their separate ways. Because Canada geese are a national symbol, it is illegal to harm them in any way. This policy has actually resulted in an overpopulation of the birds. For example, in Vancouver, British Columbia, it is not uncommon to see a family of Canada geese walking around on a highway!

- A killer whale
- B black bear
- C Canada goose

Which of the animals:

- 1 has the longest average lifespan?
- 2 can be observed in two different colour varieties?
- 3 produces their young the most often?
- 4 does not have strong social instincts?
- 5 is not protected by law?
- 6 can be seen in populated areas?

Answers on page 171

Listening

- 4 Read these pairs of sentences. In each case, decide if sentences A and B have the same or different meanings.
- 1 A There have been phone calls all day.
B We've had phone calls throughout the day.
 - 2 A I think it will be sunny tomorrow.
B I expect there will be a lot of sun tomorrow.
 - 3 A Rooms in the hotel cost at least \$100.
B The hotel charges no more than \$100 per room.
 - 4 A Some flights still have seats available.
B There are still seats available on all flights.
- 5 Where the sentences in exercise 4 have different meanings, underline the word or words that make the meaning different.
- 6 In each set of words, decide which word is the 'odd one out' – with a different meaning from the other two. Give reasons.
- 1 stopped • cancelled • changed
 - 2 expected • predicted • known
 - 3 cold • mild • chilly
 - 4 main • strong • fierce
 - 5 better • different • improved

LISTENING EXAM

- 7  11 You will hear a radio weather forecast. First, read through the notes below. As you listen, check if the notes describe the forecast accurately. Correct the wrong notes. You will only need to change one word or number in each case.

WEATHER FORECAST

Northern region

- 1 snow expected in the evening
- 2 strong winds throughout the day
- 3 some trains cancelled after 10 p.m.

Southern region

- 4 light rain throughout the day
- 5 temperatures between 10°C and 12°C
- 6 cold wind blowing from the east

Answers on page 172

EXAM TIP

Remember that what you hear and what you read often use different words and phrases with the same meanings. Practise understanding and using different ways of expressing the same meanings.

Use of English

▶ 30 minutes

- 8 First read the text in exercise 9 (don't fill in the gaps yet). Then complete the factfile with the missing information.

ORANG-UTAN FACTFILE

Class of animal	<i>primate</i>
Lives in	
Typical colour	
Meaning of name	
Behavioural characteristics	
Favourite food	
Weight and size	
toddler	
adult	

- | | |
|------------------|----------------|
| 1 a everywhere | 5 a incredibly |
| b widespread | b invariably |
| c worldwide | c impossibly |
| 2 a it | 6 a in |
| b that | b between |
| c which | c at |
| 3 a exclusively | 7 a like |
| b one | b as |
| c the only | c such as |
| 4 a because | 8 a up to |
| b the reason for | b totally |
| c why | c heavier than |

Answers on page 172

- 10 Check your answers to exercise 9. Now choose the best word from the list below to add an extra *wrong* answer to each item in exercise 9. Think about why or how it is the wrong answer.

what • the logic of • than • unique • global • more • around • impressively

EXAM TIP

If you have doubts about which answer is right, try checking which answers are definitely wrong. Also think about how the answers are different from one another. When you've chosen an answer, read the whole sentence again to check it makes sense with the chosen word.

Writing

▶ 100 minutes

Writing a leaflet ▶ 30 minutes

USE OF ENGLISH EXAM

▶ 15 minutes

- 9 Fill gaps 1–8 using the best option: a, b, or c, to complete the text.

The Red Apes of Borneo

Almost everybody in the world has heard of orang-utans. These tree-climbing primates have been glamorised by the media, appeared in Hollywood and can be seen in most zoos ¹ _____. The 'orang-utan', ² _____ means 'Man of the Forest' in Malay, is the largest tree-living mammal and ³ _____ great ape in Asia.

It isn't hard to understand ⁴ _____ the Malays call this primate 'orang-utan'. The orang-utan is ⁵ _____ human in behaviour – gentle, curious and playful – they live ⁶ _____ the vast tropical forests and, under ideal conditions, roam the forests in search of widely-distributed food sources such as fruits, plants and insects. The same size ⁷ _____ a human baby when it is a toddler, an orang-utan can weigh ⁸ _____ 90 kilograms upon reaching adulthood. Unfortunately, not many do.

- 11 Complete this text by writing one word in each gap.

Here's ¹ _____ I do about recycling. I put all my newspapers, magazines, old envelopes – ² _____ fact, all my paper – to one side, and recycle it, along ³ _____ all the bottles that become empty ⁴ _____ the week. I take my printer cartridges to a shop round ⁵ _____ corner, where they collect them. It's ⁶ _____ much, I know, but I think every little thing counts.

- 12 What word is missing from each gap in these sentences?

- If you don't drive to the shops, you'll use less _____.
- If you walk to the shops, you'll get valuable _____.
- If you recycle paper, fewer _____ will be cut down.
- There'll be less air _____ if people buy electric cars.

What grammar structure is used in these sentences?

WRITING EXAM

▶ 30 minutes

13 A leaflet is going to be given to everybody in your neighbourhood. The aim is to encourage everybody to recycle. Write the text for the leaflet, including the following points:

- suggest what things people should recycle
- explain how to recycle
- say how the environment will be helped.

Write 40–50 words.

Answers on page 172

WRITING EXAM

▶ 50 minutes

16 Write a letter to an international magazine about protecting the environment in your country. Include the following information:

- what threats to the environment there are in your country
- what you recommend people should do
- what you think will happen to the environment in the future.

Write 150–200 words.

Answers on page 173

LANGUAGE TIP

When you want to recommend or encourage people to do something, you should explain the advantages of doing it. One way to present this information is by following the examples in exercise 12.

LANGUAGE TIP

Passive verbs are often used when formal letters are written, so make sure you feel confident about how they are formed and used.

Writing a formal letter ▶ 70 minutes

14 Put the underlined words into the correct order to make sentences about the environment.

- 1 believe One thing important I is that there should be new government legislation.
- 2 words other In, we need new and tougher laws to stop pollution.
- 3 the time At same, green practices should be rewarded.
- 4 simple One cannot avoided be fact: we are causing great damage to our world.
- 5 are There to two argument sides any, and both should be considered carefully.
- 6 don't If a today we solution find, the problem will only be worse tomorrow.

15 Rewrite these sentences in the passive.

- 1 We should increase the amount of recycling.
The amount of _____.
- 2 They should pass new laws.
New laws _____.
- 3 We are destroying valuable forests.
Valuable _____.
- 4 We will damage air quality forever.
_____.
- 5 We can make real improvements.
_____.

Speaking

▶ 90 minutes

Situational role-play ▶ 40 minutes

17 Look at these two questions:

- 1 Do you have a big family?
- 2 How big is your family?

Which one is a 'closed' question and which one is 'open'? Which of the following answers goes with which question?

- a Quite big – I've got four brothers and sisters.
- b Yes.

18 Rewrite each of these closed questions as an open question.

- 1 Are there any environmental problems where you live?
What _____?
- 2 Do you recycle useful materials?
What _____?
- 3 Do you think we can reduce pollution?
How _____?
- 4 Do your friends feel the same way as you about environmental issues?
How _____?
- 5 Will the future be worse than the present?
How _____?

19 Each of these sentences contains an error. Can you find it and correct it?

- 1 I feel hoping about the future.
- 2 We have to be realism – some pollution is inevitable.
- 3 If we live here on this earth, we are responsible to its condition.
- 4 How really matters is education – telling people how to reduce pollution.
- 5 In my opinion, the real issue are economics.

SPEAKING EXAM

▶ 10 minutes

20 You are a reporter for a student magazine, finding out about people's attitudes to the environment. Ask your partner:

- what environmental problems he or she knows about where you live
- how he or she would improve the environmental situation in the world and discuss his or her reasons.

Answers on page 173

EXAM TIP

In a discussion, try to avoid 'closed' questions, and ask 'open' questions – questions that your partner needs to answer fully, not just Yes or No.

Picture-based discussion ▶ 50 minutes

21 Choose from these words to complete the sentences below.

compared • attractive • contrast • noticeable

- 1 _____ to the first one, the second picture seems much better.
- 2 It's more _____ in the second one that freedom is important.
- 3 The _____ between the two is very strong.
- 4 The second offers a far more _____ alternative.

22 Complete this text by writing one word in each gap.

Something I find really interesting is ¹ _____ way that birds seem to be moving away from the countryside and into the city. I've lived in the city ² _____ about ten years, and the number of birds in my small garden and along my street ³ _____ increased considerably in this time. Apparently, it happens ⁴ _____ a number of reasons. Farmers use a lot of chemicals and these can kill birds, as well as the insects and small animals ⁵ _____ birds eat. Also, the rubbish in cities, especially take-away food, is, ⁶ _____ effect, a 24-hour free restaurant for birds.

23 Do you think zoos are good and useful places, or prisons for animals? Write two sentences in favour of zoos, and two sentences against them, or, if you're working with a partner, discuss your opinions.

24 What's the most popular kind of pet in your country? How many people do you know that have pets? Write a short paragraph giving your opinion about pets.

SPEAKING EXAM

▶ 10 minutes

25 Look at the two photos of birds on page 53. Compare and contrast them. Consider:

- captivity and freedom
- zoos
- pets
- protecting endangered species.

Answers on page 173

EXAM TIP

If you find yourself unfortunately unable to think of what to say in the speaking exam – perhaps because you are nervous – then you can express opinions which are not your own opinions.



5



Reading

▶ 40 minutes

- 1 Read the article in exercise 2. Which statement 1–5 below is a summary of which paragraph A–E?

- 1 Andalas was the first Sumatran rhino born in a zoo in more than a century.
- 2 It's a difficult task to encourage rhinos to breed in captivity.
- 3 The zoo is going to study Andalas' development to learn more about rhinos.
- 4 The mother received hormone treatment to help her give birth, after a number of failed attempts.
- 5 Sumatran rhinos are facing extinction and their numbers are falling rapidly.

EXAM TIPS

First read the whole article quickly to understand the main ideas. Then try to summarise what each paragraph is about. Now read the missing sentences carefully, and decide which paragraph they may be connected to. When you have finished, read the text again quickly to check that your answers fit in logically.

READING EXAM

▶ 25 minutes

- 2 Read the article about Sumatran rhinos, an endangered species. Five sentences have been removed from the text. Choose from sentences a–f to fill gaps 1–5 to complete the text. There is one sentence that you're not going to need.

RARE BUNDLE

- (A) Survival of newborns becomes even more critical when the race is on in the battle against extinction. With a 60% population decline in the last 10 years, Sumatran rhinoceroses number fewer than 300 today. ¹_____ The main reason is that its horns are prized for medicine. Despite conservation measures like nature reserves, the rhino's count continues to decrease.
- (B) On September 13, 2001, hope arrived in a 33-kilogram bundle: Andalas was delivered at Ohio's Cincinnati Zoo – the first birth in captivity in 112 years! ²_____ The birth of this rare animal offers scientists unprecedented data on the growth and reproduction of the species.
- (C) Emi, Andalas's mother, had miscarried within the first three months in five previous pregnancies. 'Sometimes, when animals miscarry at an early stage, it's because of a hormone deficiency,' says animal reproductive physiologist, Terri Roth, at the Cincinnati Zoo. ³_____ So Roth immediately began feeding Emi daily doses of progesterone (a hormone essential to pregnancy) injected into bread. Emi fed on the supplement for 465 days. Ten days later, Andalas arrived. 'We can't say if that's what did it,' Roth says. 'But it certainly seems so.'
- (D) Perhaps the biggest scientific challenge is to get Sumatran rhinos to breed. ⁴_____ Usually, a bull (the male) seeks out a cow (the female) only when he detects a scent signalling she's prepared to mate. But when the female isn't receptive, there can be a lot of aggression among the sexes. Breeding centres established near or in the reserves have yet to produce a successful pregnancy.
- (E) The zoo estimates Andalas will reach maturity in five years, and it has plans to document carefully the calf's physical and behavioural growth – including regular plaster casts of his widening hoofs. ⁵_____ Sumatran rhinos are so elusive they're counted by hoof prints. 'It's exciting,' says Roth. 'One birth can change so much about what we know.'

- a In the wild, these rhinos are extremely solitary.
- b The data could help rhino census-takers track and protect calves in the wild.
- c Believed to have first appeared on Earth two million years ago, the mammal now faces the constant threat of poachers in the forests of Indonesia and Malaysia.
- d With its life span of about 30 years, the Sumatran variety is the smallest of five rhino species.
- e But raising the number of rhinos in captivity to 16 isn't the boy calf's only achievement.
- f During the sixth attempt, ultrasound detected the pregnancy 16 days after mating.

Listening

▶ 35 minutes

3 Match words 1–6 to their definitions a–g. There is one definition that you don't need.

- | | |
|--------------|--|
| 1 in command | a consider someone responsible |
| 2 reef | b small, furry animals that live in water and eat fish |
| 3 spill | c rocks, sand and coral at or near the sea surface |
| 4 sea-otters | d tiny plants and animals that live in the water |
| 5 plankton | e in a position of authority; in charge |
| 6 blame | f in a situation that's impossible to control |
| | g liquid that has flowed out of its container |

LISTENING EXAM

▶ 25 minutes

4  12 Listen to an account of an environmental disaster that happened in the 1980s. Choose the correct option(s) to complete each sentence 1–8. At least one of the options is always correct, and sometimes both options may be correct! Listen twice, and circle a, or b, or both a and b.

- Captain Hazelwood
 - commanded a ship named after an oil company and the port of Valdez, Alaska.
 - owned an oil tanker called *Exxon Valdez*.
- Late night on 24 March 1989, the captain
 - left his third officer in charge of the ship.
 - returned to his cabin because he wanted to do some paperwork.
- A little after midnight, the ship
 - arrived at a port called Bligh Reef.
 - collided with some rocks in the water.
- Fifty million litres of oil
 - spilt into the sea.
 - was being transported by the *Exxon Valdez*.
- The clean-up operation
 - was delayed by a storm that had damaged the rescue ship.
 - started fifteen hours after the first report of the accident.
- The oil spill from the *Exxon Valdez*
 - was cleaned up within the first two days after the disaster.
 - caused millions of animals and fish to die.
- The fact that 25% of the plankton in the sea was destroyed meant
 - that many animals and fish died because they had nothing to eat.
 - that 4,800 square kilometres of sea was covered in oil.
- The *Exxon Valdez* disaster
 - was one of the first huge oil spills in history.
 - was the captain's fault.

Answers on page 173

EXAM TIP

Remember that information in the task items and in the recording may be expressed using different words with the same meaning. Before you listen, quickly read the statements or questions and try to think of other ways of saying the same things.

Use of English

▶ 30 minutes

5 Look at the ten verbs in brackets in exercise 6 quickly, then write down all the appropriate forms, as in the example below. Check that you have spelt each form correctly.

Example:	BLAME
to-infinitive	<i>to blame</i>
Past Simple	<i>blamed</i>
Past Perfect	<i>had blamed</i>
-ing form	<i>blaming</i>
Passive	<i>be blamed</i>

USE OF ENGLISH EXAM

▶ 20 minutes

6 Read the text about climate change, then choose the correct form of the verbs in brackets to fill the gaps.

Global warming may be ¹_____ (BLAME) for recent heatwaves and deadly storms. But at least our plants have been ²_____ (ENJOY) the weather. According to a study ³_____ (PUBLISH) last week, regional climate changes over the past two decades ⁴_____ (INSPIRE) a 6% increase in plant growth around the world. Rising temperatures, increased rainfall and decreased cloud cover have all ⁵_____ (PLAY) a part. The 80s and the 90s were two of the warmest decades on record and during this period the vegetation in its ecosystem ⁶_____ (FLOURISH). In the Amazon, decreased cloud cover allowed more sunlight ⁷_____ (REACH) plants; in India, monsoon-dependent trees ⁸_____ (BENEFIT) from increased rainfall. Despite these positive effects, climate change could well ⁹_____ (CAST) a shadow on plant life in the long term. Scientists argue that continued growth could disrupt fragile ecosystems that have ¹⁰_____ (BE) in place for thousands of years.

Answers on page 174

EXAM TIP

This type of Use of English task tests your knowledge of verb forms. Make sure you know how to form regular verbs and can recognise irregular verbs. You have to learn the forms of the most common irregular verbs by heart.

Writing

▶ 80 minutes

Writing a discursive essay

7 Look at the essay task in exercise 10. Where would you put notes a–f in the outline plan below?

- a businesses need resources
- b transport requirements
- c close down polluting factories
- d profits need to be controlled
- e run publicity campaign
- f growing demand for consumer goods

1 current threats to the environment

2 the relationship of business issues and the environment

3 any action that you believe should be taken

8 Read these sentences. Think what words might fit into the gaps. Then choose words from underneath to complete the sentences.

- 1 The ____ severe threat to the environment comes from air travel.
- 2 In the past, business and environmental ____ have always been in ____ to each other.
- 3 We cannot delay action any ____ – steps have to be taken.
- 4 One of the ____ problems is that many people do not realise how bad the situation ____ is.

further • actually • main • opposition • most • issues

9 Do you agree or disagree with the ideas in exercise 8? Why?

WRITING EXAM

▶ 60 minutes

10 Write an essay of 200–250 words about environmental issues. In your essay, consider the following aspects:

- current threats to the environment
- the relationship of business issues and the environment
- any action that you believe should be taken.

Give reasons for your ideas.

Answers on page 174

EXAM TIP

Remember that discursive essays don't have 'right' or 'wrong' points. The examiners are interested to see how well you can use English to make an argument.

Speaking

▶ 65 minutes

Picture-based discussion ▶ 25 minutes

11 Look at the two photos on page 57. Put the words in these sentences about the photos into the correct order.

- 1 On the man-made of one an hand, there's damage image.
- 2 On the the we can other, see by damage nature caused.
- 3 Of even this could fire person started been a by course, have.
- 4 The question who is the planet has responsibility for.
- 5 We should more children of our terms in of ourselves than think.

12 Fill in the gaps with a word from the list below to complete the sentences.

ambiguous • nervous • curious • connected • frightening

- 1 Looking at this picture makes me feel _____ about the future.
- 2 This image shows a very _____ prospect.
- 3 The message here is _____.
- 4 These two images are quite closely _____.
- 5 This picture makes me _____ to know what will happen to this land.

HOW TO STUDY

You cannot know in advance what pictures you will have to talk about in the exam. But you can prepare useful language in advance, such as phrases for comparing and contrasting.

SPEAKING EXAM

▶ 10 minutes

- 13** Look at the two photos. One shows a forest being cleared, the other a forest fire. Compare and contrast the pictures, discussing the environmental and natural issues they raise.

Answers on page 174

Debate ▶ 40 minutes

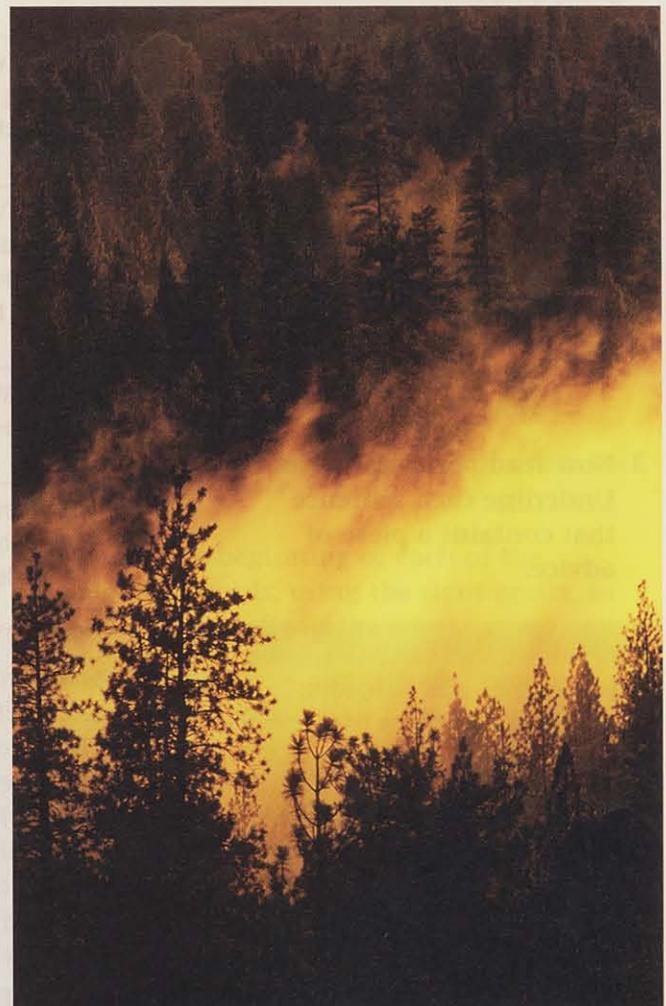
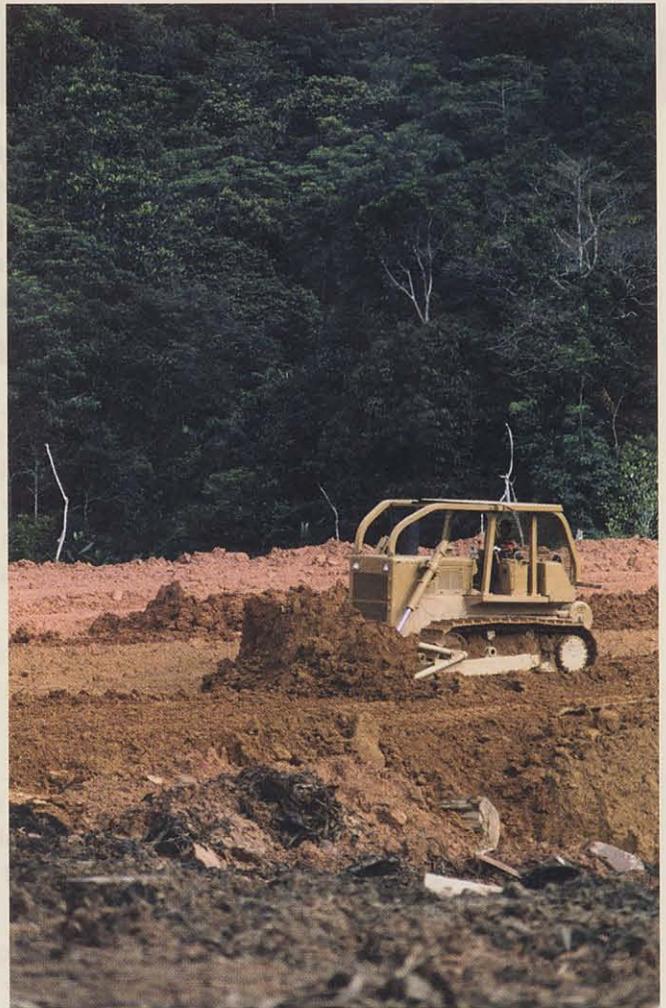
- 14** Read the following ideas. Then look at the statement in exercise 16. Which ideas do you think are for and which are against animal testing? Put the ideas in the correct groups.

- new vaccines against fatal diseases
- allergic reactions to cosmetics
- medical experiments on humans
- the treatment of laboratory animals
- the life of a person or the life of an animal
- cost considerations
- learning more about human anatomy
- using animals for food, clothing, etc.

For	Against

Try to add a few more ideas of your own to each group.

- 15** Now expand the ideas from exercise 14 into convincing arguments. Write a sentence that explains how each idea is connected to the issue of animal testing.

**SPEAKING EXAM**

▶ 10 minutes

- 16** Read the following statement. Do you agree or disagree? Prepare arguments to support your views. Then discuss the issue with your partner, responding to their counter-arguments.

Animal testing is immoral and unnecessary, and it should be banned.

Answers on page 175

EXAM TIP

If you don't know the exact word for something in English, try to use words that you do know to explain what you mean. Giving examples may also help to illustrate what you want to say. You're not tested on how much vocabulary you remember, but on how good your communication skills are.

Reading

▶ 35 minutes

1 Read the text in exercise 4 quickly to find out what it is about. Choose the best title for the text.

- 1 There is no success without effort
- 2 How to do your homework without effort
- 3 How to become a perfect student

2 Read paragraphs 1–3 in the text carefully. Choose the correct answer: a, b or c.

- 1 What is paragraph 1 about?
 - a The necessity to plan your work.
 - b The best place to do homework.
 - c Creating the best working conditions.
- 2 What is paragraph 2 about?
 - a Buying school materials.
 - b Making notes.
 - c Keeping your papers in order.
- 3 What does paragraph 3 tell you?
 - a When to do homework.
 - b Where to do it.
 - c How to do it.

3 Now read paragraphs 4–8. Underline each sentence that contains a piece of advice.

HOW TO STUDY

If you study on your own, work with a watch. Check the time limit for each task. Make sure you don't go over the time limit, but remember to complete each task carefully.

READING EXAM

▶ 15 minutes

4 Read this leaflet giving advice on doing your homework. Match headings A–I to paragraphs 1–8. There is one heading you will not need to use.

1 _____
It's possible to get your homework done even if you have a busy schedule – if you decide in advance what you have to do. On Sunday or Monday, jot down your activities for the upcoming week in a notebook and then include a time for homework for each day.

2 _____
Buy a folder for each of your classes. Divide it into three sections: notes, homework, and tests. Always put papers in the correct section.

3 _____
Forget about doing your homework in front of the TV. Find a quiet place that's well-lit, where you can concentrate without getting distracted.

4 _____
You won't get any work done if you're hungry. Your brain needs energy to work effectively! Drink plenty of water, and snack on some fruit or cookies to get more strength.

5 _____
Begin with your best subject. Your success will give you a feeling of satisfaction that will help you deal with your weaker subjects later.

6 _____
If you've started your Science homework, finish it! Don't leave one part of your homework unfinished to start another – you may not remember all those Chemistry formulas when you come back.

7 _____
Take at least a five-minute break when you feel tired. The rest will re-energise you so you'll be able to finish your work.

8 _____
Homework is rarely an exciting thing to do. But it's your top priority, and you have to get it done. Accepting this fact will help you deal with homework effectively.

- A Start strong
- B Complete each task
- C Plan ahead
- D Eat for energy
- E Just do it!
- F Keep things in order
- G Talk to an expert
- H Take a break
- I Find the right place

Answers on page 175

5 Which one is different from the other two?
How is it different?

- eleven forty-five quarter to twelve
twelve fifteen
- noon twelve ten midday
- pay book reserve
- before no later than during
- free inexpensive no charge

6 Can you find and correct the grammatical error in each sentence?

- I'm sure you're going to have great time with us here at Westford College.
- You'll be in class every morning of during the week.
- It's important to make use with the Self-Access Centre.
- The trip's always very popular, as don't forget to sign up early!

LISTENING EXAM

▶ 15 minutes

- 7**  **13** You will hear a teacher talking to a group of students who have just arrived at Westford College, UK, for an English summer course. Before you listen, read through the notes below. As you listen, complete the notes.

WESTFORD COLLEGE:

ENGLISH SUMMER COURSE

- Classes held from 9.15 to _____
Monday to Thursday
- Self-Access Centre open till _____
- For Internet PCs, book at _____
- For London trip, reserve place before _____
- Entrance to Food and Drink Festival is _____
- Bring passport to get student _____

Answers on page 175

EXAM TIP

Don't try to understand every single word that you hear. Focus your attention on the information you need in order to be able to answer the questions in the exam.

8 Read the sentences and choose the best option: a, b, or c.

- Each year thousands of young people _____ from British universities.
a grade
b graduate
c graduation
- Most _____ institutions in France are financed by the state.
a educate
b education
c educational
- Students who are _____ talented in certain fields can follow an individual curriculum.
a exception
b exceptional
c exceptionally
- Quite a few students in the area suffer from severe social and economic _____.
a advantages
b disadvantages
c advantageous

9 Use a word ending (*suffix*) from the list to form the required word for each of 1–8. In some cases, more than one answer might be possible. Watch out for the correct spelling.

-ise • -able • -(at)ion • -(i)ty • -ly • -ness • -ful • -en • -ment • -less • -al • -ance/ence • -ing • -ed

- wide (adjective) → _____ (verb)
- create (verb) → _____ (noun)
- dark (adjective) → _____ (noun)
- adjust (verb) → _____ (adjective)
- resource (noun) → _____ (adjective)
- full (adjective) → _____ (adverb)
- refuse (verb) → _____ (noun)
- popular (adjective) → _____ (verb)

Now write an example with each suffix you **didn't** use.

10 Change the beginning of each of the following words, using the right prefix, to form the opposite of the word.

happy • behave • like • understand • polite • complete • do • agree • correct • possible

11 Read the text about education in Britain. Complete the gaps with the best form of the word in brackets. There may be some words that you don't have to change.

In Britain, ¹ _____ (EDUCATE) is compulsory between the ages of 5 and 16. At the age of five, children start primary school. Then, at the age of eleven, they begin their secondary education. Most children go to state schools, and only about 7% ² _____ (ATTEND) fee-paying private schools. A school year is divided into three terms. ³ _____ (NEAR) all schools work a five-day week and they are closed on Saturdays. The day starts at nine and finishes between three and four. There is a lunch break which usually lasts about an hour and a quarter. A ⁴ _____ (TYPE) timetable includes English, Science, Maths, History, Geography, Art, Music, Physical Education and foreign languages. A lot of schools offer a range of after-school ⁵ _____ (ACTIVE) such as choir, drama, and trips to ⁶ _____ (INTEREST) places. Young people are expected to show respect for their teachers and obey school rules. Students who ⁷ _____ (BEHAVE) risk being excluded from school. The main exams are GCSEs (school-leaving exams at 16), and A-levels (university entrance exams at 18). University students ⁸ _____ (GRADUATE) after completing their first degree, usually in three years. Many students then continue their studies for a Master's degree, or a PhD.

Answers on page 176

EXAM TIP

First decide what part of speech the missing word should be (verb, noun, adjective, etc.), then think about what different forms there are of the words that you're given.

Writing an invitation ▶ 45 minutes

12 The Present Simple is used to describe the future when the future is 'timetabled'.

Read sentences 1–6. They are all about future events. Is the future event 'timetabled'? If the future event is 'timetabled', then rewrite the sentence using the Present Simple.

- 1 My flight is leaving at 10.15 on Friday.
- 2 My aunt is coming to stay with us.
- 3 My aunt is arriving on the 12.00 train.
- 4 My exam is going to be on the 18th.
- 5 The election is taking place on May 3rd.
- 6 It's going to rain tomorrow afternoon.

13 Read the instructions to exercise 14 on page 61 carefully. Then read the invitation below, and decide if the writer has included all the required information. Tick the appropriate box.

	Yes	No
1 when	<input type="checkbox"/>	<input type="checkbox"/>
2 where	<input type="checkbox"/>	<input type="checkbox"/>
3 what occasion/reason	<input type="checkbox"/>	<input type="checkbox"/>
4 what food and drink	<input type="checkbox"/>	<input type="checkbox"/>



14 A group of foreign exchange students are coming to visit your school. You have been asked to organise a welcome party for their arrival next Friday. Write a short invitation (40–50 words), and include the following information:

- when the party will take place (date and time)
- where the party will be
- what the occasion/reason for the party is
- what food and drink will be available.

Answers on page 176

EXAM TIP

When you write short texts (like an invitation, for example) that provide information, it's very important that you make sure you include all the necessary details.

Writing an informal letter ▶ 70 minutes

15 Match the two parts of sentences, 1–5 and a–e, to make points about motivation for studying at school.

- 1 Not getting enough sleep
 - 2 Set yourself realistic targets
 - 3 Don't try to do your homework
 - 4 Do exercise every day
 - 5 If you eat a balanced diet,
- a for doing homework.
 - b to increase your energy levels.
 - c you'll feel more awake.
 - d when you're tired.
 - e can make you feel uninterested.

16 Match the two parts of sentences, 1–5 and a–d, to make suggestions about what to study. Two answers are possible in each case.

- 1 Why don't you try
 - 2 Have you considered
 - 3 I think you should
 - 4 What about
 - 5 One idea would be to
- a History?
 - b do science subjects.
 - c taking Business Studies?
 - d choose languages.

17 Choose a topic and use the expressions from exercise 16 to write suggestions.

- what sport to start
- what to study at university
- where to go on holiday

18 Here is part of a letter you have received from your penfriend Sam:

so I'm really confused. I can't see the point of staying at school. I don't seem to be making much progress. I find it difficult to feel motivated. Also, this month we have to choose what subjects we will study at advanced level. You can choose three, but I have no idea what to choose, or whether to stay at school at all

Write a reply to Sam,

- telling him about ways to improve motivation
- suggesting subjects for him to study
- explaining the benefits of staying at school.

Write about 150–180 words.

Answers on page 176

EXAM TIP

Think carefully about the grammatical structures to use when you're planning what to write. How you present your ideas is as important as what your ideas are.

Speaking

▶ 70 minutes

Situational role-play ▶ 35 minutes

19 Each of these sentences about practising English contains a mistake. Can you find the mistakes and correct them?

- 1 Watching DVDs good because you can stop and repeat to check the meaning.
- 2 Many tourists are native speakers of English, so you getting authentic practice.
- 3 When you read newspapers, you can make your time and use a dictionary.
- 4 Your friends are great to talk to so you have things in common.
- 5 Chat rooms help because it's speaking but typed because you can understand it.

20 Look at these sentences comparing ways of practising English. What words are missing? Choose words from the box below to fill the gaps.

- 1 Watching DVDs is easier _____ reading newspapers.
- 2 Tourists speak _____ better English than your friends do.
- 3 The typed English in chat rooms is a _____ clearer than speaking.
- 4 Reading newspapers is the _____ serious way of practising English.
- 5 Your friends laugh if you make _____ many mistakes in English.

lot • too • most • than • much

SPEAKING EXAM

▶ 10 minutes

21 You and your partner have been asked by your teacher to recommend the best ways for improving your English outside classes.

Look at this list of possible activities. Discuss them, and decide which two you would most recommend.

- watching DVDs
- talking to tourists
- reading newspapers
- talking to friends
- using Internet chat rooms

Answers on page 176

EXAM TIP

If you feel you can't think of anything to say about one thing in a list, start comparing it with another thing in the list: that way, you're guaranteed to have something to say.

Picture-based discussion ▶ 35 minutes

22 Look at the two photos: A and B on page 63. Read these sentences, and decide if the sentence describes A, B, or both.

- 1 There are about half a dozen students in the class.
- 2 The teacher's at the front of the class.
- 3 The teacher's handing out some work.
- 4 The students look very interested.
- 5 One student seems to be sleeping.
- 6 The students seem to be from different countries.
- 7 One student seems to find the work very difficult.
- 8 You can see a nice garden in the background.
- 9 The teacher's quite a young woman.
- 10 The teacher's asking the students a question.

23 Complete these sentences by writing one word in each gap.

- 1 I'm afraid that photo A is _____ like my school than photo B!
- 2 I guess that the teacher in photo A is giving them a Maths test _____ do.
- 3 I don't know, but I suppose photo B shows _____ summer school.
- 4 I think that the students in photo B are older _____ the ones in photo A.

HOW TO STUDY

If you practise alone, you can record your answers on a tape. Then listen to the recording and check that you have

- answered all the questions
- used the correct tense
- used the correct phrases for speculating.

Correct your mistakes, then try the task again.

SPEAKING EXAM

▶ 5 minutes

24 Look at the two photos of classrooms on page 63. Compare and contrast the two lessons.

- What are the students doing?
- What is the teacher doing?
- How do you think the students might be feeling?
- Which photo reminds you of lessons at your school? Why?

Answers on page 177

LANGUAGE TIP

Remember that you should usually use the Present Simple and Present Continuous tenses when describing photos. Make sure you practise using them correctly.

A



6

B



Reading

▶ 30 minutes

1 Read the article in exercise 4 quickly to find out what it is about. Choose the best summary for the text.

- 1 A particular educational institution in New York.
- 2 Changes in the American system of education.
- 3 Problems that young Americans face with gaining qualifications.

2 Read paragraph 1 carefully. Choose the best answer: a, b, or c. What is the paragraph about?

- a The school building looks frightening.
- b The students who attend Manhattan Comp make friends there.
- c Manhattan Comp is not what it seems at first sight.

3 Now read paragraphs 2–5 and summarise each paragraph in a single sentence.

EXAM TIP

First read the whole text quickly to get a general idea of what it's about. Then read each paragraph more carefully to decide what its main focus is. This will help you find the right missing sentence that fits the context.

READING EXAM

▶ 15 minutes

4 Read this article about an American school. Four extracts are missing from the text. Complete the text with the missing extracts from options A–E below. There is one extract you will not need to use.

AMERICA'S FIRST NIGHT HIGH SCHOOL

The first impressions are rather menacing. Visitors must sign in and show identification before being allowed into the building. ¹ ____ But what a deceptive first impression! Manhattan Comprehensive Night High School may be the friendliest, most caring institution in all of New York City. A school of last resort for many of its students, it is their best chance to turn their lives around, and make friends in the process. Manhattan Comp, as it's called, is the first full-time night high school in America.

High school is compulsory until the age of sixteen in America, but many students drop out, either before or after they reach sixteen, and before receiving their high school diplomas. Until now, night education programmes for dropouts only provided the basics and then awarded an equivalency certificate. ² ____ The students receive an academic diploma, which they say is more helpful in getting a job than an equivalency certificate. More than sixty percent of Manhattan Comp's students go on to college.

Most of the school's 450 students have either been expelled from or dropped out of other high schools. Some have been in two or three schools before this one.

What seems to make this school work for these hard-to-place students is the staff and, most importantly, the principal. All the students call him Howard. ³ ____ The institution is his own creation. He designed and opened it in 1989.

Most students at Manhattan Comp are between eighteen and twenty-two years old. You must be at least seventeen to enrol (in regular day high schools, students are usually between fourteen and eighteen years old). The classes run from 5 to 11 p.m., Mondays through Thursdays, with all-day enrichment programmes on Sundays which explore topics like playwriting, art and video production. ⁴ ____ Most students already have some academic credits from previous schools, so instead of the normal four years in high school, they spend, on average, between six months and two years at Manhattan Comp.

- A School terms are ten weeks long, which gives students the opportunity to take time off for family matters or jobs.
- B The community coordinator helps students write resumés and find jobs, and has even brought in clothes for students so they can dress up for interviews.
- C As he walks through the building, he greets students by name, asks about their families or jobs and jokes with them about the lack of variety in the school cafeteria.
- D Such tight security gives one the feeling of entering a prison or some other dangerous place.
- E But now, Manhattan Comp offers the total high school experience, complete with a 'lunch' break, physical education and clubs.

Listening

▶ 25 minutes

- 5** Read the instruction to exercise 8, and answer the questions.
- How many people are you going to hear?
 - What will they be talking about?
- 6** Which of the arguments below are for, and which are against wearing school uniforms? Write F or A.
- School uniforms are expensive. _____
 - If everybody wears uniforms, it's cheaper – students can't show off their trendy clothes. _____
 - Uniforms are less comfortable than students' own clothes. _____
 - Wearing compulsory uniforms limits students' freedom. _____
 - There's more equality if everybody wears the same clothes. _____

- 7** Try to predict which of speakers A–D will be for, and which will be against wearing school uniforms.

- A: teenage girl of 17
 B: teenage boy of 14
 C: a student's mother
 D: a young teacher

For	Against

LISTENING EXAM

▶ 10 minutes

- 8**  **14** You are going to hear four people talking about wearing school uniforms. Read statements 1–5 and match each statement to one of speakers A–D. There is one question that you can match to two speakers.

- I never had to wear a uniform. _____
- I can see some advantages of school uniforms. _____
- I used to wear a uniform without protest. _____
- Wearing uniforms has a psychological effect. _____
- I don't believe uniforms make students look equal. _____

Answers on page 177

EXAM TIP

In the listening exam, you will hear every recording twice. When you are practising, listen to the recordings twice. During the second time you listen, complete and check your answers.

Use of English

▶ 30 minutes

- 9** Which two words or phrases from the list below could go with each word or phrase in the first column of the table? Add the missing examples.

the airport • surfing the Internet • repeat the sentence •
~~teacher~~ • is 18 • smart • age • badly • 6 o'clock •
 pentathlon • try harder • lives in Paris

	RULES	EXAMPLES
our	+ noun	<i>teacher</i>
interested in	+ noun or <i>-ing</i> form (activity)	
meet you at	+ noun (place/time)	
she	+ verb (<i>is/was</i> or <i>-s</i>)	
could you	+ verb (base form)	
exceptionally	+ adjective/adverb	

- 10** Read the text in exercise 12 on page 66 quickly to answer the questions.

What type of schools is the article about?

Is the writer's opinion about these schools positive or negative?

- 11** Read the text again. Don't fill in the gaps. Make a list of at least five positive things the writer mentions about the schools.

12 Read the following article about schools in Britain. Fill in each gap with one word only.

British Public Education

British public schools are famous for ¹ _____ excellence. Even those who criticise them for ² _____ a symbol of class privilege admit they have much to offer. They ³ _____ challenging for unusually clever students, but also appreciative ⁴ _____ less academically-gifted personalities. They teach self-discipline, but also creativity. They are exciting, and ⁵ _____ the same time, successful ⁶ _____ conventional terms of percentage of examination passes and university entrances. Indeed, ⁷ _____ schools where students live, work and play together do seem ⁸ _____ have more success in realising their objectives ⁹ _____ any other educational institution of our times.

Answers on page 177

EXAM TIP

In a cloze task, where you have to fill in gaps in a text with just one word, it's important to understand what the text is generally about. The context will help you work out the possible meaning of the missing words. It's also a good idea to read the text quickly, and look for clues that help you decide what part of speech (verb, noun, preposition, etc.) is each missing word.

Writing

▶ 90 minutes

Writing an argumentative essay

13 Look at the example essay on page 139, and find the following:

- two sentences that support the statement in the title
- two sentences that argue against the statement in the title
- two sentences where the writer shows actual examples
- two sentences where the writer summarises what has been said before.

14 Put these linking words and phrases into the correct groups 1–6.

however • to sum up • in contrast • but •
 on the one hand • in addition • such as •
 as far as I'm concerned • for one thing •
 in other words • in fact • furthermore •
 in my own experience • conversely

- introducing an argument
- introducing a counter-argument
- giving an example
- continuing an argument
- summarising/concluding
- giving a personal view

WRITING EXAM

▶ 70 minutes

15 Write an essay of 200–250 words about the issues involved in this question:

Should you start a career or enter university at 18?

Consider the following:

- earning a living
- starting a family
- gaining experience
- meeting new people.

Answers on page 178

EXAM TIP

When you write an argumentative essay, this structure of paragraphs is usually suitable:

- introduction of the topic
- arguments for, with examples
- arguments against, with examples
- summary and conclusion
- personal views (if appropriate).

Speaking

▶ 55 minutes

Picture-based discussion ▶ 35 minutes

16 In each sentence, choose the correct word: a, b, or c, to fill the gap.

- I imagine _____ the boy is feeling anxious in this situation.
 a how b that c what
- The girl is concentrating hard on _____ she's doing.
 a that b what c it
- I don't know, but perhaps the boy is _____ a test.
 a taking b getting c making
- The teacher is showing the girl how to _____ the machine.
 a put b do c use
- You couldn't be _____ the boy all the time.
 a as b like c for
- We can't tell _____ the girl's learning as a hobby or for her job.
 a why b whether c which

- 17** Read what a student said about the pictures in exercise 18. Choose from sentences A, B and C underneath to fill in spaces 1–3 in the text.

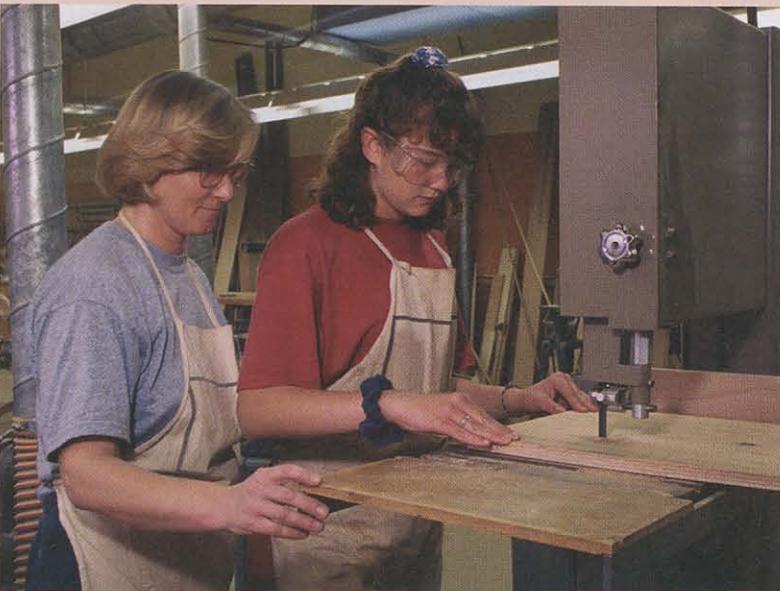
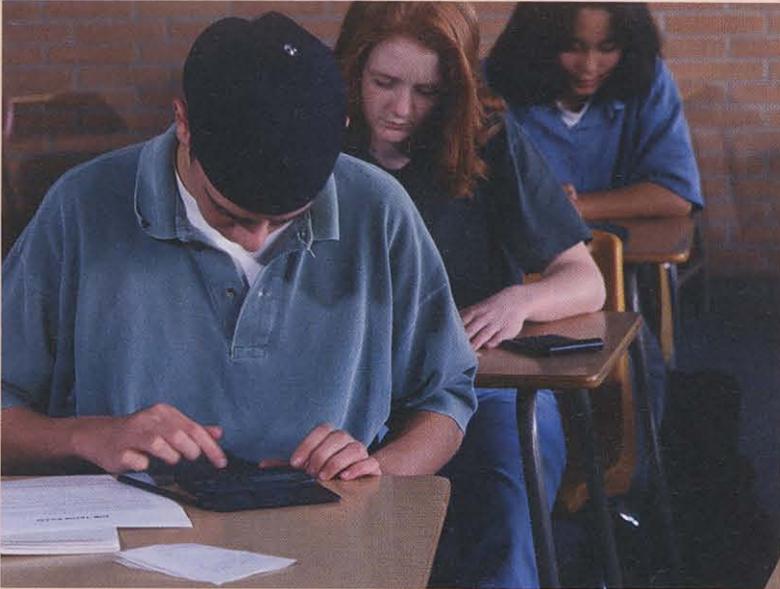
There are obvious differences between the two images. ¹_____ The setting in one is academic, but it is practical in the other. However, I think there are in fact some important similarities between the two pictures. ²_____ We don't see either of them working with other students. ³_____ Both of them are operating machines. So, I think the same ideas of education are involved in each picture.

- A For one thing, both images are of a student learning individually.
 B In addition to this connection, they both show students who are learning by doing something.
 C For example, one shows a boy and one a girl.

SPEAKING EXAM

▶ 10 minutes

- 18** The two photos show different kinds of learning. Compare and contrast the two pictures. Which image feels closer to your own experience of learning?



Answers on page 178

EXAM TIP

Talking about what you don't know – guessing, having theories, wondering – is an important part of communication, and this is reflected in the speaking exam.

Debate ▶ 20 minutes

- 19** Read the following arguments and decide if they support the statement in exercise 21 below. Write *yes*, *no*, or *not sure*.

- 1 You can earn more money if you have a university degree. _____
- 2 Only people from wealthier families can afford tuition fees. _____
- 3 Talented people are not always the richest. _____
- 4 Scholarships should be available for those who deserve it. _____
- 5 Teenagers usually have no money, so tuition fees are a burden on the parents. _____
- 6 Society needs educated people. _____

- 20** Write similar arguments both for and against the statement in exercise 21.

HOW TO STUDY

Practise different ways of expressing your opinion, agreeing and disagreeing, and inviting someone's opinion. You can find useful phrases in the Speaking Bank on page 128.

SPEAKING EXAM ▶ 10 minutes

- 21** Read the statement below and prepare arguments for or against it. Then discuss the issue with your partner, and respond to his / her counter-arguments.

People who go to university should pay for their education.

Answers on page 178

Reading

▶ 35 minutes

1 For each sentence 1–4, choose the only word of A–D that it is NOT possible to use to complete it.

1 It takes a lot of time, effort and money to obtain the special licence needed to drive a taxi in London. _____, only the most determined candidates achieve this goal.

- A As a result, D Therefore,
B Moreover, E _____
C Because of this,

2 Taxi drivers are expected to know the city like the back of their hands. _____, they must be as pleasant as possible, even to rude passengers.

- A What's more D Nevertheless
B Also E _____
C In addition

3 During the training period, trainee taxi drivers have to cover their own expenses, _____ the cost of getting around London using private transport.

- A as a matter of fact, D such as
B for instance, E _____
C for example,

4 Being a taxi driver may be dangerous. _____, most London taxi drivers would never want to change their job.

- A However D Nevertheless
B Therefore E _____
C In spite of this

2 Choose one word from the list below which could also be used to fill the gaps in the sentences in exercise 1 above. Write the correct word in the blank space (E) after each sentence.

still • consequently • additionally • like

EXAM TIP

When doing the task, mark the extracts you have used. When you have completed the task, check that you didn't use a fragment twice.

READING EXAM

3 Read the article about taxi drivers in London. Seven extracts have been removed from the text. Put an extract from A–H back in the right spaces to complete the text. There is one extract you will not need.

London taxi drivers know the capital like the back of their hands. Just jump into one of the city's 22,000 distinctively-shaped cars and tell the driver your destination. No matter how small and difficult to find the street is, the driver will be able to get you there without any trouble.

Knowing London Inside Out

¹ _____ During this period, which can take from two to four years, the would-be taxi driver has to learn the most direct route to every single road and to every important building in London. To achieve this, most learners go around

the city on small motorbikes, practising how to move to and from different points of the city.

Going around London on a small motorbike can have its problems, especially during the winter.

² _____ 'There was thick snow everywhere and I had to wear my mother's tights because I was so cold,' he said.

Learner drivers are not allowed to work and earn money as drivers. ³ _____ The training period can cost quite a lot, because learners have to pay for their own expenses (getting around London using private transport), the tests they take and a medical exam.

Once a new taxi driver has a licence, the next thing he or she has to cope with is the public. Drivers agree that most passengers are very pleasant, although occasionally they can be nasty. But, as Brian Turner, 53, a taxi driver for thirty years, explains: 'Your job is to take them where they want to go in a polite and pleasant manner, whatever they are like. After all, if you're unpleasant to your passenger, you won't get a tip.'

▶ 20 minutes

4 _____ Colin Sinclair was once attacked by a passenger who did not want to pay the fare: 'He grabbed my hand and said, 'I am going to beat you up', and then he started pushing me towards the window. Luckily, I managed to reach the emergency radio and within five minutes twenty drivers had come to my aid.'

5 _____ The big advantage of this system is that drivers then know the name and the destination of their passengers in advance, which is very useful if something nasty happens.

6 _____ Celebrities and politicians often use taxis and this can add a bit of excitement to the lives of the drivers. Brian Turner once carried two princesses in his taxi – without even realising it! He recalled: 'They stopped me in front of the gates of Kensington Palace. I knew I had seen them in photographs but it was only after they left that I realised who they were!'

Talking and driving at the same time is not easy.

7 _____ They and their taxis are a landmark of the capital and are recognised throughout the world, along with the Queen and Big Ben, as a great British tradition.

- A But sometimes it is not only the tip that is at risk; a taxi driver's job can also be dangerous.
- B To avoid situations like this, more and more drivers are joining radio taxi companies, which only deal with customers who have telephoned for a taxi and who often have an account with them.
- C Therefore, many of them keep their previous jobs until they get their taxi-driving licence.
- D But this is the art that London's taxi drivers have brought to perfection.
- E Colin Sinclair, 40, who has been a taxi driver for fifteen years, described his training period as a time of extreme physical discomfort.
- F Learner taxi drivers are tested several times by government officers.
- G However, not all unexpected meetings are nasty ones.
- H The reason London taxi drivers are so professional is that they have all gone through a very difficult training period known as 'the knowledge' to get the special licence needed to drive taxis.

Answers on page 178

Listening

▶ 20 minutes

4 Read the instruction to exercise 6 and answer these questions.

- 1 How many people are going to speak?
- 2 What are they going to talk about?
- 3 Do you know who's going to speak first?
- 4 What do you have to listen for?

5 Decide which of the jobs A–E can be described using the words or phrases in the list below. You can use some of them more than once.

put to bed • trees • blow-dry • get tips • morning paper • customers • wash • fruit crates • tell stories • front door • do a round • haircut • farm • feed • serve meals • perm • bring the bill • pick fruit • neighbourhood • look after

- A Babysitting
- B Fruit picking
- C Serving customers in a tea-room
- D Delivering newspapers
- E Helping in a hairdressing salon

LISTENING EXAM

▶ 10 minutes

6  15 You will hear four teenagers talking about how they earn some pocket money. Decide which person does which job (A–E). Write the number of the speaker in the correct box. One job does not appear in the recording.

- | | |
|-----------------------------------|----------------------------------|
| A Babysitting | Speaker <input type="checkbox"/> |
| B Fruit picking | Speaker <input type="checkbox"/> |
| C Serving customers in a tea-room | Speaker <input type="checkbox"/> |
| D Delivering newspapers | Speaker <input type="checkbox"/> |
| E Helping in a hairdressing salon | Speaker <input type="checkbox"/> |

Answers on page 178

EXAM TIP

Before you listen for the first time, make sure you read the instructions carefully. Check that you know exactly what you have to do (write something down? tick boxes? number boxes? choose an answer?, etc.).

7 The gaps in the sentences below are the same types of things you often find in an *open cloze* test (like exercise 9). Here your task is to choose the correct word: a, b, or c, to fill each gap.

- 1 Northtown School, ____ I go to, is well known for sport.
 - a which
 - b that
 - c where
- 2 My city's football team has never ____ successful in the championship.
 - a been
 - b gone
 - c had
- 3 I haven't visited as many countries ____ my sister.
 - a as
 - b than
 - c so
- 4 As Education Minister, she is responsible ____ the quality of education in our schools.
 - a to
 - b with
 - c for
- 5 ____ you think you could help me with my project?
 - a Will
 - b Do
 - c Can

8 Read this short text. It contains seven errors. Can you find and correct them?

When I think on the future, I realise I really have no idea what I'm going to do. That I want to do is to enjoy the present and live for the moment. When my brother had my age, all he did was make plans. He knew which he wanted to go to university, what course to take – everything. Even as a teenager, he has decided of his job. And, let me tell you, my brother is very boring! I'm going to live my life different.

9 Complete the text by writing one word only in each gap.

SHOCKING NEWS: STUDENTS WANT TO TEACH!

Teachers may feel underpaid and unappreciated, but, judging from the results of a recent career survey, they're inspiring ¹ ____ very tough crowd: teenagers.

The survey found that teaching is a top career choice for teenagers, ranking as high ² ____ doctor – a frequent favourite – and just above lawyer – another popular choice. The survey was based on responses from more ³ ____ 1,000 people ⁴ ____ were aged from 13 to 17. The question asked was, 'What kind of work ⁵ ____ you think you will do for a career?' The teenagers were asked ⁶ ____ give their top three choices. The other top ten choices included sports, science, architecture, business, the military, engineering and nursing.

Results have always differed between girls and boys. For example, a military career ⁷ ____ never been a top-ten choice among girls, but it's often popular with boys. ⁸ ____ the other hand, nursing is usually a popular choice with girls, but has never made the top ten with boys.

Answers on page 179

EXAM TIP

Open cloze, where you fill in gaps with one word of your own, is designed to test your knowledge of grammar. So, although you should consider the meaning of the sentence that contains the gap, the word you write in the gap will probably be a grammar word. In other words, you need to show the examiner what you know about grammar, not how many words you're familiar with.

Writing

▶ 75 minutes

Writing a formal letter

10 Make some notes about yourself under the following headings. Write at least two facts in each category.

Education:

Hobbies:

Ambitions/Plans:

Skills:

- 11** Use the information from exercise 10 to write a short text about yourself. Use the following framework as the basis for your text.

My name is _____ and I live in _____. In my family, _____ . I attend _____ school, where I study several subjects: _____. The exam results I have achieved are: _____. The subject(s) that interest me most is/are _____ because _____.

My hobbies and interests are: _____. I enjoy it/them because _____.

In the future, I hope to _____ and to _____. I think I would be good at _____ because _____.

If you're practising with a partner, compare what you have written and check each other's work for errors.

- 12** Choose from the words below to fill in gaps 1–4. (You don't need to write the end of the sentence yet.)

wondering • like • interested • hope

I would ¹ _____ to know what qualifications I would need to be a

I was ² _____ if work placements are available in

I ³ _____ that you can tell me about suitable training course for

I would be ⁴ _____ to know if opportunities for promotion are good in

- 13** Think of at least two ways of finishing each sentence in exercise 12.

WRITING EXAM

▶ 60 minutes

- 14** You have seen the following announcement, and decided to write a letter to the Council. Write 200–250 words.

Education and Skills Support Council

The Council's role is to provide young people in the region with help and advice about planning their future.

We will tell young people about education, training, work placements and career prospects if they write to us:

- telling us about their studies, achievements and interests
- saying what ambitions and plans they have for study and/or work
- explaining what help they want.

Answers on page 179

LANGUAGE TIP

Direct question: 'Can you tell me how to get to your house?'

Indirect question: 'I would like to know how to get to your house.'

Indirect questions are more formal and respectful. In a formal letter we usually present questions indirectly. You should practise forming indirect questions so that you can easily do this in any situation in the writing exam task.

Speaking

▶ 70 minutes

Situational role-play

▶ 35 minutes

- 15** Look at these questions about choosing a summer job. What word is missing in each case? Choose words from the list underneath.

- 1 What kinds of jobs have you _____ before?
- 2 Do you have other _____ experience?
- 3 Well, for example, have you _____ something at school?
- 4 Do you have a _____ idea of the work you would like?
- 5 Would you like a job _____ with people?
- 6 Would you _____ to be in an office environment?
- 7 _____ me, is there a job that you would not want?

working • prefer • organised • done • tell • relevant • clear

16 Look at these suggestions. Choose the correct word: a, b, or c for each gap.

- Why don't you try _____ to the local tourist information office?
a apply b applying c application
- I think you _____ see if you can get a job in a shop.
a should b might c would
- What about jobs _____ you could practise your English?
a where b how c which
- It should be possible _____ you to work in a restaurant.
a if b with c for
- Look for businesses which need to _____ an interpreter.
a put b have c do

SPEAKING EXAM

▶ 10 minutes

17 Your friend wants to get a job this summer and asks you for advice.

Look at this list of job advertisements:

SUMMER JOBS

Child minder

English family living here for the summer require a child minder for their two children (3 and 7). Use of car and meals provided. 5 days a week and some evenings.

City guide

Tourist office looking to employ guides during the summer. Official city tours last two hours and are in English. History knowledge essential.

Shop assistant

Busy store in shopping centre requires summer shop assistants. Friendly manner, smart appearance, interest in fashion, reasonable English.

Waiter

Busy city centre bistro wishes to employ seasonal waiting staff. Good communication skills a must. Flexible hours, to include some weekends and evenings.

Hotel receptionist

Excellent opportunity for the right person to begin a career in hotel industry. 4★ hotel near airport requires reception assistant during summer.

Discuss the following points with your friend.

- Ask your friend what experience he or she has.
- Ask what kinds of work he or she would like to do.
- Ask what kinds of work he or she wouldn't like to do.
- Make suggestions about which job or jobs advertised would be suitable for your friend.

EXAM TIP

It's important to practise expressing yourself in English in a range of different ways. You should be able to ask questions, for example, or make suggestions, in several ways. It can be boring – or even rude – if you always do these things in exactly the same way.

Picture-based discussion

▶ 35 minutes

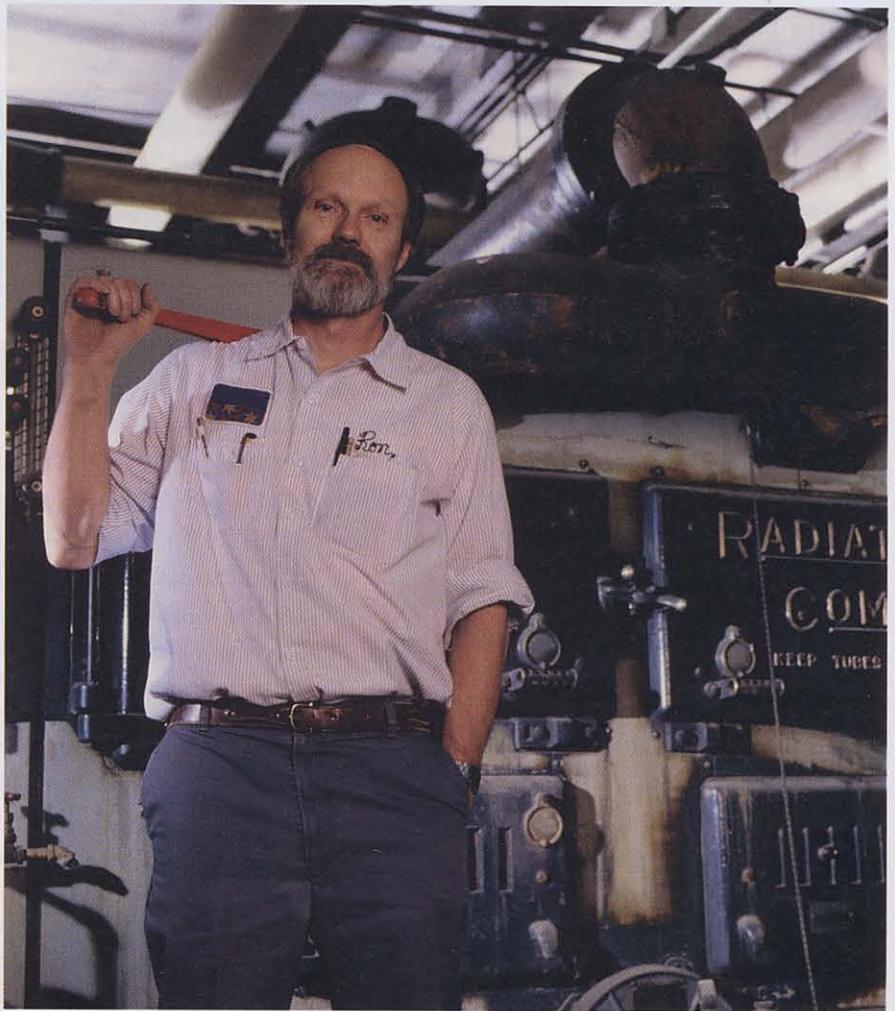
18 Choose from the words below to complete the text about jobs and work.

- assistant • office • holidays • stressful • qualified • unskilled • highly skilled • promotion • training • manual • pension • skilled • commute • white-collar

Traditionally, jobs have been divided into two types, based on the clothing people wore to do their work: blue-collar jobs in factories and ¹ _____ jobs in offices. These days, we usually refer to the two types as ² _____ jobs and ³ _____ jobs respectively. Some jobs are ⁴ _____: anyone can do these jobs, without being trained. Most jobs, however, are ⁵ _____ and many jobs are ⁶ _____. If you get a certificate, diploma or degree, then you will be ⁷ _____. Because many jobs are very specialised, you will receive ⁸ _____ to help you do the job. Although you will probably start as an ⁹ _____, you can hope to get a ¹⁰ _____ after a while. If you have to ¹¹ _____ a long way to work, you may find it ¹² _____. On the other hand, if you can take long ¹³ _____ and your company provides you with a good ¹⁴ _____ plan, you may feel glad to have your job.

19 Here are some sentences that students said about the photos in exercise 20. Can you match the beginnings 1–5 with the endings a–e?

- 1 Personally, I think I'd be better at
 - 2 Yes, actually, my father does a very
 - 3 Well, he is some kind of mechanic, but
 - 4 Maybe this company is involved
 - 5 Although this man works very hard physically,
- a similar job to the one shown here.
 - b I think it may not be too stressful.
 - c in marketing or the media – something creative.
 - d an office job than manual work.
 - e the others could be almost anything.



SPEAKING EXAM

▶ 10 minutes

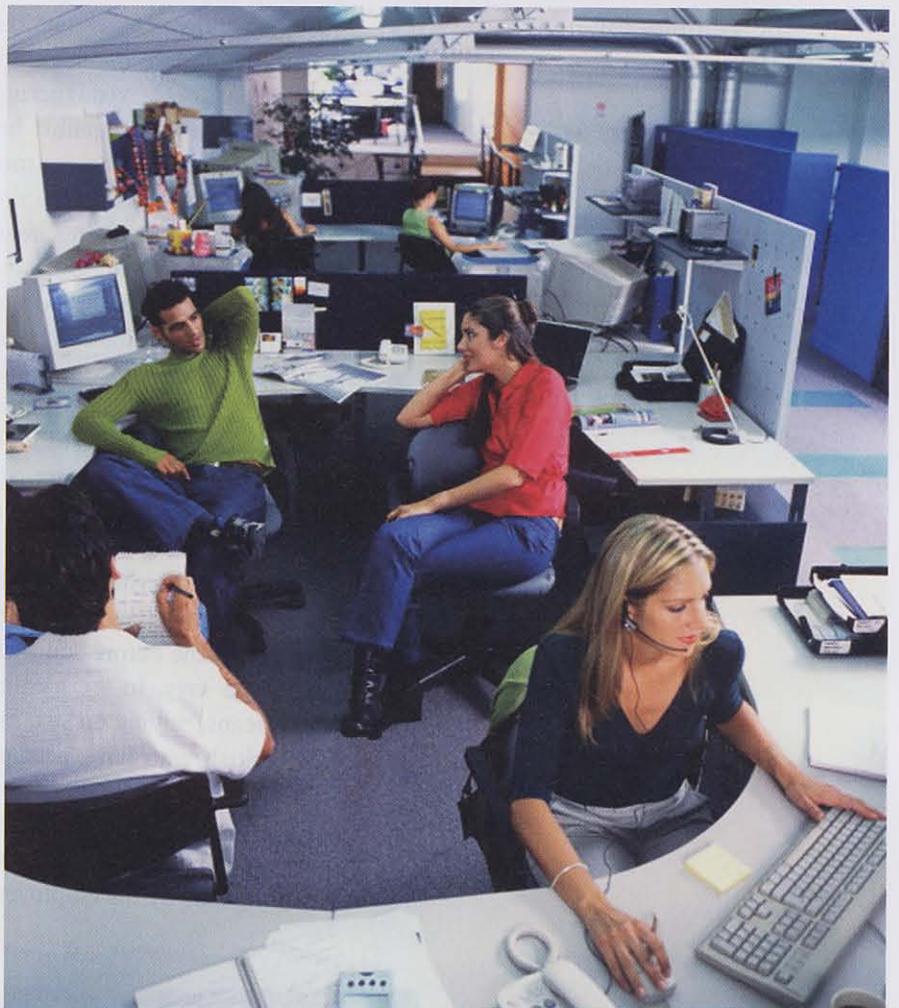
20 Look at the two photos of jobs. Compare and contrast the work and the situations.

- What jobs are shown?
- Which job would you prefer doing?
- Do you know people who do these kinds of jobs?

Answers on page 179

EXAM TIP

In the speaking exam, the picture-based discussion usually relates to a particular topic. Every topic has its own specific vocabulary, which you can immediately use in talking about the picture. Look at the Word Bank on page 151.



Reading

▶ 35 minutes

READING EXAM

- 1 Read the following paragraph, then decide which of the statements below, A or B, is true, according to the information in the paragraph.

50% of the survey respondents admitted the applicant's appearance played a role in recruitment procedures. The rate was three times lower among successful job applicants, and only one in twenty employers (5%) agreed that appearance was a decisive factor.

- A Half of the job applicants that were turned down believed that the way they looked was to blame.
 B 95% of employers claimed appearance was completely irrelevant when employing new staff.

EXAM TIP

Read all four options carefully. Remember, one word can change the meaning of the whole sentence to make it a wrong answer. If you're not sure which option is the best answer, try eliminating the ones that you know are wrong to reduce your choices.

- 2 Read the article about discrimination in the workplace, and choose the best option: a, b, c, or d to complete statements 1–5 about the text.

Overweight, underpaid

Sexual, racial and age discrimination are outlawed. Are sizeism and lookism the last prejudices?

SONYA is heavily overweight and used to what she describes as 'fatism' from the general public. But she hadn't expected her obesity to affect her career prospects. 'I knew the moment I turned up to my last job interview that my chances were low,' she says. 'When I met my two interviewers, I knew I'd lost immediately because of the way they looked at me. The thing that was most upsetting was that the telephone conversation I'd had with one of them beforehand suggested I had all the skills and experience necessary and the interview was just a formality.'

'Lookism' is the latest discrimination to hit the workplace, according to the law firm, Eversheds. Victims of the trend are judged by employers on aspects of their appearance ranging from weight to clothing and from hairstyle to body piercing. Some are turned down for jobs, others miss out on promotion. The latest research has revealed a culture of appearance discrimination sweeping businesses across the world. A staggering 16% of Americans believe they have been discriminated against because of the way they look and 33% believe that those who are more physically attractive are more likely to get promoted.

Discrimination claims involving alleged lookism are surging in the US. In fact, there are only two states of America that have specific laws against appearance discrimination. In other states, lawyers are turning to discrimination laws relating to issues like gender, race and disability. So if someone is overweight because of a clinical problem, they can claim disability discrimination.

There are examples of lookism issues already arising in the UK as well. A couple of years ago, Fitness First received widespread criticism after a leaked email claimed that larger employees did not fit the firm's image. In the UK, we don't have any laws against appearance discrimination, but Ms Emma Harris, an associate at Eversheds, believes it won't be long before we do. 'I think it's only a matter of time before some kind of beauty bias legislation comes into play,' she says. In the meantime, victims of lookism are, like most Americans, relying on sex, race and disability discrimination. Among the British who have been successful in an indirect discrimination claim are Matthew Thompson, who last year argued that he had suffered sexual discrimination because he was forced to wear a tie while his female colleagues weren't, and a man who was made to cut his long hair by his employers.

▶ 25 minutes

- 1 Before her last job interview, Sonya
 - a had expected problems getting the job.
 - b had never felt discriminated against.
 - c had not realized how overweight she was.
 - d had thought the interview would be a formality.
- 2 During the interview
 - a Sonya was surprised there were two interviewers.
 - b she didn't like the way the interviewers looked.
 - c the interviewers were surprised at her qualifications.
 - d she had a feeling she wouldn't be accepted.
- 3 Lookism
 - a is not limited to job applicants.
 - b is opposed by one third of Americans.
 - c only affects unattractive and overweight people.
 - d has been researched for many years now.
- 4 In the USA
 - a lookism is forbidden by federal law.
 - b race discrimination is more widespread than lookism.
 - c the number of cases related to lookism is growing.
 - d lawyers turn down people who claim appearance discrimination.
- 5 In the UK
 - a there is public acceptance of lookism.
 - b legal regulations against lookism are expected soon.
 - c victims of lookism have no chance to claim their rights.
 - d there have been no cases related to lookism so far.

Answers on page 180

Listening

▶ 20 minutes

- 3 Write a list of three arguments for, and three arguments against starting a family at an early age. Think especially about how having children would affect someone's career.

LISTENING EXAM

▶ 10 minutes

- 4  16 You are going to hear four women talking about balancing a career with raising children. Match speakers A–D to statements 1–8. There is one statement you cannot match to any of the speakers.

- A Tara Hastings
- B Janice Pepper
- C Linda Stern
- D Vanessa Carroll

- 1 She doesn't miss the luxuries that working couples without children have. ____
- 2 She believes family is more important than having a career. ____
- 3 She planned her career so that having children would not affect it so much. ____
- 4 She thinks her partner should have given up his job to stay with the children so she could return to her career. ____
- 5 Her partner had to work longer hours when she gave up her job to be with their kids. ____
- 6 She accepted a lower salary so she could be in a better position at a smaller company. ____
- 7 She is raising her children on her own besides having a job. ____
- 8 She didn't want to be old when her children left high school. ____

Answers on page 180

EXAM TIP

It's easier to understand the recording if you know what to expect. Read the task carefully before you listen. Be careful: if a phrase in the recording sounds similar to the statements in the task, it's not necessarily the information you're looking for. Pay attention to the *meaning* of what you hear.

5 Match phrases 1–10 with their definitions

a–j.

- 1 apply
 - 2 starting salary
 - 3 curriculum vitae (CV) (BrE)/résumé (AmE)
 - 4 permanent job
 - 5 interview
 - 6 temporary job
 - 7 qualifications
 - 8 working conditions
 - 9 experience
 - 10 part-time job
- a a job which will end on a specific day
 - b training or exams needed for a job
 - c working less than the normal working week
 - d to ask questions to find out if someone is right for a job
 - e a job which you can expect to do for a long time
 - f the amount of money you are paid when you start working
 - g knowledge you get from doing a job for a long time
 - h situation in which you work
 - i to ask for a job in writing
 - j a short history of your education and where you have worked so far

6 Read the text in exercise 7 quickly (don't fill in the gaps yet) and tick the four pieces of advice of A–F below that are mentioned.

- A You can find information about jobs in newspapers and on the Internet.
- B If you don't find a permanent job immediately, try to find a temporary job for a short time.
- C Apply for every attractive full-time and part-time job that you find to increase your chances of getting a job.
- D When you send in your CV, don't write about all your qualifications there, leave this to the interview.
- E Ask questions about the working conditions, but try to avoid bringing up the question of money yourself.
- F If you dress elegantly, you'll have a better chance of succeeding at the interview.

7 Read the following advice from a career consultant, and fill in gaps 1–10 with a suitable word or phrase from list. Use each word or phrase only once. There is one word or phrase that you don't need.

why not • for • this kind of • those • being • except • something • even • to

Get it right!

Katy Smith, career consultant, has a few tricks up her sleeve for ¹_____ looking for a job. Go on and get it right!

Read recruitment sections in newspapers and on the Internet. A good permanent job with a promise of long-term employment can be difficult to find, so ²_____ take a temporary job, ³_____ if it is only for a few months? Every day in most local newspapers there are attractive advertisements for both full-time and part-time jobs, so don't miss them!

When you've decided to apply ⁴_____ a job, send your application with a CV as soon as possible. Don't forget to list all your qualifications (degrees and diplomas) and any previous experience you have with ⁵_____ work.

At the interview don't be afraid ⁶_____ ask about working conditions (e.g. hours or holidays) but wait for the interviewer to mention the question of starting salary. Money is a delicate issue and ⁷_____ greedy will not get you a job.

Dress for success! Put on smart clothes and wear ⁸_____ bright to boost your confidence at the interview.

Answers on page 180

EXAM TIP

Before you fill in the gaps, read the text quickly to check that you understand the main points. This will help you find the right word more easily.

Writing a formal letter/job application

- 8 Read these pairs of sentences from job application letters. In each case, decide which alternative: a or b, you think is more appropriate.
- 1 a I am writing in reference to your advertisement for tourist guides.
b I am writing because I saw your advertisement.
 - 2 a There are many reasons why I would be great at the job.
b I feel I would be suitable for the position for a number of reasons.
 - 3 a I have achieved high marks in my English language exams.
b My English language ability is unbelievable.
 - 4 a I can say everything I want to say.
b I believe that I have good communication skills.
 - 5 a I am a major expert on our town's history.
b I have always taken a keen interest in the history of our town.
 - 6 a I would like to develop my career.
b My present job is rubbish.

Picture-based discussion

- 10 What do you think? Are the following jobs better done by women, or by men, or is there no difference?

train driver • nurse • footballer • politician • architect • web designer • coal miner

- 11 If you're working with a partner, discuss your answers to exercise 10. Give reasons. Discuss other jobs, too.

SPEAKING EXAM

- 12 Look at the photo of the woman, and discuss the following questions.

- Where is she? What is she doing?
- Are some jobs more suited to men or women? Why?

Answers on page 181

EXAM TIP

Fillers and connectors are very useful words that give you time to think. Don't overuse them though, because this might give the impression that you can't find the words you're looking for.

WRITING EXAM

- 9 You have seen this job advertisement and have decided to apply. Write your letter of application (150–200 words).

Wanted: people with the right attitude!

Our town is growing in popularity with foreign tourists. We need guides to show them round. Guides need to:

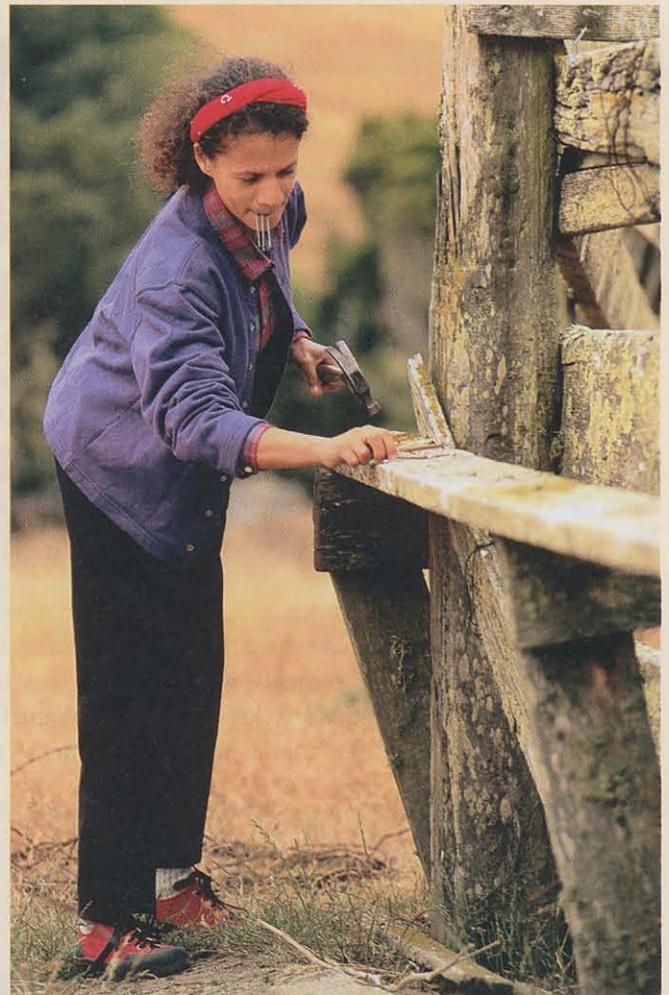
- have a friendly manner
- speak good English
- know about our city – facilities, history, etc.

If you fit this description, send us a letter of application, addressed to the Officer for Tourism.

Answers on page 180

EXAM TIP

The most important thing about writing a job application task in the writing exam is to remember who the reader is. Will your letter tell the reader all the information he or she needs to know? Check the required points carefully. Also make sure you use appropriate formal language.



Reading

▶ 30 minutes

1 Match verbs 1–8 with phrases a–h to form collocations connected with a healthy lifestyle. There may be different solutions possible.

- | | |
|------------|-------------------|
| 1 stay | a enough sleep |
| 2 keep | b fit |
| 3 avoid | c a sensible diet |
| 4 go | d jogging |
| 5 work out | e in shape |
| 6 get | f weight |
| 7 lose | g stress |
| 8 follow | h in the gym |

2 Match the phrases with their definitions.

- | | |
|-----------------|----------------------------|
| 1 put on weight | a start (e.g. a new hobby) |
| 2 give up | b grow fatter |
| 3 cut down on | c have less of |
| 4 take up | d stop (doing) |

HOW TO STUDY

Record any new vocabulary that you want to remember in your notebook. It's usually a good idea to write down the new words in a phrase or sentence, which shows you not only the meaning of the word, but also how it's used in context.

READING EXAM

▶ 20 minutes

3 Read the following leaflet giving advice on leading a healthy life. Some phrases have been left out of the text. Choose from phrases A–I below to complete the gaps. There is one phrase you're not going to need.

How to live to be 100

DO

- Reduce calories and cut down on sweets, cakes and chocolate. If you are overweight, try to lose weight. Being overweight increases your ¹ _____ of developing circulation problems.
- Follow a sensible diet – eat as much low-fat food as possible: chicken, fish and yogurt are good for you. Aim to eat at least five portions of fruit and vegetables a day to ensure your ² _____ of Vitamin C and health-giving minerals.
- Give up smoking – every cigarette shortens your life.
- Lead an active lifestyle. Keep fit and stay in shape: ³ _____ out in the gym or take up jogging? Choose an activity that you ⁴ _____. Exercise should be a pleasure, not a duty. Aim to exercise for about 30 minutes at least five times a week. If you work sitting down, ⁵ _____ up as often as you can and walking around for a while.

DON'T

- Don't go to bed late: if you don't get enough sleep, you will lack energy and you will age faster. Sleep replenishes the energies spent during the day and aids the natural healing process of the body.
- Don't get stressed: ⁶ _____ and avoid stress at home, school or work. Learn to relax, and when you feel that your stress level is rising, take a break.
- Don't eat between meals: it's the fastest way to put on weight. If you ⁷ _____ snacks, try at least to eat healthy snacks, like fruit or yogurt.
- Don't be a fitness fanatic! You need to stay in shape but remember to ⁸ _____.

- | | | |
|-------------------------|-----------------|---------------------------------|
| A why not work | D chances | G maintain a balanced lifestyle |
| B it's worth practising | E can't give up | H enjoy doing |
| C keep calm | F try getting | I intake |

Answers on page 181

- 4 Read carefully the instruction to exercise 6 to find out about the recording you are going to hear. Then choose the best ending for the sentence below.

In the exam task you are going to listen to

- a a speech given by an old woman.
 - b an interview with an old man.
 - c a story of a young man.
- 5 Read the possible answers in exercise 6 and try to guess what kind of information to expect in the recording. Which of sentences 1–7 do you think are true (T) and which are false (F)?
- 1 Mr Sinclair may be around one hundred years old. T / F
 - 2 He has never been married. T / F
 - 3 He has more than one grandchild. T / F
 - 4 He says something about the times when he was young. T / F
 - 5 He was an only child. T / F
 - 6 We're going to hear him talk about his attitude to life. T / F
 - 7 In his interview he talks about smoking. T / F

HOW TO STUDY

Remember that during the examination you will hear the recording twice. When you practise, try listening to the recording no more than twice to complete the task.

- 6  17 First read sentences 1–7. You are going to hear a radio interview with an elderly man. Choose the correct option: a, b, or c, according to the information you hear in the recording.

- 1 Mr Sinclair tells us that he
 - a has already celebrated his 100th birthday.
 - b is going to celebrate his 100th birthday soon.
 - c cannot remember precisely when his birthday is.
- 2 Mr Sinclair has been married
 - a once.
 - b twice.
 - c three times.
- 3 How many grandchildren does Mr Sinclair have?
 - a Six.
 - b Ten.
 - c Twelve.
- 4 When he was young, Mr Sinclair
 - a worked in the open air.
 - b ate a healthy diet.
 - c took regular exercise.
- 5 Most of Mr Sinclair's brothers and sisters
 - a resembled their mother.
 - b lived for a long time.
 - c had health problems.
- 6 Mr Sinclair believes it is important
 - a to avoid problems.
 - b to work hard.
 - c to be optimistic.
- 7 Mr Sinclair gave up smoking
 - a at the same time as his wife.
 - b to please his wife.
 - c when his wife left him.

Answers on page 181

LANGUAGE TIP

The noun *exercise* when it refers to physical exercise is uncountable. You say *You should take more exercise. Mr Sinclair doesn't do any exercise.* (NOT *exercises*)

EXAM TIP

Always read the instructions carefully, as this may give you some vital information about the recording you are going to hear. Then, before you listen to the recording, read the possible answers. This will help you guess what information to expect in the recording.

7 Look at the following words. Can you put them in the right grammar groups? Each group contains an example that might help you.

from • could • him • that • in • an • a lot of •
 should have • herself • as • although • but • below • will •
 its • is going to • some • nevertheless

prepositions	modal verbs	pronouns	articles	determiners	linking words
into	may	we	the	much	however

Add a few words of your own to each group.

USE OF ENGLISH EXAM

8 Read the extract from a book on British culture, and use *one word only* to fill each gap in the text.

The conquest of food in Britain

The ethnic minorities are taking over British food. And it's a good thing, too, since no one would say the British have ever ¹_____ famous for their cooking. We are actually famous for not being ²_____ to cook at all. After hundreds of years of trying to create a national cuisine ³_____ could impress the world, the British have never really got much further ⁴_____ breakfast. In fact, other Europeans have always said that in ⁵_____ to eat well in Britain one has to eat an English breakfast three times a day.

But times ⁶_____ changing. Nowadays, if you turn ⁷_____ for a meal in a British family home, you are more ⁸_____ to be given Indian curry or a Chinese stir-fry than roast beef with Yorkshire pudding.

Answers on page 182

EXAM TIP

Don't worry if there are some words in the text that you don't understand. In this task, the gaps are usually grammar words (prepositions, modal verbs, pronouns, etc.) – it's not a test of vocabulary.

Writing an informal letter

9 Use this framework to write sentences describing eating and drinking in your country. You should also add some ideas of your own.

We have breakfast at ... and we eat our main meal of the day at ...
 Restaurants usually close at ...
 The main ingredients of our cooking are: ... and ...
 The most popular traditional dish is ... or ...
 If you want a snack, you should go to a ... and ask for
 My favourite meal consists of
 Is the situation changing? Well, ...

10 Look at these sentences taken from informal letters. Fill in the gaps with the correct word from the list.

fashionable • atmosphere •
 delicious • vegetarians •
 sophisticated

- Speaking for myself, my favourite is 'kefir'. It's a special kind of yogurt. I think there's no English word for it. But it's absolutely _____.
- Our cuisine may not be the most _____ in the world, but I think it tastes the best. It has a long history, too.
- Restaurants have a lovely _____ in the evening, with violins playing and sad songs.
- I think the situation for _____ has improved in recent years. But we really love our meat!
- Inevitably, fast food is becoming _____, which is causing a litter problem, if nothing else.

11 For an informal letter, which sentence, A or B, in the following pairs would be more suitable?

- 1 A I was pleased to receive your recent letter.
B It was great to hear from you.
- 2 A I'll try and answer your questions.
B I should be delighted to respond to your enquiries.
- 3 A I trust you are in good health.
B I hope you're well.
- 4 A I look forward to hearing from you in the near future.
B Please write again soon.

12 Look at these openings and closings of letters. Which ones are formal, and which informal?

Dear Sir/Madam/Director	Dear Ms Bowles
Dear Jessica	Lots of love
Yours faithfully	Yours sincerely
All the best	

Informal opening	Formal opening
Informal closing	Formal closing

Which closings go with which openings?

WRITING EXAM

▶ 60 minutes

13 Here is part of a letter you receive from an English-speaking friend:

... and that's why I'm so curious to know about your country's food. I mean, what are the national dishes? What are your own personal favourites? When do you eat your main meal of the day? Is everything very traditional, or is it, like in so many countries these days, all changing? ...

Write your reply to your friend, answering the questions. Write no more than 200 words.

Answers on page 182

LANGUAGE TIP

It's important to write letters appropriately. Don't send a chatty note to a business and don't write to your friends as if they were government departments! The difference affects everything, from the opening to the closing.

Speaking

▶ 45 minutes

Situational role-play ▶ 20 minutes

14 Read the instructions to exercise 16. Look at the list of recommendations. Match each recommendation with a reason 1–5 below.

- 1 ... because if you don't, you'll get fat.
- 2 ... because you mustn't get cold.
- 3 ... because if you don't, you'll get tired.
- 4 ... because too much of it makes you fat.
- 5 ... because you mustn't spread germs.

15 Look at these comments made by students considering the recommendations from exercise 16. What words are missing? Choose the correct word for each gap from the list underneath.

- 1 We need to tell people to keep clean ____ that we can stop illnesses spreading.
- 2 It's important to get people to sleep enough and maintain ____ energy levels.
- 3 I think regular exercise is the ____ important point – keeping fit.
- 4 I don't really agree. It's more important to protect yourself ____ the cold in winter.
- 5 Well, what do you think ____ the recommendation to eat less sugar?

their • about • so • most • from

HOW TO STUDY

Two of the most common ways of explaining reasons are shown in exercise 14: *Take your umbrella, because you mustn't get wet.* OR *Take your umbrella, because if you don't, you'll get wet.* Practise explaining reasons in these two ways until you can do this automatically.

SPEAKING EXAM

▶ 10 minutes

16 You and your partner have been asked to choose the topic for a poster campaign in your school. The topic you choose will be the subject of posters displayed around your school to improve health.

Discuss the options on the list below, and choose the one you think is most suitable for the poster campaign.

- eat less sugar
- always wash your hands
- dress sensibly
- exercise regularly
- get enough sleep

Answers on page 182

Picture-based discussion ▶ 25 minutes

17 Read these sentences about food and eating. Can you complete them by writing one word from the list below in each gap?

in • with • to • of • the

- 1 Of course, I accept that fast food has the advantage ____ convenience.
- 2 ____ truth is, a lot of our traditional national dishes aren't very healthy either.
- 3 Actually, the most important thing is ____ have a balanced diet.
- 4 I don't think a burger and chips provides you ____ enough vitamins.
- 5 I prefer the range of flavours you get ____ traditional dishes.

18 Can you put the words in the correct order to make sentences? Each sentence contains a reason why people buy fast food.

- 1 If you have to work late, fast your dinner you can food a way eat on home.
- 2 For young people, alternative is to a cheap fast food a restaurant.
- 3 Let's face it, they don't means it some fast food people and like cooking don't do have to.
- 4 If you need to provide group a meal, with large a fast food is an way easy to do it.

SPEAKING EXAM

▶ 10 minutes

19 Look at the two photos of food. Compare and contrast the two meals shown.

- What kinds of food are there?
- Which is healthier?
- Which would you prefer?

Answers on page 182

EXAM TIP

Begin by describing what you can see in the photos. Say something about one photo and then compare that to the other photo. After making a number of observations, you can move on to expressing opinions. The prompt questions will usually guide you.



Listening

▶ 20 minutes

1 Read the instructions for exercise 4 and answer the questions.

- 1 How many people are you going to hear?
- 2 What are they going to talk about?
- 3 What do you have to write?

2 Look at the sentences with gaps in exercise 4 and this list of words. Which words could fit into each gap in the sentences? Use each word only once.

dairy products • running • smoke • dangerous • mountain •
roast chicken • basketball • money

What part of speech is the word that best fits each gap?

3 Write another word of your own for each gap that would fit sentences 1–8. If you're working with a partner, compare your lists.

LISTENING EXAM

▶ 10 minutes

4  18 You're going to listen to a conversation in which three friends talk about medical problems they have experienced. Before you listen, read through the text below. As you listen, complete the text by writing one word in each gap 1–8.

John

- 1 He hurt his foot when he was on a _____.
- 2 His doctor told him not to _____.
- 3 When he's ill, his favourite food is _____.

Agneta

- 4 She broke her leg when she was _____.
- 5 Her father had forgotten to organise any _____ for her.
- 6 She missed _____ when she was recovering.

David

- 7 He thought his spots were very _____.
- 8 He's not allowed to eat any _____.

EXAM TIP

Read the instructions very carefully: do you need to write one or two words? Should you write numbers? Don't expect to guess the correct answers without listening. But do try to see what sort of word or words or numbers will fit in each gap.

Use of English

▶ 15 minutes

5 Read the article in exercise 6 on page 84. Now decide if statements 1–6 below are true (T) or false (F).

- 1 Cold weather is the main cause of colds. _____
- 2 In the drier seasons we are more prone to illnesses like colds and flu. _____
- 3 Most people suffer from colds, especially between early autumn and the spring. _____
- 4 Children suffer from colds and flu less often than adults. _____
- 5 It's best not to have any physical contact with the person who suffers from a cold. _____
- 6 You can't get ill from shaking hands with someone with a cold. _____

6 Read the magazine article below which gives you advice about the prevention and treatment of colds. Fill in the gaps with the best word: a, b, c, or d to form a coherent, logical and grammatical text.

Health smart

The cold and flu season is back again, so it's time to ¹_____ up on prevention and treatment. ²_____ to popular belief, cooler weather doesn't cause colds. What is more likely is that we stay indoors more, giving viruses ³_____ to spread from person to person. In addition, the cold months are associated ⁴_____ low humidity, and the dry air makes the nasal cavity more susceptible to bugs. Consequently, cases of colds and flu surge between the beginning of autumn and spring (the ⁵_____ adult gets two to four respiratory infections a year; children even more). Because the season is upon us, it is a good ⁶_____ to revise a few cold and flu tactics.

To prevent an infection, the best defence is a good offence. The first step is to ⁷_____ physical contact with the cold sufferer. When someone with a cold sneezes, coughs or sniffles, ⁸_____ your distance. Hugging, kissing and shaking hands are sure ways to catch a cold.

- | | |
|---------------------|--------------|
| 1 a bring | 5 a average |
| b brush | b different |
| c get | c ordinary |
| d take | d same |
| 2 a Contrary | 6 a idea |
| b Opposite | b suggestion |
| c Similar | c sense |
| d Unlike | d advice |
| 3 a chance | 7 a break |
| b chances | b control |
| c the opportunities | c limit |
| d an opportunity | d lose |
| 4 a for | 8 a cover |
| b on | b judge |
| c to | c keep |
| d with | d remember |

Answers on page 183

EXAM TIP

If you're not sure if an answer is correct, make sure that all the other possible answers are wrong. You will then know if the word you've chosen is the best.

7 Read these pairs of sentences. Choose from the list of words and phrases below to fill the gaps and create a logical link.

as a result of • so • because of this • although

- He seems to be addicted to ice-cream. He's getting very fat.
He seems to be addicted to ice-cream. _____, he's getting very fat.
- Somebody rang while she was cooking. She burnt the dinner.
Somebody rang while she was cooking _____ she burnt the dinner.
- I don't feel hungry now. I only had a little lunch.
_____ I only had a little lunch, I don't feel hungry now.
- It's National Diet Week. The town's restaurants are losing money.
The town's restaurants are losing money _____ National Diet Week.

8 Read paragraphs A-I in exercise 9. Then look at the statements below and decide if each statement is true or false, according to the information in the paragraphs.

- The meaning of the word 'diet' has changed. _____
- Before the discovery of Vitamin C, sailors used to suffer more from seasickness. _____
- William the Conqueror tried losing weight by staying in bed and drinking alcohol. _____
- Before the beginning of modern food science, nobody understood why some people gained weight while others didn't. _____
- For most people, eating a varied diet ensures weight loss. _____
- Dieting is a very modern phenomenon. _____
- Some diets help people gain weight. _____
- Wilbur Atwater introduced a new measurement for weight. _____
- Modern food science started with the discovery of Vitamin C. _____

EXAM TIP

Two things can help you to decide the correct order of paragraphs within a text. One is the overall meaning – the logic of the subject. The other is the linking language – the words and phrases that tell what comes before and after something else. In the exam, you need to think about both these things.

9 The title of the article below is *The history of dieting*. Paragraphs B–H are in the wrong order. Decide on the correct order for the paragraphs, and write the letter next to the number below. The first and last paragraphs are correct.

- | | | | | | |
|---|----------|---|-------|---|----------|
| 1 | <u>A</u> | 4 | _____ | 7 | _____ |
| 2 | _____ | 5 | _____ | 8 | _____ |
| 3 | _____ | 6 | _____ | 9 | <u>I</u> |

A The word ‘diet’ originally meant ‘things that people usually eat’, but, these days, we use the word to mean an eating pattern or programme designed to change something.

B But it has taken a long time to find out exactly what these are. Sea travel led to some increase in understanding. When it became possible to build ships that could go on long voyages, sailors started to spend many months at sea. They also started getting a strange disease called ‘scurvy’. Eventually, it became clear that they needed fruit or vegetables to survive. Today, we know that Vitamin C is the reason.

C But when did it all start? There’s a story that in 1087, William the Conqueror, King of England, had become so fat that he could no longer ride his horse. He stayed in bed and drank alcohol instead of eating food to try and lose weight.

D Although the discovery helped their lives, there was much more that wasn’t known. Nobody knew, for example, why some people got fat and others didn’t, or what to do about it.

E Now, it may or may not have worked for him, but we can’t really recommend it as an approach for most people. What’s important is the kinds of food you eat, because different foods contain different things our bodies need.

F However, despite all these, we usually say ‘diet’ about losing weight. This is certainly the area where the money gets spent. And it has a long history.

G We could be talking about any one of many different kinds. There are diets for avoiding certain chemicals, like salt, and there are diets to increase amounts of certain things, like potassium. There are even diets to help people put on weight.

H Then, in the 1890s, a chemist called Wilbur Atwater began investigating how foods consisted of proteins, fats, and carbohydrates. He found that he could measure the heat value of these by burning them and called a unit of this heating a ‘calorie’.

I This measurement he created can be seen as the start of modern food science and dieting. Since then, knowledge has come quickly – some people say too quickly!

**Writing a letter from the editor
(of a student magazine)**

10 Read this part of a letter written by a school magazine editor. For each gap, choose the correct answer: a, b, or c.

It should be interesting ¹ _____ other students to read your opinions. ² _____ we need to do now is to find out everybody else's opinions. So let's start by encouraging more people to write letters, ³ _____ their point of view. We'll keep printing opinions as long ⁴ _____ you keep sending them to us. We're also ⁵ _____ to arrange a kind of vote about it. This will mean that the school authorities are fully informed of the situation.

- | | | |
|----------|------------|-------------|
| 1 a with | 3 a giving | 5 a running |
| b in | b having | b going |
| c for | c placing | c making |
| 2 a What | 4 a so | |
| b How | b by | |
| c Which | c as | |

11 Read the instructions and the student's letter in exercise 12. Do you agree with her ideas? Why? / Why not?

WRITING EXAM

12 You are the editor of a school magazine. Read the letter below, which you have received and are going to publish in the magazine.

Dear School News,
I want to complain about health and our school. There are several problems. Firstly, the lunch break we get at school is too short. You cannot eat a proper meal in 15 minutes - especially if you first have to queue for your food in the canteen! We learn that a healthy diet is important, but how can we eat healthily if there's never time for it? Secondly, we don't get enough time for exercise and sport, and this isn't good for us, either. The after-school sports clubs at our school have closed down because of lack of money. Finally, I think our P.E. lessons should allow more time for games and sports, and less time for boring exercises! We would all be more interested in getting fitter. Maybe it's time to change, and the school should take some action.
Yours faithfully,
Rita Klein

You decide that you will publish your letter of response to this letter next to it in the magazine. Include the following:

- thanks for the letter
- comments on the points made in the letter
- suggestions about what should be done
- encouragement to other students to write letters.

Write 200–250 words.

EXAM TIP

Because you are responding to a letter you have received, you can use the letter as a source for your ideas. However, avoid copying the words and phrases used in the letter. Find your own ways to express your ideas.

Speaking

Picture-based discussion

▶ 20 minutes

13 Match the sentence beginnings 1–6 with the endings a–f.

- | |
|--|
| 1 You can avoid developing tooth diseases |
| 2 Fluoride in your toothpaste |
| 3 You should change your toothbrush |
| 4 If you eat or drink a lot of sweet things |
| 5 Tooth decay is |
| 6 It's a good idea |
| a every two or three months. |
| b this might damage your teeth. |
| c often caused by sugar. |
| d if you brush your teeth at least twice daily. |
| e to visit your dentist regularly for check-ups. |
| f makes your teeth stronger. |

14 Complete the sentences with your own ideas.

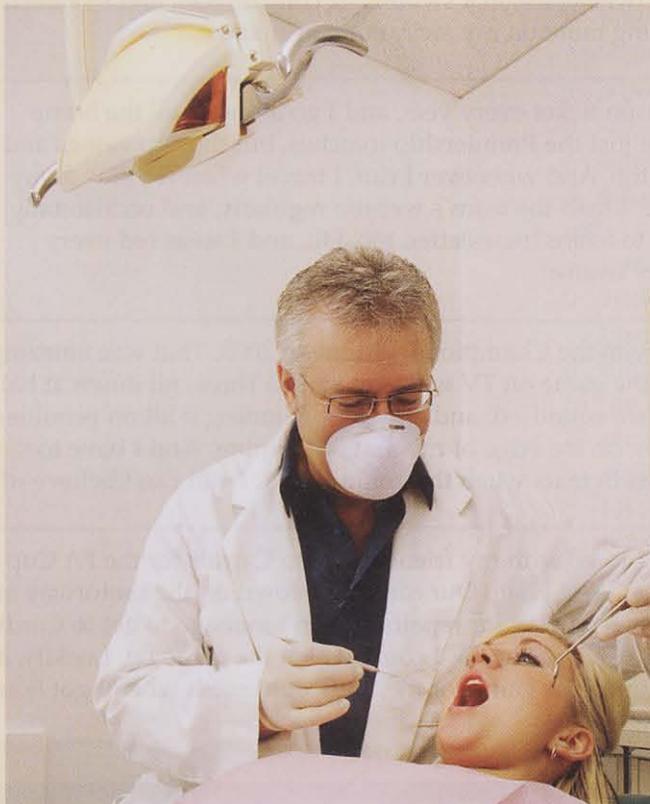
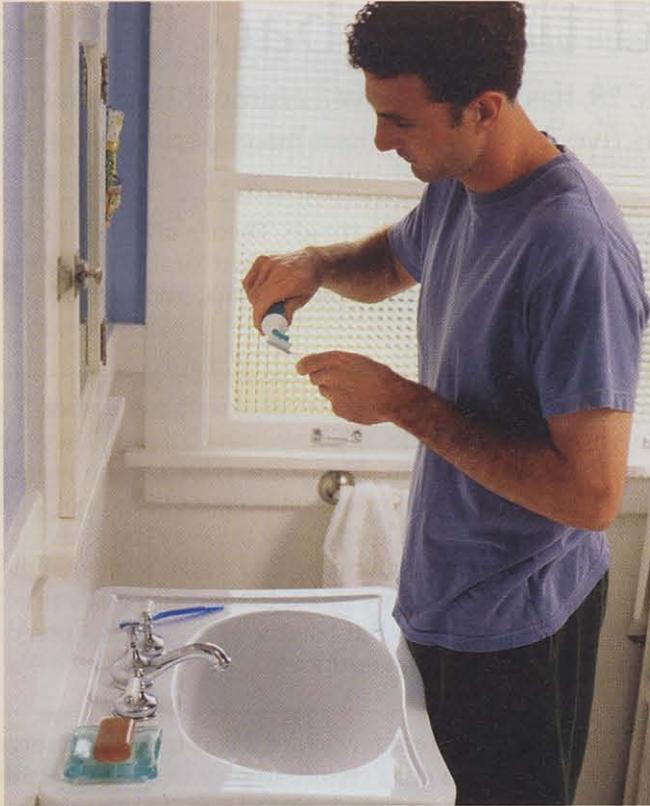
- _____ helps you stay healthy and prevents you from getting ill.
- If you feel you're getting ill, _____.
- _____, you should go to the doctor immediately.
- It's important to _____ regularly.

SPEAKING EXAM

▶ 10 minutes

- 15** Look at the two photos. They show images related to dental care. One shows prevention, while the other shows treatment. Compare and contrast the two photos. How are they connected? What advice would you give someone about looking after their teeth?

Answers on page 184

**Debate** ▶ 25 minutes

- 16** Read the following words and phrases connected to our modern way of life. Decide if you think each thing is healthy or unhealthy. Then add your own ideas to each group.

gyms • fast food • cycle paths •
 commuting to work/school by public transport •
 surfing the Internet • living in cities •
 soft drinks

Healthy	Unhealthy

- 17** Read the statement in exercise 3. Why do you think we tend to live longer nowadays than our grandparents? Read the ideas below. Write down at least five more reasons.

improved healthcare, better medicines,
 more free time to concentrate on ourselves

HOW TO STUDY

The speaking exam will often require you to talk about different or controversial aspects of a subject. Prepare for this with your friends. Have discussions or arguments in English.

SPEAKING EXAM

▶ 10 minutes

- 18** Read the following statement. What do you think? Prepare arguments to support your opinion, then discuss the issue with your partner, responding to their counter-arguments, as well.

Some people believe that our modern lifestyle is very unhealthy. However, we tend to live longer than 100 years ago.

Answers on page 184

EXAM TIP

Listen carefully to what your speaking partner (or your examiner) is saying, so you know what you need to react to. While you're listening, collect your ideas. Try to build on or respond to what your partner has said. Remember that you don't have to agree with your partner (or your examiner)!

Reading

▶ 40 minutes

1 Read the introductory paragraph of the interview in exercise 3. Which sentence sums up best what the interview is about?

- a Jason talks about his experiences as a player for Liverpool FC.
- b Jason tells us what it is like to be a supporter of Liverpool FC.
- c Jason informs us about the activities of the Liverpool FC fan club.

2 Read the interview in exercise 3 quickly. Write down what happens or happened at each of these times in Jason's life.

- 1 a few weeks after his fifth birthday:

- 2 when he was at school:

- 3 at the age of twelve:

- 4 every year:

- 5 in 2005:

- 6 when he wanted to go to the FA Cup Final:

EXAM TIP

Before you start filling in the gaps, read the text quickly to find out what it's about. Read the text again more carefully and identify the main idea in each paragraph. Then read the missing questions and think about what information they're looking for. Now all you have to do is match the topic of each paragraphs to the question. Remember, there is one question you won't find an answer for.

READING EXAM

3 Read the following interview with Jason Evans from Liverpool. The reporter's questions have been removed. Match the reporter's questions A–G to each paragraph 1–6 that should follow them. There is one question that you won't need to use.

Good times, bad times

Jason Evans, 28, has been a fan of Liverpool Football Club since he was five. He told us about his experiences.

- 1 _____
Well, it wasn't really an automatic choice. There's always a lot of tension between us in the family when the two local teams play each other. My father and my older brother support Everton, but I support Liverpool.
- 2 _____
I remember watching Everton play Liverpool with my dad on TV at my uncle's house a few weeks after my fifth birthday. They were both wearing their Everton team shirts – and were getting more and more depressed as the game went on because Liverpool were two goals up by half-time. And I just loved the way the Reds played that day. I remember jumping up and down with joy when they scored the first goal. Then my dad told me that I was actually cheering for 'the wrong team'... But I swore to myself that one day I would become a Liverpool player myself.
- 3 _____
I played in the school team for a few years. I was only the reserve goalkeeper, so I didn't often get a chance to play in the competitive matches. But I've never played for a serious team, no. Then, when I was about twelve, I won a swimming competition, and I've been concentrating more on my swimming ever since.
- 4 _____
I buy a season ticket every year, and I go along to all the home games. Not just the Premiership matches, but the cup games and friendlies, too. And whenever I can, I travel when we play away from home. I read the team's website regularly, and occasionally contribute to a fans' newsletter, too. Oh, and I wear red every Saturday, of course!
- 5 _____
When we won the Champions' League in 2005. That was amazing! I watched the game on TV with my mates. Three-nil down at half time, then we equalised, and ended up winning it all on penalties. I was sitting on the edge of my seat all evening. And I have to admit, I was in tears when the game ended. I still can't believe it!
- 6 _____
I was going to go with my friend, Nick to Cardiff for the FA Cup Final against West Ham. Our car broke down on the motorway and had to be towed away for repairs. I didn't manage to get to Cardiff, and there wasn't even a TV I could watch the game on. Luckily, my girlfriend taped the game for me, so I could see it when I got home in the evening.

▶ 25 minutes

- A Have you ever played football yourself professionally?
- B What's your first memory of being a Liverpool supporter?
- C What was your best experience of being a fan?
- D How do you support your team? What do you do in a typical week?
- E When did you first go to watch a live game at Liverpool?
- F What was your main reason for choosing Liverpool FC to support? Do you support the same team as your family?
- G What was your biggest disappointment?

Answers on page 184

Listening

▶ 25 minutes

- 4 Read the instructions and the multiple-choice statements in exercise 6. What are you going to hear about? Give as much information as possible.

The recording is about _____.

- 5 Two of the three statements a–c in each group 1–3 have the same meaning. Which two?

- 1
 - a Ali's and Laila's boxing techniques are not alike.
 - b Ali doesn't like Laila's boxing.
 - c Laila doesn't box like Ali.
- 2
 - a He had won three championships by the age of 25.
 - b He won the championship three times before he turned 25.
 - c He won the first three championships when he was 25.
- 3
 - a It took him less time than anyone expected to win the match.
 - b He took longer to win the match than everyone expected.
 - c He won the match earlier than everyone expected.

LISTENING EXAM

▶ 10 minutes

- 6  19 You are going to hear about a famous sportsperson. First read the statements and the possible options below. Choose the best option: a, b, or c, to complete each statement about the recording.

- 1 Muhammad Ali
 - a first became famous as a rapper.
 - b organised anti-racist demonstrations.
 - c won three Olympic gold medals.
 - d was good at composing poems.
- 2 Ali's first boxing coach was
 - a a policeman in his hometown.
 - b the Louisville Club owner.
 - c a television reporter.
 - d a former thief.
- 3 Ali's career as an amateur boxer
 - a lasted nearly 18 years.
 - b ended when he was 18.
 - c brought him only a few match victories.
 - d didn't bring him popularity.
- 4 In the 60s, Ali
 - a served in the American army.
 - b spent five years in prison.
 - c lost his champion's title.
 - d refused to fight in championships.
- 5 In retirement, Muhammad Ali
 - a stopped taking part in public activities.
 - b supported his daughter's boxing career.
 - c wrote for sports magazines.
 - d was still very popular.

Answers on page 185

EXAM TIP

When you are listening for the first time, read the multiple-choice statements and mark the answers. The statements appear in the same order as the information about them in the recording. If you don't know the answer to an item, don't stop there, continue listening and marking your answers. You'll have time to look at the unsolved items when you're listening for the second time. If you really don't know the answer after the second listening, mark any answer. Don't leave any items without an answer.

Use of English

▶ 20 minutes

7 Which of the alternatives is correct in the following sentences? Choose the right verb.

- 1 Millions of people **watch** / **view** the Olympic Games on TV.
- 2 Athletes from all around the world are going to **compete** / **oppose** for the championship.
- 3 The winner is the team which **won** / **scored** more goals than their opponents.
- 4 I know a good sports centre where we can **do** / **play** tennis for free.
- 5 Jayne **does** / **exercises** yoga every Thursday evening.
- 6 In field hockey, players use a stick to **hit** / **score** the ball into the goal.
- 7 Ellen MacArthur has **sailed** / **driven** around the world in her boat.
- 8 Golf **plays** / **is played** on a golf course.

USE OF ENGLISH EXAM

▶ 15 minutes

8 The following sentences about the modern Olympic Games have been jumbled up. Put the words in each sentence in the correct order.

- 1 Athens / held / Olympic Games / The / first / in / modern / were / 1896. / in
- 2 gold / winner / wins / each / of / a / competition / The / medal.
- 3 winners / played. / their / When / medal, / their / the / national / receive / anthem / is
- 4 also / 1924. / years / been / Winter Olympics / every / has / a / four / since / There
- 5 only / compete / Before / the / amateurs / could / in / Olympic Games. / 1988
- 6 watched / people / Over / the / television. / Sydney Olympics / 3.5 / billion / on
- 7 in / thousand / More / than / 2004 / competitors / took / eleven / part / in / Summer Olympics. / the / Sydney
- 8 the / The / large / it / of / who / take / Olympics. / makes / number / difficult / expensive / part / for / host / to / people / cities / organise / and

Answers on page 185

LANGUAGE TIP

English has a very clear sentence structure. The order of the words is different in statements and questions. In this task, decide if the items are statements or questions. Check if there are any other clues about what type of sentence it might be (conditional? passive? relative clause?). Find the subject and the verb first. If you can work out the meaning of the sentence from the individual words, it will be easier for you to reconstruct it.

Writing

▶ 110 minutes

Writing an email

▶ 35 minutes

9 Rewrite these sentences to change them from active to passive.

- 1 Almost every boy in my region plays basketball.

- 2 Everyone admires Olympic champions.

- 3 Our country won a total of ten medals in the last Olympic Games.

- 4 I'm afraid fewer young people will play sport in the future.

- 5 Over 20 million people watched the league championship final.

10 Can you find and correct the six mistakes in this email about sport?

The screenshot shows an email client window with a toolbar containing icons for Delete, Reply, Reply All, Forward, New, Mailboxes, and Get Mail. The email body contains the following text:

There's nobody in the world as mad on sport than my sister. She wakes up talking about it, and plays it all second she car of the day. I think she dreams about it at night. Her bedroom walls is covered in posters of famous sportspeople. All her friends are just same. I'm total different. I can take it or leave it. I watch a game of football occasionally, but only if there isn't the good film on.

11 You see this announcement in an Internet forum:

International sports survey

Calling sports lovers everywhere!

We want to get a picture of sport around the world.

Send us a message, telling us about:

- what sports are played in your region
- which ones are the most popular
- the differences between older and younger people's interest in sports.

Write your message in 40–50 words.

Answers on page 185

EXAM TIP

Make sure you show the examiners how much English you know. For example, look at the first point required: 'what sports are played in your region'. Now, if you just write a list of the names of sports, you're not going to be showing the examiners very much English. It's better to take the opportunity to present your ideas more interestingly: 'A wide variety of sports are played in my region, from football to ice hockey. We play different sports at different times of year, so we go skiing in winter and swimming in the summer.'

Writing an informal letter ▶ 75 minutes

12 Read these sentences expressing opinions about sport. Can you complete them by writing one word in each gap?

- 1 I think sport is good ____ you.
- 2 In my opinion, everyone should do ____ least one sport.
- 3 If you want to know ____ I think, sport is boring.
- 4 I'm just not interested ____ sport.
- 5 I don't like sweat, dirt ____ rain – and sport seems to include all three.
- 6 After a day in an airless classroom, I just can't wait ____ play some sport.

13 Match these parts of sentences.

- 1 If you don't keep fit,
 - 2 Team sports help people to develop a good attitude
 - 3 You need to understand that you can achieve more
 - 4 Sport makes people
 - 5 Keeping your body healthy
 - 6 Doing sport is a very sociable and enjoyable
- A to the people they work or study with.
 B helps your mind to be clearer.
 C as part of a team than as an individual.
 D you'll end up in hospital.
 E way to look after yourself.
 F behave in a less selfish way.

14 Write a letter (about 200 words) to your penfriend. Tell him or her about your personal experiences of sports. Include the following information:

- which sports you have played
- what your attitude is to sport
- how you think sport can help people in their lives.

Answers on page 185

EXAM TIP

If you're not really interested in the Writing exam questions, don't worry! Look at the three points you are required to write about: all three are possible to answer, even if you hate sport. On the other hand, if you love sport, be a little careful! Don't let your enthusiasm mean that you write too much and forget to check for mistakes!

Speaking

Situational role-play ▶ 25 minutes

15 Read the instructions for exercise 17 on page 92 carefully. Look at these sentences that someone is asking their partner. Can you put the words into the correct order?

- 1 Are / more / or / you / playing / interested / in / sports / watching / ?
- 2 Why / interesting / do / find / more / you / that / ?
- 3 Do / currently / of / you / kind / or / sport / play / watch / some / ?
- 4 What / it / is / about / you / that / like / sport / that / ?
- 5 How / have / you / time / for / much / do / a / available / sport / new / ?

16 Match these parts of suggestions. For each beginning 1–5, two endings, A–D, are possible.

- 1 If I were you, I'd _____.
- 2 Have you considered _____?
- 3 Why don't you _____?
- 4 I think you should _____.
- 5 Have you thought about _____?
- 6 You might enjoy _____.

- A take up badminton
- B playing tennis or squash
- C try some kind of athletics
- D watching sumo wrestling

SPEAKING EXAM ▶ 10 minutes

17 You have agreed to advise your partner about the best sport for him or her to play or watch.

- Find out whether your partner is more interested in playing or watching sports.
- Find out what sports your partner already plays or watches.
- Discuss how much time your partner has available.
- Recommend a sport to your partner, giving reasons.

Answers on page 186

Picture-based discussion

▶ 20 minutes

18 Read these sentences that students said about the two photos. Decide if they are correct or incorrect. Where there is a mistake, can you correct it?

- 1 She's dressing a black belt, so she must be really well.
- 2 All four of them have about the same age.
- 3 I wonder if she likes the exercise or the fighting more.
- 4 You can see that they're really pleased of themselves.
- 5 Perhaps a journalist from a newspaper is taking the photo of them.

19 Read these sentences that some students said about the two photos. Choose from the words below to fill the gaps.

soon • long • very • together • better • just

- 1 I think they've ____ won a race, probably a relay.
- 2 Maybe she's going to be in a competition ____.
- 3 I imagine they've become very good friends by doing sport ____.
- 4 I think she must be ____ determined to succeed.
- 5 I expect that their team spirit has helped them to perform ____.
- 6 I'd like to know how ____ she's been interested in her sport.

SPEAKING EXAM

▶ 10 minutes

20 Look at the two photos. One shows somebody practising for a sport. The other shows a group celebrating a result. Compare and contrast the two pictures. Consider the following:

- playing or winning
- indoors or outdoors
- practising or watching
- solo or team effort.
- men and women

Answers on page 186

EXAM TIP

Talking about photos effectively usually involves using a range of verb tenses. To describe a photo in a clear and simple way, the Present Simple and Continuous tenses are usually suitable. Then you may want to imagine the past or future in relation to the photos. What happened before the photo was taken? What's going to happen later?



Reading

▶ 35 minutes

1 Read the article in exercise 3 quickly, and decide which of the following sentences best describes what it's about.

- Overweight children watch television more often.
- Children watch less television if they have to work for it.
- Children like to combine watching television with physical exercise.

2 Read sentences 1–6 in exercise 3. Then **underline** those parts of the article that each sentence refers to.

Example:

- 1 *The new invention is a television set combined with a bicycle.*

In the text, you find:

'A television set that will only work if children pedal an exercise bicycle to provide the electricity has been invented by researchers [...] at a New York hospital.'

HOW TO STUDY

We often use 'skimming' (reading quickly without trying to understand every detail) in everyday life, for example when we skim through a newspaper article to check if it would be of any interest to us. We only focus on key words and phrases to get a general idea of what the text is about. Practise this as often as possible.

READING EXAM

▶ 20 minutes

3 Read the article about a new invention carefully and then decide which of sentences 1–8 are true (T), which are false (F), according to the text.

PEDAL POWER TV TO UPROOT COUCH POTATO

A television set that will only work if children pedal an exercise bicycle to provide the electricity has been invented by researchers examining weight problems at a New York hospital.

Experiments involving overweight children aged between eight and twelve showed that those who had to pedal when they wanted to watch their favourite programmes not only watched far less television, but also recorded impressive loss of fat.

The 'couch potato TV' was developed by researchers at St Luke's Roosevelt Hospital as a result of growing concern over weight problems among an increasing number of American children. David Allison, who headed the research, said: 'I am not naive enough to think we're going to solve the world's weight problems with TVs hooked to bicycles. But there are other things we could do that are only limited by our imagination.'

Mr Allison once proposed that people should be charged to travel in lifts in an effort to encourage them to use the stairs. He said that 13% of American children were considered seriously overweight, and that the number was growing. During the tests children who had the 'couch potato TV sets' watched on average one hour of television a week, while children in a second 'control' group watched more than twenty hours.

- The new invention is a television set combined with a bicycle. T / F
- The aim of the experiment was to measure how much electricity we can generate through exercise. T / F
- Mr Allison says watching television limits children's imagination. T / F
- Mr Allison tried to discourage people from using lifts. T / F
- The invention has reduced the number of overweight children in the USA by 13%. T / F
- All the children in the experiment watched television for twenty hours. T / F

Answers on page 186

EXAM TIP

Start with skimming through the text to get a general idea. Ignore the words you don't know. Then find those parts of the text that contain the information you need to do the task. Finally, decide whether a sentence is true or false only after you have read the relevant part of the text carefully. If there is no information that confirms if a sentence is true or not, mark false.

4 Answer the questions.

What things do you think are important for doing well at a sport?
 What things do you think are particularly important for cycle racing?

5 Here are some things students said about sport and exercise. Match the beginnings of the sentences 1–5 with the endings a–e.

- 1 To be good at a sport, you must
 - 2 It's important that you have all
 - 3 Without following a suitable diet, you
 - 4 If you look at successful sports people, you'll
 - 5 You need to have a good trainer to
- a have a high level of physical fitness.
 - b won't develop your full potential.
 - c help you bring out the best of your ability.
 - d see that they're extremely ambitious.
 - e the correct equipment.

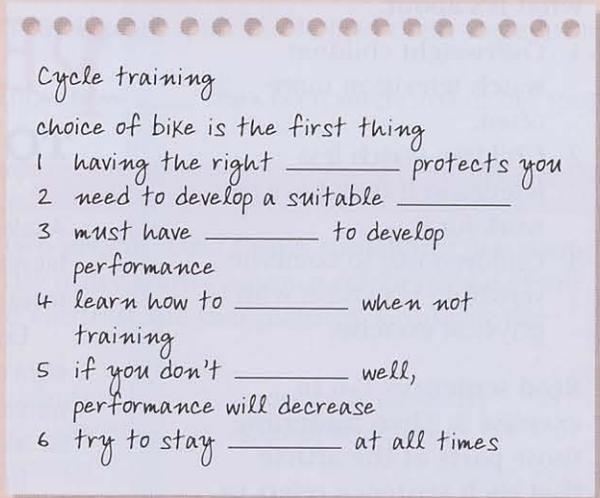
6 Look at these sentences giving advice. Which two sentences do you think give the advice less strongly than the others?

- A It's important that you do more exercise than you do at the moment.
- B I think you could do more exercise than you do at the moment.
- C You really must do more exercise than you do at the moment.
- D You should do more exercise than you do at the moment.
- E You need to do more exercise than you do at the moment.
- F Make sure you do more exercise than you do at the moment.

HOW TO STUDY

To practise your note-taking skills, you can listen to recordings from your English books before you do the exercise that goes with them. Instead, make your own notes as you listen and write down what you think the main points are.

7  20 You are going to hear a sports trainer talking to a group of cyclists about different aspects of training. Before you listen, read through the notes below, and think carefully about the kinds of words that you will need to write in the spaces.



Answers on page 186

EXAM TIP

Remember, the words used to express the same meaning in the task and in the recording may be different. Listen for the ideas, not for the exact words.

Use of English

8 Choose the correct alternative to complete each sentence. Consider both the grammar and the meaning of each option.

- 1 Using illegal substances to enhance your performance is usually **harm** / **harmful** for your body.
- 2 New measures have been introduced to **facility** / **facilitate** the post-competition testing of athletes before they leave the venue.
- 3 New laboratory tests that help **identify** / **identification** the substances used quickly and definitively are developed all the time.
- 4 Athletes must understand that these tests are **important** / **importance** for the fairness of the competition, rather than a **necessary** / **an unnecessary** intrusion into their lives.
- 5 Some believe that the fact that the fate of an Olympic title may now only be **decided** / **decisive** in the testing lab rather than in the stadium has had a negative impact on the **prestige** / **prestigious** of the games.
- 6 People who **agree** / **disagree** with the introduction of post-competition testing put entertainment before the health of athletes and before fair play.

9 How many different words can you form using the prompts from exercise 11?

verbs	nouns	adjectives	adverbs
		useful useless	
		necessary unnecessary	
refuse			
offend			
qualify disqualify			
suffice			
compete			
	spectacle		

10 Which words from exercise 9 have a negative form as well? Add these to the table. How do you make a negative form?

Examples:

useful > useless

necessary > unnecessary

qualify > disqualify

USE OF ENGLISH EXAM

▶ 15 minutes

11 Read the extract from an article about doping in sport. Fill each gap with a word formed from the prompts given in brackets.

No dope, no hope?

The ¹____ (USEFUL) by sportsmen of any forbidden pharmaceutical substances or methods considered as doping ²____ (NECESSARY) disciplinary action. According to the regulations of the sports federations, the ³____ (REFUSE) to take an anti-doping test should be regarded as a positive result of such a test. Doping ⁴____ (OFFEND), if repeated, may even bring a lifetime ⁵____ (QUALIFY).

But many believe that the warning is ⁶____ (SUFFICE). The lust for success and the desire to achieve better results than one's ⁷____ (COMPETE) means that one forgets the consequences of being found out. It is not only a race for ⁸____ (SPECTACLE) results; it is also a race to find new methods of staying one step ahead of the scientists working in the anti-doping laboratories.

Answers on page 187

EXAM TIP

Read the text first to understand what it's about. Then decide what type of word is missing from each sentence (is it a verb, a noun, etc.? is it positive or negative?). Practise various ways of forming new words.

Writing

▶ 80 minutes

Writing an argumentative essay

12 Read the statement in exercise 14. Make some notes under these headings:

Definition of sport:

Advantages of sport:

Disadvantages of sport:

Conclusion:

13 Read the ideas below. Decide which headings in exercise 12 they belong under.

- too competitive
- helps you concentrate on studying
- encourages team building
- organised physical activity in competition
- keeps you fit
- creates conflict
- makes people who don't like it feel excluded
- makes people feel proud

If you're working with a partner, discuss your ideas about the notes in exercises 12 and 13. Explain your reasons.

WRITING EXAM

▶ 60 minutes

14 Write an essay (200–250 words) for or against the following statement:

Physical Education should only be an optional subject at school because not everyone's equally good at sports.

Answers on page 187

EXAM TIP

The examiners expect to see what you know of English in the 200 words or so that you write in the Writing exam. Make sure you show them what you can do! When you practise writing tasks, get into the habit of checking that you are using a wide range of language (grammar and vocabulary).

When you finish your first draft, read it through, and check for: number of adjectives and adverbs used, active/passive structures, different verb tenses, conditional structures, mixture of simple and complex sentences, etc. Don't forget to check also that you've used these correctly.

Speaking

▶ 45 minutes

Picture-based discussion ▶ 25 minutes**15 Read these sentences that students said about the two photos. Can you think of words that might fit in the spaces? When you have considered your own ideas, choose words from the list underneath.**

- 1 Although I admire people who can compete on their own like this, I think it would make me very ____.
- 2 I know from my own experience that there's no better ____ than being part of a team that's on its way to victory.
- 3 You see, in this picture, the coach has to encourage the players, but each swimmer in the other picture has to be ____ from inside.
- 4 I've never liked the idea of team games, but I do think doing exercise in this sort of ____ way is appealing.
- 5 Sport, as far as I'm concerned is basically a ____ activity, so I'm much more attracted to this picture.

social • motivated • feeling • nervous • independent

16 Read what a student has said about the two photos and her own feelings about sport. Can you find and correct the six mistakes she's made?

To be honestly, I don't really enjoy looking at these images! Isn't sport something that interests me much. I mean, of course I can see that lots of people like it. Some people are completely obsessed of it – my brother, for example. I think the problem for me is that I was bad at sport when I started school, and the sports teacher made it very clearly that this was true! So we never really had a close conversation such the one here, because I was never in the team. Sport always makes me feel left away of things, not as good as other people.

HOW TO STUDY

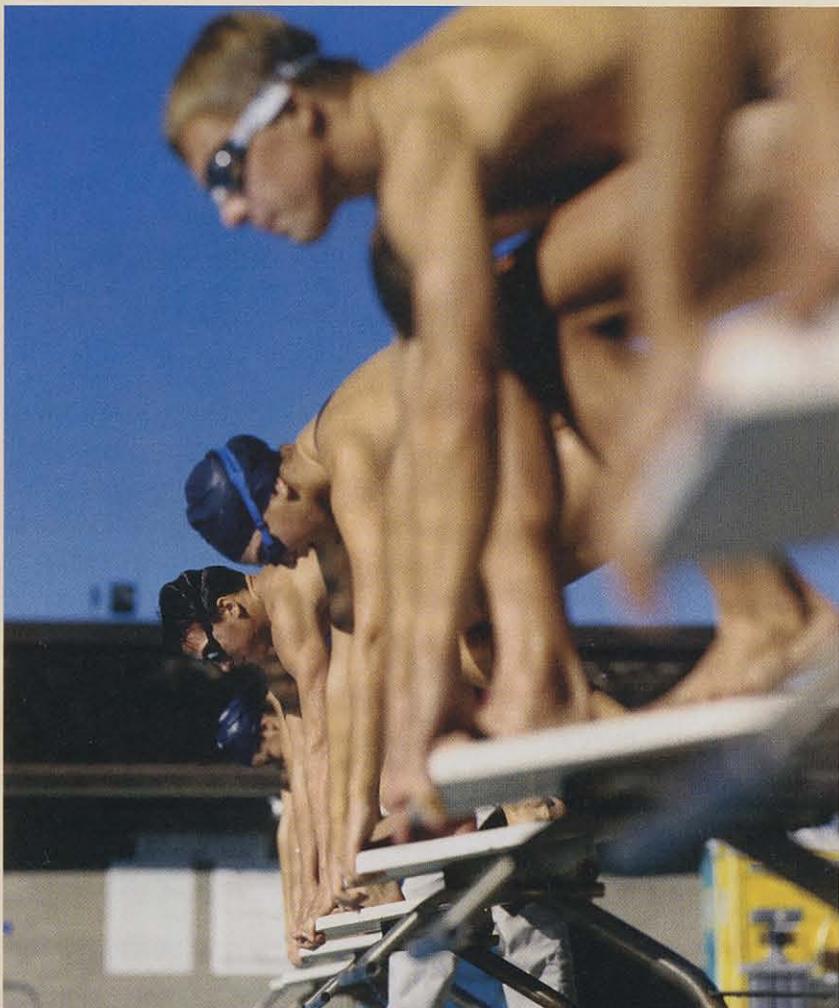
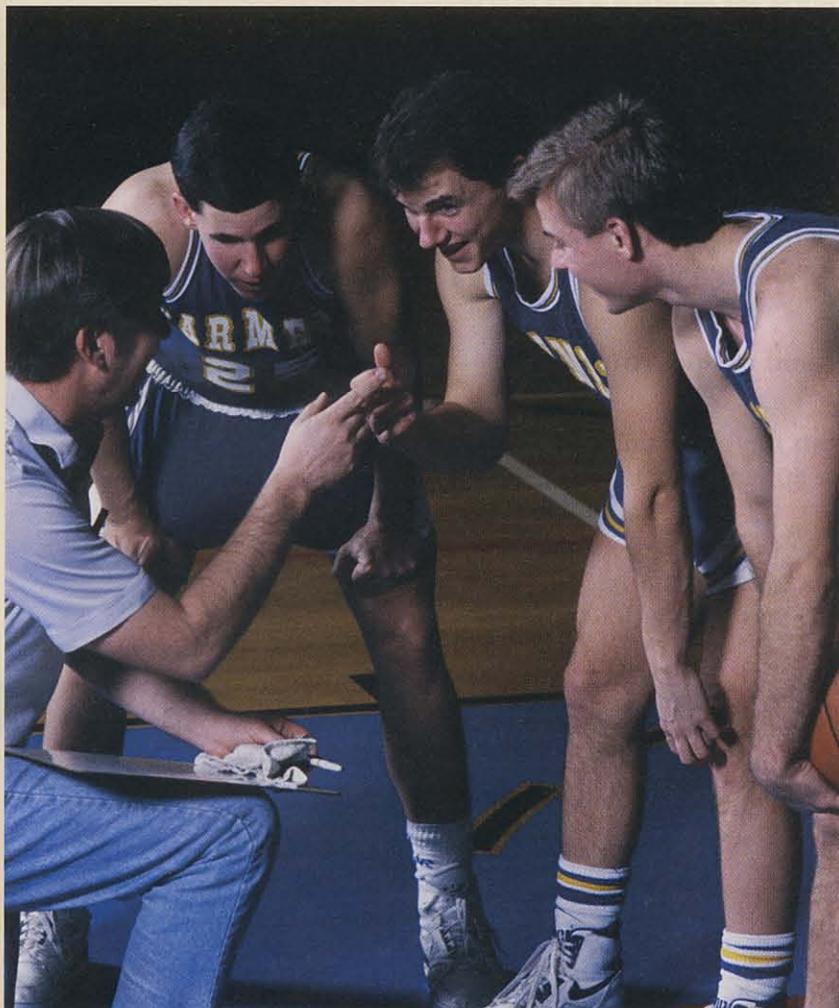
It's very common to find photos in magazines that are connected in some way. When you come across them, either immediately say some things to compare and contrast them, or keep them to practise on later.

SPEAKING EXAM

▶ 10 minutes

17 Look at the two photos. One shows a sports team talking together. The other shows sportspeople competing in an individual sport. Compare and contrast the pictures. Which one relates more closely to your own idea of sport?

Answers on page 187



Debate ▶ 20 minutes

18 Read the following words and ideas about extreme sports. Put them into two groups: for and against.

- risk • adrenaline rush •
- danger is exciting •
- challenging your body •
- sense of achievement •
- doing something different •
- accidents • fun •
- you need reliable equipment

For

Against

Add some ideas of your own, as well.

SPEAKING EXAM ▶ 10 minutes

19 Read the following statement. What do you think? Prepare arguments to support your opinion. Discuss the issue with your partner and respond to their counter-arguments.

Extreme sports are dangerous, but they are becoming more and more popular with teenagers. Extreme sports should be banned.

Answers on page 188

EXAM TIP

In this task, it's possible that you don't have any strong opinions about the subject you are given. In this case, just choose whichever side you have better arguments for. The examiner is interested in finding out about your communication skills, you are not tested on what your views are.

10 Free time and culture

Reading

▶ 30 minutes

- 1 Read through the article in exercise 3 quickly. Ignore the gaps. Try to summarise in a sentence what each paragraph 1–4 is about.
- 2 Read the following extract carefully, and decide which sentence a–c fits logically in the gap.

The United Kingdom is the country with the biggest number of daily papers in Europe. _____ Over 60% of all titles are tabloids.

- a That's why the tabloids are so popular there.
- b One in two Britons buys a newspaper every morning.
- c That means an enormous number of trees are cut down.

EXAM TIP

Skimming (reading quickly without looking at specific details) through the text will give you a general idea of what the text is about and how it is structured (in other words, you will have a good idea of what the individual parts of the text are about). This will help you match the sentences to the right gaps.

READING EXAM

- 3 Read the article about the British press. Seven extracts have been removed from the text. Put an extract from A–H in the correct gap 1–7 to complete the text. There is one extract you're not going to need.

THE ART OF BAD TASTE: THE BRITISH TABLOID

(1) Newspapers have existed in Britain since 1621. But for over 300 years they were written and read by only a tiny minority. ¹_____ *The Daily Mail*, which is still running today, was the mother of the modern tabloid, and the beginning of a whole new subculture in the British press. Today more than twice as many tabloids are sold than the so-called 'quality press' titles such as *The Times* or *The Guardian*.

(2) Originally, the word tabloid referred to the size and format. ²_____ But today, for most people, the word tabloid has nothing to do with shape and size. What makes a tabloid a tabloid is content, and above all, style. The tabloids follow a special formula: they report the news, sure, but only certain kinds. ³_____ Scandals, murders and disasters all are described in detail, but the details of political and economic life just don't appear. Tabloids dedicate most of their pages to stories about celebrities. ⁴_____ However, the tabloids are not simply an irritation for celebrities; they are also a vehicle for self-promotion, a means of gaining popularity.

(3) Though they have millions of devoted readers, tabloids are also widely criticised in Britain. They are accused of being sensationalist, hypocritical, in bad taste, and of having no ethical standards in their reporting methods. ⁵_____ Their 'research' methods are totally unethical. They will tap people's phones, follow them on holiday, and even break into their houses in order to get a story. ⁶_____ As a consequence of this attitude, many people believe that it was the tabloids, and the paparazzi, which caused the tragic death of Princess Diana.

(4) So why on earth does Britain, which has access to the best press agencies and the highest journalistic standards, consume tabloids like chocolate? ⁷_____ Tabloids are not actually about news at all; tabloids are just about gossip. And we all know that when it comes to gossip, what matters is not what is true or what is kind, but what is entertaining and what is funny. The more in bad taste a story is, the funnier it seems. And bad taste is what the British tabloids have made into an art.

Listening

▶ 35 minutes

4 Can you write one word in each gap to complete these questions?

- 1 What's _____ last film you saw?
- 2 Was it at the cinema, _____ was it on TV or DVD?
- 3 Why did you choose _____ see it?
- 4 Who did you see it _____?
- 5 What did you think was good _____ it?
- 6 Was there _____ you didn't like?
- 7 Who was it directed _____?
- 8 Who played _____ main part?
- 9 Have you seen those actors in _____ films?
- 10 Did it _____ a lot of special effects?

▶ 20 minutes

- A When criticised for their actions, the tabloids state that the public has a right to know about anything and everything, but celebrities have no rights to privacy at all.
- B You won't find anything on changes in the stock market, but you can be sure to read if the prime minister's wife has a lover.
- C Tabloid papers were smaller and handier than normal newspapers, known as broadsheets.
- D Maybe the reason is that we have enough news on the television, the radio and in the quality newspapers.
- E But the content is only half the story. The real key to the tabloid newspaper is the style.
- F When, in 1896, a new newspaper was produced in large numbers and at such low prices that ordinary people could buy it on every street corner, it was an instant success.
- G And it's enough to take a quick glance through a tabloid to see that many of these accusations are justified.
- H This involves photographing them in embarrassing situations, gossiping about their private lives and generally making them look a bit silly.

Answers on page 188

5 Write answers to the questions in exercise 4. Practise saying them aloud. (You could record yourself doing this, and then listen to yourself.)

6 Read these pairs of sentences carefully. Decide if they have the same or different meanings.

- 1 A The weather was bad in the morning, but then it turned out nice.
B The day began with bad weather but it got better.
- 2 A I really want something to eat.
B I'm feeling very hungry.
- 3 A I think my grandfather's stories are more interesting than history books.
B I prefer learning about history from proper books to listening to my grandfather's stories.
- 4 A I wonder if my brother will go to the concert.
B I expect my brother will want to go to the concert.

LISTENING EXAM

▶ 15 minutes

7 21 You will hear three friends talking about a film they went to see. Before you listen, read through the list of statements below. As you listen, decide whether each statement is true (T) or false (F).

- 1 Anna was looking forward to seeing the film. T / F
- 2 Maria felt hungry during the film. T / F
- 3 David thinks the film was very long. T / F
- 4 Maria says the story was very interesting. T / F
- 5 Anna thinks the book is more interesting than the film. T / F
- 6 David is going to buy the film on DVD as a present for his sister. T / F

Answers on page 188

EXAM TIP

Be careful when doing listening tasks in the exam. Don't just match a question to something in the recording because a word is the same. Think carefully about the *meaning* of the words and sentences you hear.

8 Read the text in exercise 9 and answer the questions. Don't fill in any gaps yet.

- 1 What type of film is *City of Angels*?
- 2 Who are the main actors in the film? What are the names of their characters?
- 3 What's Seth's responsibility in Los Angeles?
- 4 What happens between the two main characters?
- 5 What choice does Seth face?
- 6 Is there any aspect of the film that the reviewer is not so impressed with?
- 7 Why does the reviewer consider the photography effective?
- 8 Who does the reviewer recommend the film to?

EXAM TIP

First fill in the gaps that you are certain about. Mark each word or phrase that you have used. Then for each remaining gap, try to rule out the words or phrases that are definitely wrong. This will reduce the number of options to choose from.

Writing

Writing an email

10 Can you find and correct the eight mistakes in this text?

There's wonderful statue in City Park, which is only few minutes' walk from where I live. It's absolutely fascinated. It's from George Frin, a local sculptor. It look likes Henry Moore made it. I don't know very much about it, except that it were put in the park when I was still in a pushchair. These days, I love go there with my book, and then I sitting next to it and read and look up at it and smile.

11 Write in the comparative and superlative forms of these words and phrases:

- 1 old
- 2 important
- 3 frequently visited
- 4 well known
- 5 beautiful
- 6 popular
- 7 architecturally significant
- 8 photographed
- 9 written about

USE OF ENGLISH EXAM

9 Read this film review and fill in the eight gaps with the best word or phrase from A–I below. Use each word or phrase only once. There is one word or phrase that you will not need to use.

City of Angels

Directed by Brad Silberling and photographed by John Seale, *City of Angels* falls into the category of romantic fantasy. The story is set in Los Angeles and the two protagonists are Seth, ¹_____ by the excellent Nicolas Cage, and Maggie – the stunning Meg Ryan.

Seth, ²_____ with all the other black-cloaked angels who watch over the city of Los Angeles, is charged with escorting the spirits of the dying to Heaven and helping the living cope with their daily problems. We meet the angels in the library where they eavesdrop on the thoughts of readers. Seth falls in love with the sensitive doctor, Maggie, and must choose between his immortality without ³_____ the pain or the joy of physical existence and the option of becoming human.

⁴_____ I particularly liked about this film was the excellent performance of the actors. ⁵_____ the dialogues between the characters might seem simplistic, the emotions seen on the actors' faces tell us more than anything they might say. ⁶_____, the photography in the film is very impressive. Each close-up shot seems to be steeped in meaning and I am positive that ⁷_____ scenes will evoke deep emotions in every sensitive viewer.

I have seen *City of Angels* several times myself and I can strongly recommend it to anyone who likes watching good and engrossing films. ⁸_____ is definitely worth their time. The ending is totally unexpected and will leave you speechless for a long time after the credits have finished rolling.

- | | |
|----------------|------------|
| A This one | F What |
| B performed | G either |
| C What is more | H Although |
| D certain | I played |
| E along | |

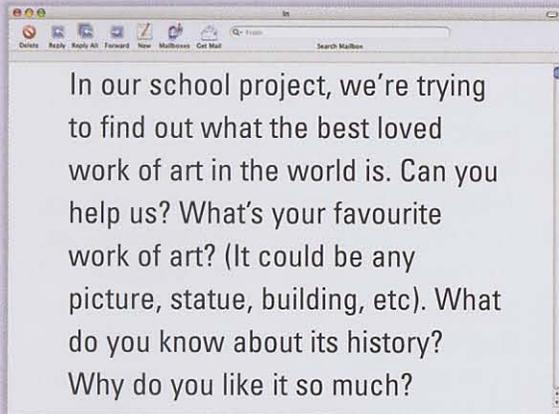
HOW TO STUDY

There are many things that you could have a favourite one of – think about sports, musicians, places, and so on. You can make a kind of game of it with your friends. One of you says a category, and everyone says their favourite, giving reasons.

WRITING EXAM: EMAIL MESSAGE

▶ 15 minutes

12 You receive this email from a penfriend:



Write your reply to your penfriend in about 50 words.

Answers on page 189

Writing an informal letter ▶ 65 minutes

13 Put the underlined words into the correct order to make sentences from the beginning of a letter to a friend.

- 1 It from was good you hear really to.
- 2 I enjoy your hearing news always.
- 3 I'm glad in long managed for stay we've so to touch.
- 4 Thank you much very the enclosed photos for.
- 5 Sorry busy I been but sooner reply I've so didn't.

14 Put the underlined words into the correct order to make sentences from the end section of a letter to a friend.

- 1 I'd stop to better get my back and homework.
- 2 Please soon again write.
- 3 I come and hope me you can one day visit.
- 4 Please your parents to my regards give.
- 5 Looking in to you later forward the summer seeing.

15 Read the instructions for exercise 16. Look at these sentences taken from a student's letter about a concert they went to. Can you put the sentences into the correct order, so that they follow the required points in the instructions? Three of the sentences all relate to the same point.

a So we all went along to see June Tabor, the legendary folk singer. b I thought it was great that I could finally see her live, not just hear recordings. c I'd listened to her songs many times, because my brother's always playing them. d The only problem was that I had a bad seat, and couldn't see very well. e It wasn't really my choice, but they'd bought tickets for a concert. f My older brother and two of his friends invited me to go out with them one evening. g She's got real energy and passion, and you can feel it when she performs.

- 1 ____ 2 ____ 3 ____ 4 ____
5 ____ 6 ____ 7 ____

WRITING EXAM

▶ 50 minutes

16 You recently attended a performance (music, theatre, dance, etc). Write a letter in 120–150 words to tell your penfriend about it. Include the following:

- who you went with
- what event you went to
- why you chose this event
- what you liked about it
- what you didn't like about it.

Answers on page 189

EXAM TIP

The beginnings and endings of many letters are always very similar. Practise writing the familiar parts, so that you don't waste time thinking too hard about these sections of the letter in the writing exam. You can find useful tips for writing an informal letter in the Writing Bank on page 132.

Speaking

▶ 60 minutes

Situational role-play ▶ 35 minutes

17 Read the instructions for exercise 19 carefully. Then look at this jumbled dialogue: two students are performing the task. Can you put the dialogue into the correct order?

- Well, then I'd say the tennis and the games aren't any good.
- Yes, that seems a good way to do it.
- We could say first the ones we think we should definitely not choose.
- OK, we need to discuss these. Where shall we start?
- You mean because you can play tennis anywhere?
- Oh, why's that?
- And I agree with you.
- Yes, I do, exactly that.
- They're not special, I mean, they're not typical of our town, are they?

18 Here is another part of the same dialogue. Can you put these lines into the correct order, too?

- Or the lovely rain.
- Do you think they'll find it interesting?
- Well, they wouldn't be able to enjoy fresh air at the same time, would they?
- Now, the first one which we should definitely organise is the guided tour.
- Don't be pessimistic. Anyway, what else?
- But they could learn about that in the museum.
- Yes, because they'll learn about our history.
- That's a good idea – with local specialities.
- They'll be hungry after all that walking, so the restaurant.

SPEAKING EXAM

▶ 10 minutes

19 You and your partner have been asked to organise activities for a group of foreign visitors to your town. Discuss these possibilities, and choose which three to organise for the visitors.

- tennis competition
- guided tour of historic town
- games in the park
- visit to museum
- special meal in restaurant
- concert of traditional music
- trip to different bars

Answers on page 189

EXAM TIP

There are no 'right' or 'wrong' answers in situational role-plays like this. Take the opportunity to exchange ideas and comment on what each other says. The examiners want to see how much English you can demonstrate you know.

Picture-based discussion ▶ 25 minutes

20 Look carefully at these sentences that students said about the two photos on page 103. Each sentence contains a mistake. Can you find and correct the mistakes?

- 1 I think the girl enjoys being by her.
- 2 It looks like that she's really interested in her book.
- 3 She's sitting outside, and she's wearing the T-shirt, so it's probably in the summer.
- 4 This is probably a group of friends, or colleagues perhaps, doing a meal together.
- 5 Somebody just told a joke, I think, because they're laughing all.
- 6 I can't see exactly what's on their plates, but it's probably quite tasteful.
- 7 Personally, I find the restaurant photo more attracting, because they're clearly having fun.

21 Read this text. A student is answering the last question in exercise 22. Choose words from the list to fill the gaps.

like • depends • go • need • gets • take • change

How I spend my free time ¹_____ on a lot of things. For one thing, there's the time of year. In the summer, I ²_____ to be outside as much as possible. I try to ³_____ advantage of the warm weather, and play games in the park, or go swimming. I love being with my friends, telling each other jokes. Then when the weather ⁴_____ worse, in the winter, I have to ⁵_____ what I do with my spare time. It becomes too cold to spend very long outside, so you ⁶_____ to think of indoor activities. One of my friends lives in a huge house, so we all ⁷_____ round there most evenings. We watch DVDs or listen to music. And tell jokes, of course.

22 Look at the two photos. They show different ways of spending free time. Compare and contrast the pictures.

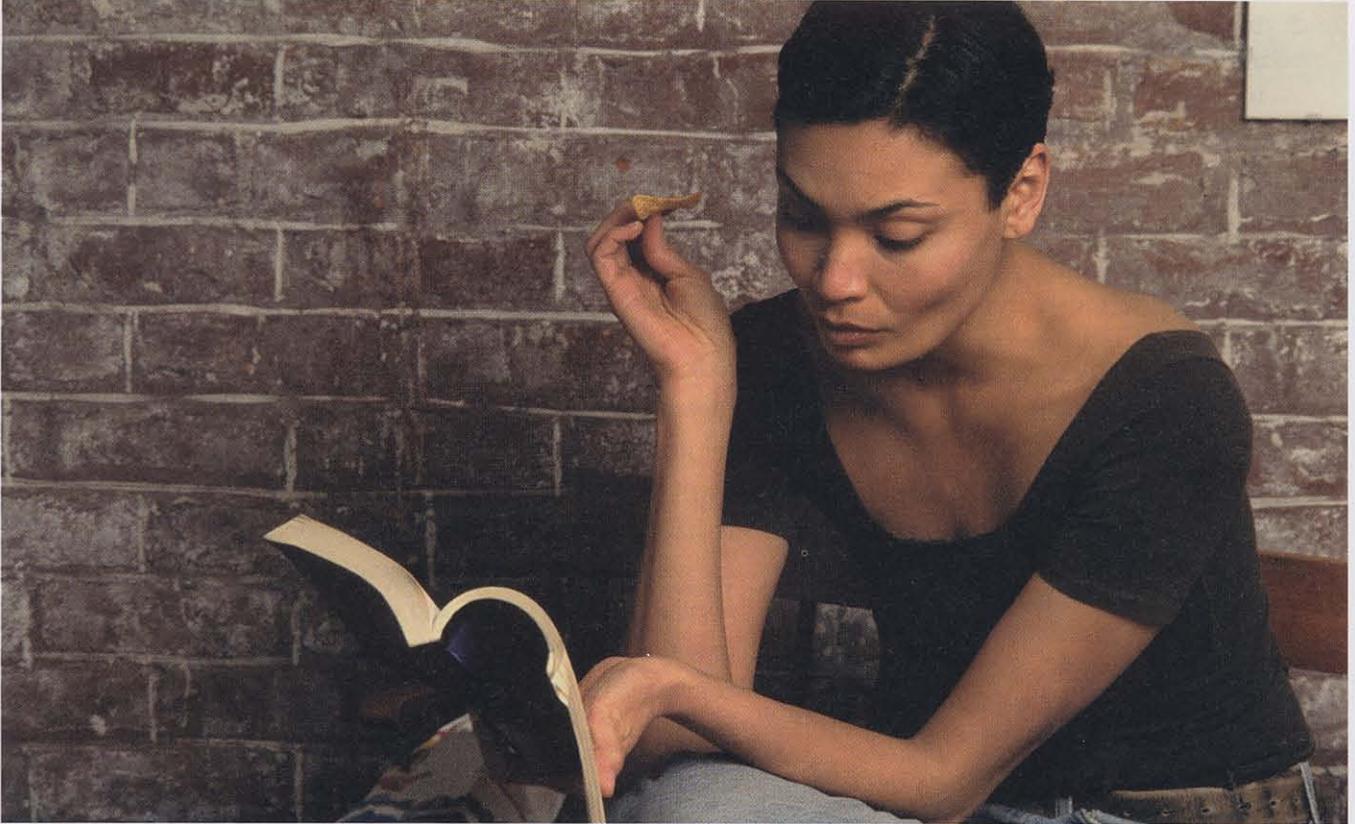
Which picture appeals more to you?

What other ways do you have of spending free time?

Answers on page 190

EXAM TIP

When you have to describe a picture, try to use your imagination. Guess where the people are, or why they are there or what they might be thinking about. Tell the examiner how you think someone might be feeling, for example.



Reading

▶ 35 minutes

1 Match each sentence 1–6 to the sentence a–f that should logically follow it.

- 1 William Blake grew up in a middle-class family in London.
 - 2 In 1772 he started working as an apprentice of an engraver in London.
 - 3 Blake became a student at the Royal Academy in 1779.
 - 4 When Blake married Catherine Boucher in 1782, she couldn't read or write.
 - 5 Blake fell seriously ill in the spring of 1825.
 - 6 The Blake Prize for Religious Art was established in his honour in Australia.
- a Seven years later, at the age of twenty-one, he became a professional engraver himself.
 - b It has been awarded annually since 1949 to artists of outstanding merit.
 - c While he was teaching her these skills, he also decided to train her as an engraver.
 - d Despite his worsening physical condition, he remained occupied with his art.
 - e The institution was then based at Old Somerset House, near the Strand.
 - f His father worked as a hosier (a person who makes or sells stockings), while his mother was responsible for William's education.

2 Read sentences a–f again. Underline the parts of each sentence that refer back to information in sentences 1–6.

READING EXAM

▶ 25 minutes

3 Read this extract from a literary encyclopaedia. Six clauses have been removed from the text. Complete each gap with a missing clause from A–G. There is one clause that you do not need to use.

William Blake (1757–1827) is today regarded as one of the most original of English writers and artists, ¹ _____.

Born in London, he spent most of his years in the centre of the capital, ² _____; the streets of the metropolis became for him windows to infinite time and space.

Blake's visions began early, and throughout his life he experienced what was, for him, direct contact with spirits of the long-dead, with angels, God and the devil. While modern psychiatry would consider Blake to have been under the spell of hallucinations, ³ _____. He was also not shy in describing the sources of his inspiration to his friends and colleagues. The eccentric reputation he thus gained did little to help him to commercial success; for most of his life his work was neglected, ⁴ _____.

But while his work was often out of step with his time, ⁵ _____. Trained as an engraver, he pushed forward the boundaries of that art by his own innovations, and combined it with his poetry to such an extent that one cannot be properly understood without the other. Among the best known (and easiest to understand) of his hand-illustrated books are *Songs of Innocence* and *Songs of Experience*, ⁶ _____.

- A for him the visions were real, and directly inspired and guided his art
- B but his visionary powers transformed all around him
- C despite all this, his dedication to his art never wavered
- D and he often lived near to poverty
- E which contain some of the simplest and most beautiful lyrics in the English language
- F yet during his lifetime he was largely ignored and often called mad
- G few of the best artists of his day doubted his technical ability

Answers on page 190

EXAM TIP

Sentences in a text are connected by cross-references. Find those parts that refer to some information in another sentence (or other parts of the same sentence). Then decide if the information should appear before or after the cross-reference (does the reference assume you already know the information? or does it suggest that something will come later in the text?). This will help you work out where the missing clauses belong.

Listening

▶ 40 minutes

4 Use the words below to complete the gaps in the questions and responses. Use each word only once.

before • of • doing • just • with • out

- 1 What kinds of things do you enjoy _____ at weekends?
 - 2 Do you ever _____ do nothing at all?
 - 3 Do you prefer to stay in or go _____?
 - 4 I expect you like spending time _____ your family.
 - 5 Do you plan what to do a long time _____ the weekend starts?
 - 6 Could you give me an example _____ your favourite activities?
- 5 Look at the questions in exercise 4. Think of your answers. Then write the answers down. Check your writing for mistakes.
- 6 Write a short text (about 60 words) expanding your answers in exercise 5. Practise reading it aloud.
- 7 Think of someone you know well – a friend or a family member. Imagine what answers this person would give to the questions in exercise 4. Write a short text (about 60 words) based on this information.

HOW TO STUDY

When you listen to anything in English – TV news programme, etc. – make quick notes of the numbers, names, dates, and so on, that you hear. Afterwards, look at your notes and try to reconstruct information from what you heard.

LISTENING EXAM

▶ 15 minutes

8  22 You are going to hear five different people talking about what they do at weekends. Before you listen, read the statements below. As you listen, for each speaker 1–5, decide which opinion A–F they express. There is one statement that doesn't match any of the speakers.

1 _____ 3 _____ 5 _____
2 _____ 4 _____

- A The main thing is enjoying friends' company.
- B I like to do as much exercise as possible.
- C Films and concerts are usually fun to go to.
- D I often do more at the weekends during the winter.
- E There are lots of sport you can watch on TV.
- F I usually do as little as possible.

Answers on page 190

Use of English

▶ 25 minutes

9 Choose the correct alternative: a, b, or c, to complete each sentence below.

- 1 The Elgin Marbles, a large collection of ancient Greek sculptures, were brought to Britain from Athens in 1806 by Lord Elgin, _____ was then the British ambassador there.
a which
b who
c that
- 2 The Elgin Marbles in the British Museum are on display for all to see, free of _____.
a charge
b money
c payment
- 3 Lord Elgin _____ the Marbles in his private collection for many years when he decided to sell them to the Government.
a kept
b has kept
c had kept
- 4 The Marbles were permanently damaged in the 1930s by Museum staff, who decided to clean their surface and scraped away the original colouring to _____ the statues white.
a change
b turn
c make
- 5 The main reason _____ the Greeks' interest in the Marbles is that they finally want their ancient treasures back.
a for
b to
c of

10 Read the sentences in exercise 9 again. Then read the text in exercise 11 as well, and answer the following questions.

- 1 What are the Elgin Marbles?
- 2 Where are the Marbles kept?
- 3 Where are they from originally?
- 4 When were they made?
- 5 Who took the Marbles to Britain?
- 6 Who would like them returned to their original place?

USE OF ENGLISH EXAM

▶ 10 minutes

11 Read the extract from a London travel guide and use *one word only* to fill each gap to form a logical, coherent and grammatically correct text.

Playing with marbles

If you have been to the British Museum in London, you will be familiar ¹_____ the Elgin Marbles. They are ²_____ of the Museum's key exhibits ³_____ show in the Duveen Gallery, a grand extension to the Museum which was specially built to exhibit them. The Elgin Marbles mainly ⁴_____ from the Parthenon in Athens. For that ⁵_____ they are also referred ⁶_____ as the Parthenon Marbles. They are a collection of sculptures, considered by many artists and critics to ⁷_____ the finest examples of Ancient Greek art there are. They were made between 447 and 432 BC, ⁸_____ the Parthenon was rebuilt after it had ⁹_____ destroyed by the Persians. The collection ¹⁰_____ of several statues and fragments of statues from the Parthenon. There are also a few pieces that come from the other temples on the Acropolis.

Answers on page 191

EXAM TIP

Always read the whole text again after you have filled in the gaps, to check that it's correct logically as well as grammatically.

Writing

▶ 70 minutes

OPTIONS

In this unit, you can choose to write a book review or a literary essay. Read through the two exam tasks, and decide which one you would like to concentrate on.

Writing a book review ▶ 70 minutes

12 Look at these sentences taken from different book reviews. Choose words from the list to fill the gaps.

interruption • twist • description • set • price

- 1 The book is _____ in the future in an imaginary world.
- 2 One of the most interesting things about this book is that it shows how everyone has their _____ and can be corrupted.
- 3 I suppose I liked it because it's an old-fashioned romance but with a modern _____.
- 4 Although some of the _____ is rather tedious, the dialogue is very lively.
- 5 It would be a good book to take on holiday, so that you could enjoy it without _____.

WRITING EXAM (OPTION 1): A BOOK REVIEW

▶ 60 minutes

13 Write a review for a student magazine about a book you have enjoyed reading. Your review should include the following information about the book:

- the title
- a brief outline of what happens
- what you think is interesting about it
- what you think its best aspects are
- who you would recommend it to.

Write 200–250 words.

Answers on page 191

Writing a literary essay ▶ 70 minutes

14 Match the words to the definitions.

- | | |
|---------------|--------------|
| 1 plot | 5 character |
| 2 protagonist | 6 dilemma |
| 3 conflict | 7 conclusion |
| 4 resolution | 8 ambiguity |

- a a decision based on all the information connected with a given situation
- b a series of events that form the story
- c a situation where there is more than one possible meaning
- d a situation where there are opposing ideas, feelings or wishes
- e a situation which creates a problem by offering more than one possible choice
- f a person in a story
- g the hero or the most important person in a story
- h the act of finding a solution to a problem or difficulty

**WRITING EXAM (OPTION 2):
A LITERARY ESSAY**

▶ 60 minutes

15 Think back to a novel that you've recently read. Write an essay in 200–250 words, discussing the following points.

- Describe the main conflict in the plot.
- How do the protagonists try to resolve the key conflict?
- What obstacles do they have to overcome? How successful are they?
- Who is the chief protagonist? What is his / her main ambition?
- How is the protagonist's ambition connected to the main conflict?

Answers on page 191

EXAM TIP

Writing starts with planning. Make notes of the main points you want to include in your review or essay. Decide how much detail you want to add to each main point. Each main point should be explored in a separate paragraph. Decide on the most effective order of your paragraphs. Finish the review or essay with your own summary or conclusion. After you have finished, check what you have written.

Speaking

▶ 30 minutes

Statistics-based discussion

16 Look at the two graphs in exercise 18 and make sentences about the information. Use each of the following phrases at least once.

- more than • higher than • much less than • less than • lower than • not as much as • far greater than • about the same as

17 Look at what some students said about the information in the graphs in exercise 18. Match the two parts of the sentences together.

- 1 It surprises me that working
- 2 It's strange, isn't it, that we spend
- 3 These are averages, so
- 4 I get to school in a few minutes, but my father
- 5 I would have expected to see
- 6 It's a pity that theatre isn't
- 7 In a way it's funny to think of

- A so much of our lives asleep.
B eating food together as a form of entertainment.
C isn't a bigger proportion than this.
D more popular – I really like it.
E a higher figure for going out.
F maybe nobody actually has this life.
G spends an hour travelling to work.

HOW TO STUDY

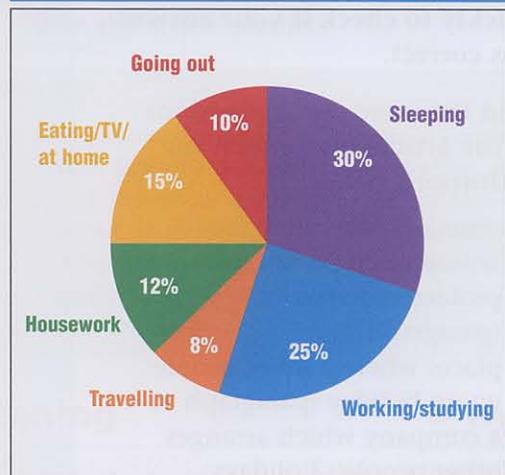
Practise describing various graphs, tables, and so on. By yourself, you can take a graph or table and write a description of the information it contains. Leave it for a few days. Then read your description. Don't look at the original, but draw the graph or table, according to your description. With a partner, you can describe graphs to each other and draw the graph you hear described. Then check to see how well the descriptions worked.

SPEAKING EXAM

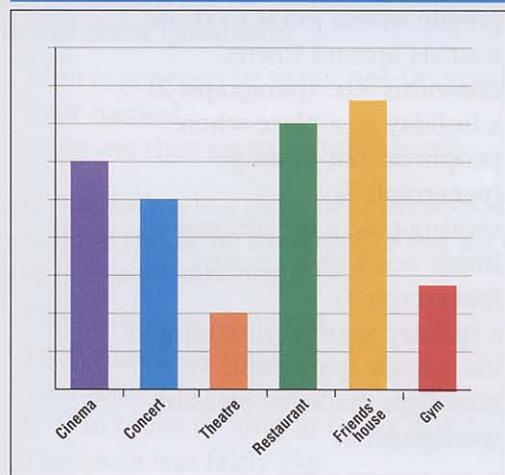
▶ 10 minutes

18 Look at the pie chart of how the average person spends his or her time, and look at the bar chart showing results of a survey about popular free-time activities.

How the average person spends their free time



Popular activities



Comment on the information contained in the charts.

- Do you think you are similar to or different from the average person?
- Do you think people have enough free time?
- Do you think people spend their free time sensibly?

Answers on page 191

Reading

▶ 50 minutes

- 1** Read the instructions and the title of the article in exercise 4, then choose the correct ending to the sentence below.

The text is probably about

- a changes in the ways people spend their holidays.
- b different equipment needed for different types of holidays.
- c types of holiday most suitable for different types of people.

Now read through the text quickly to check if your answer was correct.

- 2** Find the words or expressions in the article that match the definitions below.

- 1 areas of land where the animals and plants are protected by law (paragraph 1)
- 2 places where a lot of people go on holiday (paragraph 1)
- 3 a company which arranges other people's holidays (paragraph 2)
- 4 people whose job is to show tourists around towns, museums, etc. (paragraph 2)
- 5 a holiday in a place where people do not often go (paragraph 3)
- 6 visiting places for pleasure inside one's own country (paragraph 3)
- 7 a holiday spent sunbathing at the seaside (paragraph 4)
- 8 boat trips made for pleasure (paragraph 4)

- 3** Read sentences A–H in exercise 4 carefully. Underline those parts in the article that contain information about them.

READING EXAM

- 4** Read the article on tourism. Decide which sentences A–H are true (T) and which are false (F), according to the text.

GETTING OFF THE BEATEN TRACK

(1) Back in the 1980s and early 1990s, when Africans first realised that tourism might be a way out of poverty, they built big concrete hotels on the beaches of Kenya, South Africa and other countries. For some time numerous charter flights came from Germany and Italy. Tourists hoping to see lions in nature reserves – but also expecting to enjoy the comforts of home – packed into overcrowded resorts that were trying to look like the Mediterranean.

(2) That was then. Fortunately, a new kind of travel is in fashion now. Today's tourists are leaving the European-style hotels for more authentic experiences, like horseback-riding through the bush. Sitting by the fire at night after a typical dinner of meat stew, pumpkin leaves and wild spinach, they listen to the local Xhosa people telling folk stories. This experience is not offered by a multinational tour operator but by the Xhosa themselves, through a small, locally run firm called Amadiba Adventures. The money they earn will provide the Xhosa tour guides with an income two and a half times the average local wage.

(3) In many ways, this off-the-beaten-track holiday represents the future of global tourism. Despite difficulties, international and domestic tourism is expected to grow fast over the next two decades. While a global recession and the terrorist attacks of 9/11 pushed down tourist numbers in 2001 for the first time since 1982, the impact was less than many had expected. Longer-term trends, including a rise in global wealth, improving transport technology, cheaper flights and the use of the Internet as a travel tool, will make it possible for more people around the world to travel than ever before. Last year there were 693 million international tourist arrivals. The World Tourism Organisation

▶ 20 minutes + 15 minutes

expects that number to increase to more than 1 billion by 2010. Tomorrow's tourists will come from new places; the number of Asian, and particularly Chinese, tourists is predicted to explode as that region becomes more integrated into the global economy.

(4) Future tourists will also want to do different things. While sun-and-sea tourism still dominates, overcrowding and time pressures mean that the standard two-week beach holiday is becoming less popular. Rather than spending two weeks on a beach, Americans and Europeans are now taking shorter but more varied trips, causing the rapid development of adventure travel, ecotourism, cultural tours, spa holidays, cruises and sports vacations in ever more distant places: China, the Maldives, Botswana. Western travellers who have 'been there and done that' choose more exotic, individualised experiences. Local governments and firms are trying hard to satisfy this new demand, which offers them the opportunity to make huge profits from tourism.

- A Hotels built in Africa in the 1980s and early 1990s were totally different from European hotels. T / F
- B Twenty years ago, tourists from Europe, while on holiday in Africa, expected the same conditions they were used to in their own countries. T / F
- C There are no African agencies providing services to European tourists. T / F
- D African tour guides earn less than people doing other jobs. T / F
- E According to expectations, the tourist industry is facing a serious crisis in the near future. T / F
- F The number of tourists from China is expected to grow fast. T / F
- G Sunbathing at the seaside is still the most popular form of holiday. T / F
- H There is little chance that new types of holidays, like adventure travel or cultural tours, will be offered in African countries. T / F

Answers on page 192

5 Read the text again and write short answers to each question.

- 1 Why did African countries promote tourism in the 1990s?
- 2 What did the African tourist resorts look like in the 1980s and 1990s?
- 3 What are the new trends in tourism nowadays?
- 4 According to the article you've just read, what difficulties has global tourism had to overcome lately?
- 5 What are the conditions that will stimulate the development of tourism in the near future?
- 6 What two main changes in global tourism does the article predict?

EXAM TIP

When doing a true/false task, first familiarise yourself with the text. Read the instructions and the title, and skim through the whole text to get a general idea of what it's about. Then focus on the key words that tell you about the gist of the text. Finally, find those parts of the text that include the information you need to decide about the statements.

Listening

▶ 25 minutes

6 Read the instructions and the multiple-choice statements in exercise 8 carefully, and answer these questions.

- 1 Who is going to be speaking? Do you know their names?
- 2 What are they going to talk about?

7 Read the following pairs of sentences. Do they have the same meaning (✓) or do they have different meanings (X)?

- 1 There were no vacancies.
They were fully booked.
- 2 We found a hotel in no time at all.
It didn't take us long to find a hotel.
- 3 The room was fairly big.
The room was as big as a shoebox.
- 4 We couldn't wait to go.
We didn't want to go.
- 5 I liked everything about the hotel.
I liked everything but the hotel.
- 6 I can't stand the weather.
I can't complain about the weather.
- 7 The trip wasn't long enough.
The trip was too short.

8  23 Read the sentences below. You are going to hear two women talking about a holiday in France. Read the sentences, and choose the best option: a, b, or c, to complete the statements about the recording.

- Paula's friend says that
 - she has been ill.
 - Paula doesn't look very well.
 - she's pleased to see Paula.
- Before the trip, Paula
 - was enthusiastic about it.
 - wanted to go to the Lake District.
 - didn't tell anybody she was going.
- Before Mark and Paula went to Paris,
 - Mark's boss didn't want him to go.
 - Paula arranged for somebody to look after the hamster.
 - Paula's sister promised to look after the children.
- The journey across the Channel
 - was very smooth.
 - was unpleasant for Paula.
 - lasted eight hours.
- The only thing Paula liked about Paris was
 - the weather.
 - the accommodation.
 - the shops.
- The return trip from Paris was
 - disturbed by a flood.
 - an enjoyable experience.
 - earlier than planned.

Answers on page 192

EXAM TIP

Remember that multiple-choice tasks may contain options that are very similar to phrases used in the recording, but their meaning is different. Try to get a general sense of the text, rather than understand single words.

9 Read the dialogue in exercise 10 below, then answer the following questions. Don't fill in the gaps yet.

- Who's talking? Where do you think the conversation takes place?
- What's the guest's complaint?
- What's the disadvantage of the new room the receptionist is offering?
- What's the advantage of the new room?
- What form of extra compensation does the receptionist offer?

USE OF ENGLISH EXAM

10 Read the following dialogue. Fill in the gaps with the correct form of the prompts in brackets.

Guest I'm not going to stay in that room any ¹ _____ (long). It's ² _____ (noisy) than a train station. Last night I couldn't sleep at all! It was ³ _____ (bad) night of my life. Could you find me somewhere ⁴ _____ (quiet)?

Receptionist Well, it's ⁵ _____ (difficult) than it seems. We have ⁶ _____ (practical) no vacancies. The only room I could offer is on the top floor. It's much ⁷ _____ (small), so it won't be ⁸ _____ (comfortable) as the one you're in at the moment.

Guest Anything is ⁹ _____ (good) than what I went through last night! And I assume the price will be ¹⁰ _____ (significant) lower ...

Receptionist ¹¹ _____ (certain). Our top-floor rooms are cheaper. Also, I'd be glad to offer you a complimentary meal in our restaurant tonight.

Answers on page 192

EXAM TIP

First read through the dialogue quickly to understand who's talking, and what they're talking about. Then decide what part of speech the missing word is. When you've completed the text, read the whole dialogue again to check it sounds natural.

Writing

▶ 90 minutes

Writing an argumentative essay

- 11** What do you think are the advantages and disadvantages of cars? Write down a list of five advantages, and five disadvantages.
- 12** Read the statement in exercise 15 carefully. What do you think? Do you agree or disagree with the statement? Start planning. You can use ideas from exercise 11. Arrange your notes under these headings, and add more points if you need to.

Introduction to essay:

Arguments that you agree with:

Arguments that you disagree with:

Your counter-arguments to the arguments that you disagree with:

Summary and conclusion:

- 13** Look at these pairs of sentences. Use the prompts to rewrite them as one sentence.

- 1 A Many people prefer to drive to work.
B People often spend a long time sitting in traffic jams.
Many people _____, despite the fact that _____.
- 2 A People spend large sums of money on cars.
B Many people want to have status and privacy.
People _____ in order to _____.
- 3 A Many people don't believe how bad the environmental situation is.
B Green activists don't understand it.
Green activists _____ that _____.
- 4 A People often prefer to use their cars.
B Public transport is slow and uncomfortable.
_____, with the result that _____ cars.
- 5 A The transport situation will get worse.
B The government could take action.
Unless _____, _____ worse.

- 14** Read this part of the conclusion from a student's essay. For each gap, choose *a, an, the* or *-* (no article) to complete the text.

For these reasons, I believe that ¹_____ problem is extremely complicated. This means that ²_____ solution cannot be ³_____ simple one. I think that ⁴_____ heart of ⁵_____ problem is not ⁶_____ question of logic. Logically, everyone should stop using ⁷_____ cars. However, our love for ⁸_____ car is not logical. We like comfort, personal space, and so on. If you want me to leave my car, you need to offer me ⁹_____ luxury minibus – not ¹⁰_____ dirty, crowded normal bus.

WRITING EXAM

▶ 60 minutes

- 15** Write an essay of about 200 words for or against the following statement:

People should be encouraged to get out of their cars and find other ways to travel, like public transport or cycling and walking.

Answers on page 193

EXAM TIP

In a for/against essay, you can write about arguments on both sides of the question, but you must come to a clear conclusion.

Speaking

▶ 75 minutes

Situational role-play ▶ 40 minutes

- 16** Look at these questions. Four of them contain a mistake and one question is correct. Can you find and correct the mistakes?
- 1 What's last holiday you had?
 - 2 Had you been to there before?
 - 3 What did you do while you were away?
 - 4 What preparations did you make before leave?
 - 5 Where are you going for next your holiday?
- 17** If you're working alone, answer the questions from exercise 16. If you're working with a partner, ask each other about a holiday you've had.

18 Look carefully at the instruction to exercise 19. Then match the sentence beginnings 1–6 to the endings a–f to make complete suggestions.

- | | |
|---------------------------------------|------------------------------------|
| 1 I'd like to go to | A the Croatian coast is very nice. |
| 2 I've heard that | B the mountains. |
| 3 I think I'd enjoy just | C lying around being lazy. |
| 4 I'd prefer to | D investigating accommodation. |
| 5 I'd say the most important thing is | E make the travel arrangements. |
| 6 I'm happy to agree to | F do some hill-walking. |

SPEAKING EXAM

▶ 5 minutes

19 You and your friend(s) have won a competition and the prize is a holiday of your choice. Discuss the following issues and choose a holiday from the options below:

- which would be the best type of holiday to go on
- what you would like to do while you're there
- how long you would like to go for
- what preparations you need to make for the trip.

Holidays from A to Z

ACTION ADVENTURE

Cross the Sahara on a camel. Fly in a balloon safari. Sleep under the stars. Live your life to the full!

BEAUTIFUL BEACHES

White sand and palm trees as far as the eye can see. Bright sun and warm water. Exchange your stress for peace!

COUNTRYSIDE CAMPING

Put down the picture postcards of the pretty countryside and pack your bags because we're going there. Be part of nature!

DATE WITH HISTORY

Bored with TV? Come on our great tour of monuments and museums and historical town centres. Feed your brain and your eyes!

EXCITING SPORTS

Fed up with sitting around? Want to get fit and have fun? Water sports, mountain-climbing, indoor skiing, and more: everything's possible at our special centre!

Picture-based discussion

▶ 35 minutes

20 Read these sentences. Look at the three photos on page 113, and decide if each sentence is right or wrong.

- 1 The two cyclists are riding away from the camera.
- 2 The man's concentrating on his business magazine.
- 3 The surface is wet from the recent rain.
- 4 The train's passing what looks like a harbour.
- 5 One of the riders is looking over his shoulder.
- 6 The passenger doesn't seem very interested in the view.
- 7 There are a lot of cars travelling in both directions.
- 8 Both people are cycling on the cycle path.

Now decide which statement is about which picture A–C.

21 Look at the list of ideas below, and put them in the right group in the table.

- speed • economical •
- getting exercise •
- time to catch up on the news •
- relaxing •
- opportunity to meet other people •
- doesn't depend on the weather •
- need a change of clothes when you get to work/school •
- environmentally friendly

Answers on page 193

EXAM TIP

Remember that this part of the exam is like acting in a play. The important thing is to say your 'lines' well. This means you need to involve the 'audience'. Speak with enthusiasm and interest. Speak clearly – don't mumble. Make eye contact.

Public transport	
Advantages	Disadvantages

Cycling/Walking	
Advantages	Disadvantages

Add some ideas of your own, as well.

22 Now think about the advantages and disadvantages of using a car to get to work/school. Write down some ideas.

HOW TO STUDY

You may be asked about any topic in the speaking exam. Whatever topic you are given, there are always advantages and disadvantages to think about and discuss. Practise with a friend: if he or she says one thing, think of an argument against it. Don't worry about your own real opinions, just practise saying the opposite view.

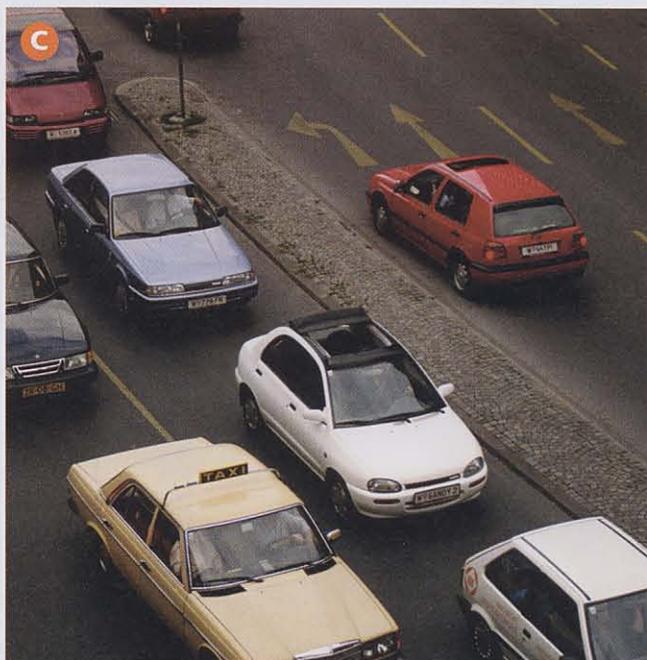
SPEAKING EXAM

▶ 10 minutes

23 Look at the three photos. They show different ways of going to and from work or school. Compare and contrast the pictures.

- Which way of travelling would you prefer?
- What are the advantages and disadvantages of the other ways that people use to travel?

Answers on page 193



Reading

▶ 35 minutes

READING EXAM

1 The following twelve phrases are taken from the article in exercise 2. Each one of the phrases 1–6 refers to the same thing in the article as one of the phrases A–F. Find the twelve phrases in the article, then match the pairs of phrases below which refer to the same things.

- 1 Mediterranean beach
- 2 my final destination
- 3 my home
- 4 wildlife
- 5 heat
- 6 like a tramp

- A mid-thirties
- B the south of Italy
- C in need of a shower
- D small lightweight tent
- E snakes, lizards, deer, wild boar and wolves
- F northernmost tip of Norway

EXAM TIP

Reading texts usually contain a lot of cross-references. Focus on the key words and try to work out when they refer back or forward to other parts of the text. This will help you find the correct answers in the task, where the information is given in different paragraphs.

2 Read the article about someone who walked across Europe. Choose the best option: a, b, c, or d, to complete the statements about the text.

ACROSS EUROPE

On 1 May 1997, 27-year-old Londoner Andrew Terrill began a 7,000-mile walk from the south of Italy to the northernmost tip of Norway. The aim of his walk was to raise £100,000 for homeless people in England's capital. Here he reports on his experiences at the start of his adventures.

'WHEN I stood on a deserted beach at the southern tip of Italy on 1 May, I didn't know quite what to expect. Perhaps that was just as well. If I had known, I might never have left that pleasant Mediterranean beach. As I walked north into the foothills of the Apennines, it seemed impossible that I would ever reach my final destination, North Cape at the top of Norway. I was both excited and nervous. My 35-kilo rucksack contained food for up to seven days. It also held my home – a small lightweight tent – and everything else I needed for wilderness travel.

The Apennines were certainly a challenge. The mountains were covered in dense forest, and there were few footpaths. The maps were wonderfully imaginative. Valleys, mountains and lakes were marked, but didn't exist. Those that did exist often weren't marked. As a result, I was frequently lost – once for two and a half days. It wasn't a very promising start. The wildlife kept me on my toes. There were many evil-looking snakes, a million lizards, deer and wild boar. Wolves were said to be hidden away in the deepest forests.

Walking in the southern Apennines was very tough. It was also fascinating, with ramshackle mountain villages along the way. The locals were friendly and helpful. It was great to be out in the hills with the freedom to travel and live life at my own slow pace.

It was also very hard, though. In May and June, the temperatures reached the mid-thirties, and there was little water. I finished each day bathed in sweat. I was footsore and exhausted. I rarely had a chance to recover. Mosquitoes and barking dogs kept me awake at night, as did the heat. I felt like a tramp, and I looked like one, too.

Sometimes, in great need of a shower and a chance to relax, I tried hotels. On many frustrating occasions, empty-looking hotels suddenly became full when I arrived. At times, in the southern Apennines, I wasn't at all happy.'

- 1 Andrew Terrill started his expedition
 - a with enough food for the whole trip.
 - b in London, the capital of England.
 - c on a Mediterranean beach.
 - d well aware of what lay ahead.
- 2 While walking through the mountains, Andrew
 - a remained alert to wild animals.
 - b had reliable maps.
 - c came across wolves.
 - d followed established footpaths.
- 3 Walking in the southern Apennines was hard because
 - a Andrew couldn't keep up a fast enough pace.
 - b the people in the villages were unfriendly.
 - c it was hot and Andrew couldn't have a shower.
 - d Andrew got seriously ill.
- 4 The thing Andrew did *not* complain about was
 - a the lack of sleep.
 - b high temperatures.
 - c the standard of hotels.
 - d aching feet.

Listening

3 Expressions 1–5 appear in the recording in exercise 5. Match each of them to the expression in a–e with the same meaning.

- | | |
|----------------|----------------------|
| 1 on board | a be sucked out |
| 2 blow out | b burst |
| 3 be drawn out | c hold tightly |
| 4 black out | d on the plane |
| 5 cling to | e lose consciousness |

4 Match each word or phrase 1–5 to one of the expressions a–e that has an opposite meaning.

- | | |
|----------------|--------------------|
| 1 land | a blank it out |
| 2 strap (into) | b remain conscious |
| 3 lose control | c take control |
| 4 black out | d take off |
| 5 think about | e undo |

HOW TO STUDY

An effective way of practising listening comprehension is to record a short English text and then try to write down the complete text.

LISTENING EXAM

5  **24** You are going to hear an account of an accident. Read the sentences below. Listen to the recording twice and complete the missing information with no more than *three* words.

- 1 When the accident happened, most of the passengers on board were _____.
- 2 When the window blew out, Captain Lancaster was nearly _____ of the plane.
- 3 During the twenty minutes before the landing, the Captain _____.
- 4 In hospital Captain Lancaster thought he might not be _____ again.
- 5 The results of the investigation into the cause of the accident have not _____.

EXAM TIPS

The same information may be given in different words in the recording and in the task. Pay attention to phrases that have the same or the opposite meaning.

If there is a word limit, check that you haven't written more, otherwise you'll lose points. (Contractions like *wasn't*, *don't*, *you've* and *it's* count as single words.)

6 Read the words below. Each word has the same meaning as a phrasal verb (a verb with two or more parts, e.g. *give up*, *put aside*).

- | | | |
|-------------|--------|----------|
| 1 persuade | 3 stop | 5 refill |
| 2 discharge | 4 give | 6 board |

Read the story in exercise 2 quickly. Find and underline the phrasal verbs which mean the same as words 1–6 above.

HOW TO STUDY

You may find it easier to remember the meaning of phrasal verbs if you record them in your vocabulary notebook together with their most common synonyms.

USE OF ENGLISH EXAM

7 Read the story a student has written about his disastrous holiday. Fill in the gaps with the words or phrases from A–I. Use each word or phrase only once. There is one word or phrase that you won't need to use.

It happened two years ago. I was getting ready to go to Paris to have the time of my life when one day before my train journey I was knocked ¹ _____ by a bus and broke my arm. I thought nothing worse could happen to me, so I decided to go anyway.

I managed to talk my father into giving me a ride to the station, which was five kilometres from our house. We planned to set ² _____ very early to catch the 7 a.m. train. The car wouldn't start because my father had left the headlights ³ _____ all night and the battery had run down. When we finally left it was already 6.30. My father is a very slow driver so I asked him to speed ⁴ _____ and when we were doing 120 km/h a police car caught ⁵ _____ us. We pulled up by the side of the road and got ⁶ _____ car. The policeman glared at us and handed out a rather heavy fine to my father for speeding. I was very nervous - it was 6.45 and we were nowhere near the station yet. To make things worse, the car started to jerk and it soon turned ⁷ _____ we had run ⁸ _____ petrol. We had to stop at the petrol station to fill up the tank. We finally got to the railway station at three minutes to seven.

I kissed my father goodbye, jumped on the train and breathed a sigh of relief. But as soon as we reached the next station, I realised that I had got on the wrong train: I was travelling to Istanbul, not Paris!

- | | | |
|-----------|----------|--------------|
| A off | D down | G in |
| B up | E out | H out of the |
| C up with | F out of | I on |

Answers on page 194

Writing a student magazine article

8 Look at the list of five questions in exercise 11. Try to think of as many ideas as possible, and whether you agree with them or not. Make notes of your ideas.

9 Read these sentences. They relate to the five questions in exercise 11. Match each sentence to its question.

- In years to come, more people will work at home and so reduce the need for travel.
- The main issues confronting us at present are traffic congestion and pollution.
- I don't want to sound too pessimistic, but I don't believe they're going to be put into effect.
- To be realistic, the origin of the whole situation is economic growth: jobs to travel to and money to buy cars.
- One way of solving it would be to increase taxes on cars.

10 Look at this list of words and phrases. Each one is similar in meaning to a word or phrase in a sentence in exercise 9. Can you match them together?

- currently • depressed • key problems • time ahead • raise • decrease • used • face facts • method • beginning

WRITING EXAM

11 You have received the following note from the editor of *Teen Voice*, the student magazine you sometimes write articles for. Write your article in 200–250 words.

In next month's edition, we're going to focus on transport. I hope you'll be able to write an article about the transport situation in our town for us.

- What are the main problems we're facing today?
- What are the causes?
- What are the possible solutions?
- How likely do you think it is that these solutions will be applied?
- What predictions would you make for the future?

Answers on page 194

EXAM TIP

A magazine article is a great opportunity to show what you can do in English. When you practise writing articles, check that you have used a wide range of verb tenses, sentence structures, and a number of idioms.

Speaking

▶ 60 minutes

Statistics-based discussion ▶ 30 minutes

12 Look at the information in the two charts in exercise 14. Read the following sentences that describe this information. Rewrite the sentences in the passive.

- 1 People book most holidays at travel agents' offices.
- 2 People use the Internet to book a large number of holidays.
- 3 People with demanding jobs take a lot of short-break holidays.
- 4 People often take their honeymoon abroad.

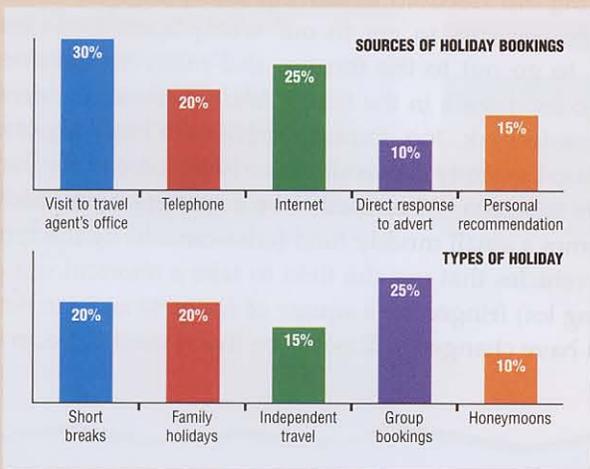
13 Here are some sentences from students talking about the two graphs. Can you match the two parts of each sentence together?

- 1 I suppose the traditional way is
 - 2 It's not surprising that the Internet is so high
 - 3 The honeymoon figure must be lower
 - 4 I imagine it's more likely to be younger people
 - 5 I guess that in the future we'll see
 - 6 I think I'd still feel safer booking it
- A when you think how many websites are travel ones.
 B because you only go on one of those!
 C by going into an office myself.
 D the Internet increasing further.
 E to go into the travel agent's office.
 F using websites to book their trips.

SPEAKING EXAM

▶ 10 minutes

14 The two charts show information about holiday bookings. The first one shows how people book their holidays, and the other shows the kinds of holiday they book. Talk about the information presented in the charts. Do you think the situation will change in the future? How?



Answers on page 195

EXAM TIP

Remember charts are similar to photos. They both contain information. Some of the information is obvious and factual. You can also begin to speculate about what you see in both cases. You can ask yourself questions: *What is that? Why is that?* You can suggest things: *Perhaps this means...*, and so on.

Speaking: Debate ▶ 30 minutes

15 Fill in the gaps in the following sentences about mass tourism with words from the list below. There are two gaps in each sentence. Use each word only once. If necessary, use a dictionary.

awareness • wealthy • character • income • popularity • high-rise • economic • local • dominance • drive up

- 1 Tourism provides an important source of _____ where there is no other _____ opportunity.
- 2 _____ Western tourists _____ prices in local shops in poorer countries.
- 3 The _____ of global hotel and restaurant chains in resorts contributes to the loss of local _____.
- 4 Visitors raise global _____ about _____ cultures in faraway countries.
- 5 The _____ of some Mediterranean beach resorts led to the construction of _____ hotels in previously quiet fishing villages.

16 Look at the sentences in exercise 15 again. Which sentences talk about the advantages, and which about the disadvantages of mass tourism?

SPEAKING EXAM

▶ 10 minutes

17 Read the following question. Prepare arguments to support your opinion. Discuss the issue with a partner, responding to any counter-arguments they have.

Is mass tourism a threat or a blessing for local communities?

Answers on page 195

EXAM TIP

In the debate task, always try to think of both sides (positive and negative) of an issue so you're better prepared to respond to your partner's possible counter-arguments.

Reading

▶ 40 minutes

- 1 Before you read the article in exercise 3, look at sentence beginnings 1–6 after the text. Try to complete each statement with your own ideas. (Your ideas don't have to be based on the article.)
- 2 Read the text quickly and find the words or phrases that match the definitions below.
 - a give up some of your demands or expectations to meet the wishes of others
 - b the time when the roads are full of traffic because of people travelling to or from work
 - c slowly begin to cover more and more space
 - d places used for a particular purpose or activity
 - e together; closely connected
 - f form a border around an area or border onto an area

EXAM TIP

Read the incomplete statements and think about what information they contain or refer to. Then find the part of the text which talks about the same thing. Don't forget, the actual words used in the statements and in the text may be quite different, while their meaning is similar. The statements in this task type follow the same order as the ideas in the text.

READING EXAM

- 3 Read this newspaper article about our changing world. Match the sentence beginnings 1–6 with the endings a–g so they express the main ideas in the text. Write the numbers before the endings. There is one ending you won't need.

The Rise Of The Machines

The changing face of our motorised world

- A Cars have given us freedom. We can go wherever we want to go, whenever we want to go. They have also given us independence. We don't have to compromise or consider where other people wish to travel. Cars provide us with a personalised, door-to-door transport solution that's always available. But they also change the world we live in.
- B If you had to consider the impact of cars on your town, first of all you would probably think of traffic jams and the difficulty of getting about in a car in the rush hour. Or maybe you would think of pollution, and how the toxic fumes erode the facades of buildings along busy thoroughfares. But there is a much bigger change we almost never think about. Cars change the face of the towns themselves.
- C As people buy more and more cars, roads keep getting widened to accommodate the increasing volume of traffic. They encroach upon formerly green spaces: lawns, flowerbeds, or trees that used to line the roads. They expand until the pavements become a thin strip along the foot of the buildings, further narrowed by the parked cars that invade the last remaining inches of pedestrian space.
- D We all enjoy the facilities that shopping malls, multiplex cinemas and enormous entertainment complexes bring – because we can use our cars to get to them. They are efficient, convenient, and fast. At the same time, we are saddened by the loss of our local groceries, our beautiful Art Deco picture-houses and the friendly neighbourhood community centres. What we must also realise is that these changes go hand in hand, and we are to blame.
- E Preferring our freedom to sharing transport with others, we get into our cars to get to our workplaces, to do our shopping, to go out to the theatre, and many would even drive to go for a walk in the fields. And wherever we drive to, we have to park, too. Parking spaces are huge areas of land used up by empty cars waiting for hours on end for their passengers to return. What used to be a vast grassy meadow now becomes a small muddy field (criss-crossed by the tyre-tracks of vehicles that use the field to take a shortcut out of the parking lot) fringed by a square of concrete and tar. And what cars have changed will never be like it used to be, ever again.

▶ 25 minutes

- 1 Among the effects of using cars, we usually
- 2 The reason we find shopping and entertainment centres convenient is that we can
- 3 Older shops and services in towns
- 4 Cars have enabled us to
- 5 Even outside the cities, green spaces are beginning to
- 6 Streets in our towns

- a drive to them.
- b change to provide more room for motor vehicles.
- c close down because the new facilities take their place.
- d travel freely and independently of others where we like.
- e realise that the effects of increasing car ownership are irreversible.
- f regard traffic congestion and pollution as the most important.
- g be replaced by parking lots for cars.

- 4 Now match the sentences above to the paragraph (A–E) in the text which contains information about them. Write the letter of the paragraph in the box after each sentence.

Answers on page 195

Listening

▶ 25 minutes

- 5 Answer the following questions about yourself. Give as much detail as you can. Try to answer each question without repeating more than two words from the question.
- 1 Do you come from a small family or a big family? How many brothers or sisters have you got?
 - 2 Have you received any awards or won any competitions? What were they?
 - 3 Are you interested in science? Why? / Why not?
 - 4 What do your parents think about your work at school?
 - 5 Which subject at school do you spend most time studying?
 - 6 What are you planning to do after leaving school?
 - 7 Would you like to become a teacher? Why? / Why not?
 - 8 Where did you grow up? Do you still live in the same place where you were born?
- 6 Now read questions 1–8 in exercise 7. Rewrite each question using your own words so it has the same meaning.

LISTENING EXAM

▶ 10 minutes

- 7  25 You are going to hear part of a radio programme about the lives of famous inventors. Read questions 1–8, and match each question to the person A–C that it refers to.

- A Alexander Graham Bell
- B Maria Mitchell
- C Jan Szczepanik

- 1 Who came from a big family? ____
- 2 Who received a medal from a king? ____
- 3 Whose scientific interests were not grounded in family traditions? ____
- 4 Whose achievements were appreciated outside his/her country? ____
- 5 Whose research was concentrated on one field of science? ____
- 6 Who had planned a different career? ____
- 7 Who worked as a teacher? ____
- 8 Whose birthplace is open to the public? ____

Answers on page 196

EXAM TIP

Before you listen for the first time, read the questions carefully. Think about different ways of answering each question. Remember, the answers in the recording are usually phrased differently from the questions.

8 Read the text in exercise 10 quickly and answer the following questions.

- 1 Does the writer think space travel is a good idea? Why? / Why not?
- 2 What does he think about the cost connected with space shuttles? Is it expensive or cheap to run them?
- 3 Which organisation in the USA is responsible for the financing of space travel?
- 4 What does the writer suggest the organisation should do?

9 How many different words can you form from the following prompts?

- 1 point (n)
- 2 expense (n)
- 3 science (n)
- 4 maintain (v)
- 5 fly (v)
- 6 astronomy (n)
- 7 difficult (adj)
- 8 effect (n)

What parts of speech (verb, noun, adjective, adverb, etc.) are the words that you have formed?

USE OF ENGLISH EXAM

▶ 15 minutes

10 Read the following text about space travel. Fill in each gap 1–8 with a word formed from the prompts given in brackets.

Many people think that it is ¹ ____ (POINT) to send people into space. It is dangerous and also very ² ____ (EXPENSE), and some would say that it's not even ³ ____ (SCIENCE) useful. The costs of the ⁴ ____ (MAINTAIN) of the space shuttles which are used for manned ⁵ ____ (FLY), and of the International Space Station, are simply ⁶ ____ (ASTRONOMY). NASA – the National Aeronautics and Space Administration – consequently faces huge financial ⁷ ____ (DIFFICULT). Perhaps they should forget the manned programme and look for more ⁸ ____ (EFFECT) missions.

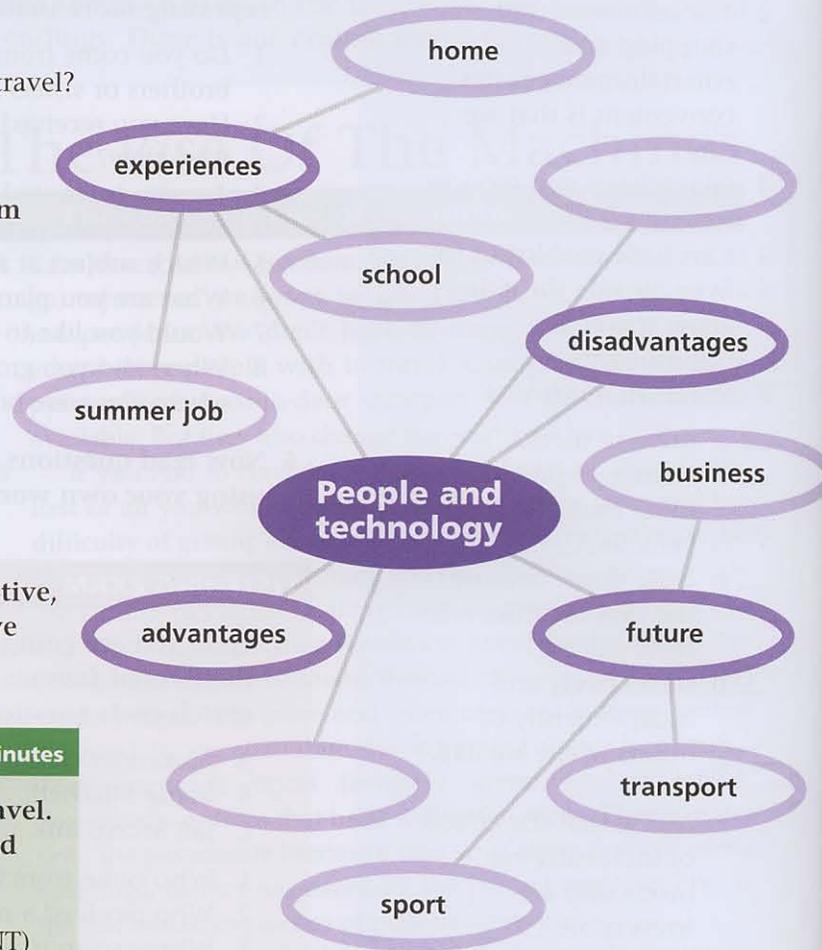
Answers on page 196

EXAM TIP

Understanding what the text is about will help you when you are trying to fill in the gaps. Look for clues that help you decide what part of speech the missing word is. When you have finished, read through the whole text again to check that the words fit in logically as well as grammatically.

Writing a student magazine article

11 Read the instructions for exercise 13 on page 121 carefully. Then look at this mind map. Collect your ideas for each category. Can you think of more categories to add?



If you're working with a partner, show each other your mind maps. Discuss your ideas, and try to add more to your mind maps.

12 Read this part of a letter written by an imaginary student in the year 2050. Choose words from the list to fill the gaps.

- full • without • this • again • say • tell • were • there

I know it's different for me and for my parents. They ¹ ____ they can remember a world ² ____ the Internet. There was, they ³ ____ me, a building called a library where you could go. These buildings contained many books and there were people ⁴ ____ who could give you advice. Well, ⁵ ____ all sounds very strange to me! Perhaps one day in the future, the wheel will turn ⁶ ____ circle and we will start to build libraries ⁷ ____, as if they ⁸ ____ a new invention!

HOW TO STUDY

If you want to write well, you have to plan. Planning is for writers what training is for athletes! Practise different ways of planning essays on a really wide range of topics. Anything could be the basis for an essay plan: 'My trip to the shops yesterday.' 'Why my brother is annoying.' 'Living on my street.'

WRITING EXAM

▶ 50 minutes

13 The editors of an international student magazine have asked you to write an article about people and technology. They would like you to deal with the following:

- What experiences does the average person have of technology in their daily life?
- Do you think technology helps us, or does it just cause problems?
- How do you predict technology will affect our lives in the future?

Write your article in about 200 words.

Answers on page 197

Speaking

▶ 70 minutes

Situational role-play ▶ 30 minutes

14 Read the instructions to exercise 17 carefully. Then read the suggestions below. Complete the responses. For each one, you should first agree, and then disagree. In each case, you need to give a reason.

- 1 If we're going to talk about our homes, we could take some photos and bring them into class.
Yes, that's a good idea, because _____.
I don't think so, because _____.
- 2 Why don't we prepare a short play or drama about work in the past, and then act it to the class?
Yes, that's a good idea, because _____.
I don't think so, because _____.
- 3 For that section of the presentation, we might ask our teacher to tell the class all about it.
Yes, that's a good idea, because _____.
I don't think so, because _____.
- 4 I think we could write lots of different predictions on pieces of paper and display them round the classroom so everybody could go and look at them all.
Yes, that's a good idea, because _____.
I don't think so, because _____.

15 From each pair of answers you have written in exercise 14, choose the one that's closer to your opinion.

If you're working with a partner, compare your ideas.

16 Two students are talking about the topic in the exam task below. Can you put their dialogue into the correct order?

- _____ That's true. We could make a chart showing the different possibilities for qualifications.
- _____ Now, what do you think we should start off with?
- _____ Yes, why not? We all have that in common. How shall we do it?
- _____ Yes, that would make everyone feel directly involved.
- _____ She is, yes, but this is supposed to be our own ideas.
- _____ Could we ask your mother how to do it? She is a science teacher, after all.
- _____ Then we could ask the class if people in their families have those qualifications.
- _____ That would be effective – nice and clear.
- _____ Why don't we begin here? I mean, with the question of education.

SPEAKING EXAM

▶ 10 minutes

17 You and your partner have been asked to give a presentation about the role of science and technology in today's society. Discuss and decide together how you will address the following:

- science and life in the home
- technology and the workplace
- education for science and technology
- predictions for the future.

Answers on page 197

EXAM TIP

If you want your role-play to be realistic, you need to learn to respond and react to what the other person says to you in a natural way. Practise using the expressions in exercise 16. Learn other ways, too. You can find some useful phrases in the Speaking Bank on page 128.

Picture-based discussion ▶ 40 minutes

18 Read these sentences about the two photos on this page. Choose the correct answer: a, b, or c, to fill each gap.

- I can't see ____ this woman is sitting in an office with other people or alone.
a how b if c that
- It's not shown here, but I assume this is ____ on the street somewhere.
a out b over c off
- I don't know which country this is in, but it's not my country, ____ the post box is quite similar to ours.
a although b despite c except
- Of course we don't know who ____ is that she's calling, but she seems to be enjoying the conversation anyway.
a there b this c it
- She's definitely pretty, but she's done something a little strange with her hair, ____ it up with those things.
a attached b tied c connected
- I'd say that this was a man's arm that we see here, and I think he's ____ three envelopes into the box.
a sending b making c putting
- I'm wondering if the word 'times' is written on the box, in which ____ I guess it's in Canada or Australia or somewhere like that.
a case b point c example

19 Match the two parts, 1–5 and A–E together to form questions that you might expect an examiner to ask during the exam task.

- Are you able to relate either
 - Could you say a little more
 - As far as you're concerned, has email
 - What do you imagine she might be
 - What kind of letters do you think
- A replaced the need for the postal service?
B of these pictures to your own experience?
C using a computer for at the moment?
D the ones here might perhaps be?
E about that to explain what you mean?

SPEAKING EXAM

▶ 10 minutes

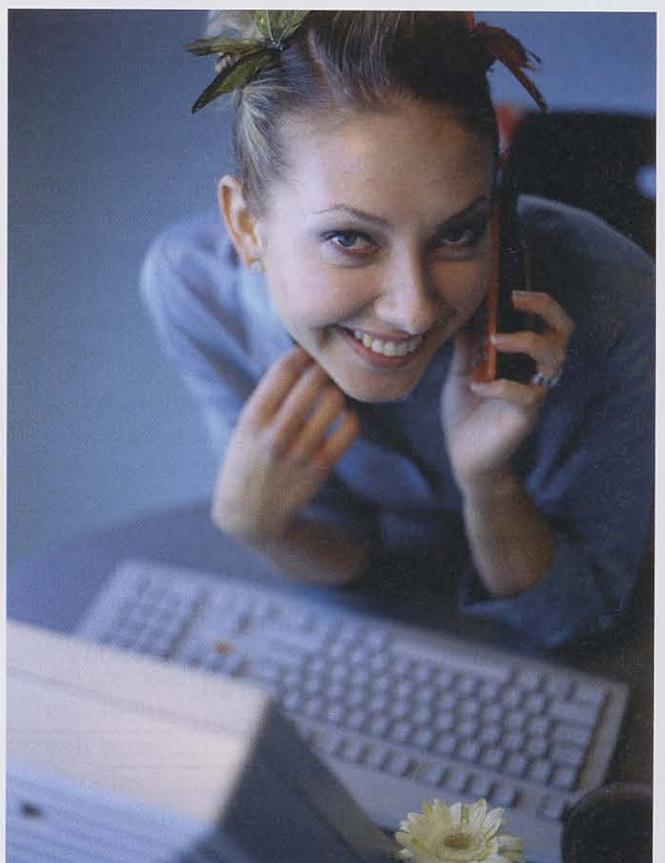
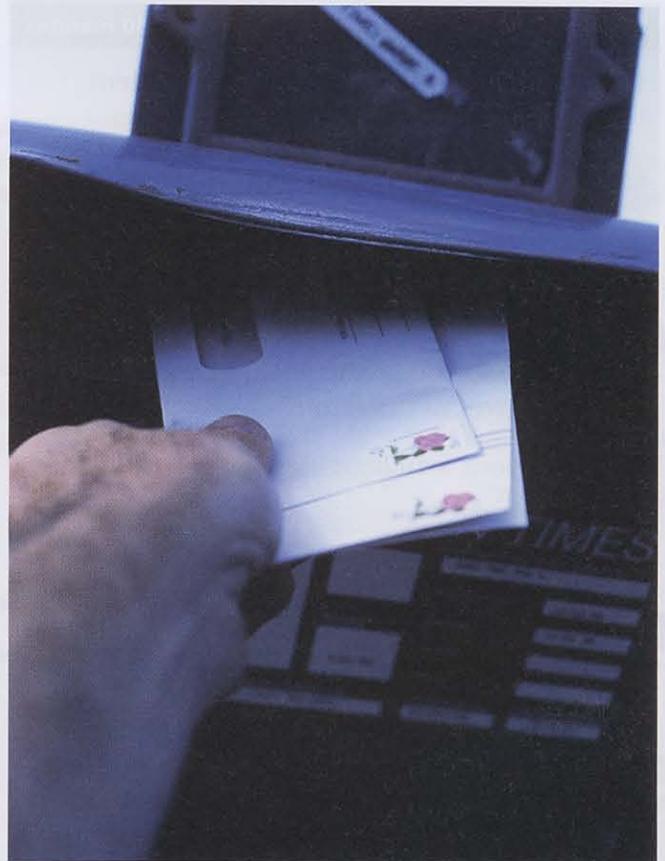
20 Look at the two photos. They show different aspects of communication in today's society. Compare and contrast the pictures.

- What is your experience of these situations?
- How do you think communication will develop in the future?

Answers on page 197

EXAM TIP

It can be useful to think about what is not in the pictures as well as what is there. You can see examples of this in exercise 18, where the student was thinking about the things that aren't visible in the pictures. You can find useful phrases for speculating about a picture in the Speaking Bank on page 128.



Listening

▶ 35 minutes

- 1 Read statements 1–10 in exercise 2. Choose the correct alternative below to complete the information about the recording you're going to hear.
- 1 Ryan invented a device to help **blind / deaf** people.
 - 2 Ryan thought of the idea **in a restaurant / in a science lesson**.
 - 3 The device translates **sign language / foreign languages**.

LISTENING EXAM

▶ 25 minutes

- 2  26 First read sentences 1–10 below. You will hear a radio interview with Ryan Patterson, the inventor of a new device. Decide which of the sentences are true (T) and which are false (F), according to the recording.
- 1 The idea for the invention occurred to Ryan while working at a Burger King restaurant. T / F
 - 2 The deaf people Ryan saw were showing the cashier what they wanted to order. T / F
 - 3 Ryan used the idea when he entered a science contest. T / F
 - 4 A cell phone is used as the receiver when using the Sign Language Translator. T / F
 - 5 Ryan's invention helps deaf people learn sign language. T / F
 - 6 The invention brought Ryan money to cover the costs of his further education. T / F
 - 7 Ryan had to learn how deaf people use sign language. T / F
 - 8 Ryan had no previous experience of building electronic devices. T / F
 - 9 Ryan had considered various types of gloves for his invention. T / F
 - 10 Ryan has sold his invention to a deaf community centre. T / F

Answers on page 197

EXAM TIP

Use your time systematically:

- 1 Read the task carefully.
- 2 Listen to the recording for the first time, and while you listen, mark the answers you're certain about.
- 3 Look at the task again, paying special attention to the items you did not answer the first time you heard the recording.
- 4 Listen to the recording again and mark the missing answers.
- 5 Check that all answers have been marked. If you *really* don't know the answer, guess.

Use of English

▶ 40 minutes

- 3 Read the following sentences. Look carefully at the underlined words. Are they correct (✓), or should they be deleted (X)? Decide in each case.
- 1 Remember that the history of science and technology is a history of mistakes as well as.

 - 2 A scientist has to start somewhere, so he starts with a guess and tries to prove it wrong. _____
 - 3 Having knowledge doesn't necessarily make us wise: we know that about pollution, but we still fly and drive.

 - 4 There are also issues such as global warming about which it seems even the experts can't agree. _____
 - 5 Man's apparently unstoppable hunger for energy is leading to the terrible damage to the planet. _____
 - 6 Growing interest in the potential of alternative sources of energy is a cause for some of cautious optimism. _____

4 Now read these sentences. For each gap, decide which is correct, the word in A or B, or no word (C).

- 1 We tend to think we're so clever these days, forgetting that the Egyptians, for example, built the pyramids without ____ electricity.
A the B some C -
- 2 I still feel the postal service is the most amazing thing: you put a letter ____ in a box in one country and it appears in someone else's house on the other side of the world.
A through B off C -
- 3 Change happens so quickly that it seems hard to keep ____ with it sometimes.
A up B on C -
- 4 I wonder ____ the day will come when they'll say, OK, that's it, we've invented everything now.
A that B if C -
- 5 It seems to me that there's more magic ____ in a single new flower in spring than in all the space rockets.
A being B been C -

Reading

▶ 35 minutes

6 Read the following sentences from the article on page 125. Decide from the context what the underlined words mean.

- 1 No consumer product in history has caught on as quickly as the mobile phone, global sales of which have risen from six million in 1991 to more than 400 million a year now.
Catch on means
a become popular.
b discover by chance.
c attract attention.
- 2 Mobile phone take-up among the poor has actually been far quicker than it was in the case of previous products, such as colour television, computers and Internet access.
Take-up is
a the act of gaining control.
b the proper way of using something.
c the rate at which people buy or accept something.

7 Now find the following words or phrases in the article in exercise 8, and write similar short definitions for them.

- | | |
|----------------|------------------|
| 1 opinion poll | 4 innovation |
| 2 landline | 5 bridge the gap |
| 3 run up | 6 drawback |

EXAM TIP

When you have completed your answers, check that no question was left unanswered. If you are really not able to decide which answer is right, just guess.

USE OF ENGLISH EXAM

▶ 25 minutes

5 Read this text about rockets. Most lines contain an extra word – a word that is either grammatically incorrect or one that does not fit in with the meaning of the text. Some lines, however, are correct. Find the extra word, cross it out, and write it after the line. Tick (✓) the correct lines. There are two examples at the beginning.

THE HISTORY OF ROCKETS

- | | |
|---|----------------|
| 0 The complete truth of the history of rockets will probably never be entirely clear, | ✓ |
| 00 but it does seem that it all was started in China over two thousand years ago. But it | was |
| 1 took on quite a while for rockets to reach Europe. Although the Chinese were fully | _____ |
| 2 used to incorporating rockets into their military strategy by the time William the | _____ |
| 3 Conqueror invaded England from France in 1066, neither of the English nor the | _____ |
| 4 French were familiar with them. The rocket seems to have been arrived in Europe | _____ |
| 5 in the year 1241. There are historical records that showing that the Mongols used | _____ |
| 6 rockets against the Magyars in their attack on the city of Buda on Christmas Day of that year. | _____ |

Answers on page 198

EXAM TIP

There are many ways in which a word in an exercise like this can be wrong. Think carefully about what you have practised in this sequence, and make a list of the various reasons. Then you will be better prepared to find the errors next time you do an exercise like this one.

8 Read the article about mobile phones. Then choose the correct ending: a, b, c, or d, to complete statements 1–5.

MOBILE REVOLUTION

No consumer product in history has caught on as quickly as the mobile phone, global sales of which have risen from six million in 1991 to more than 400 million a year now.

The arrival of the mobile phone has transformed our lifestyles so much that men now spend more time on the phone than women, according to the results of our special opinion poll.

Mobile phones are no longer just the domain of the teenager and, in fact, just as many 40- and 50-somethings now own a mobile phone as the 15 to 20 age group (slightly below 70%). Even among the over 65s more than 40% now have a mobile.

The survey found that men with mobile phones (72% of all men) spend more than an hour a day making calls on an average weekday. The average man spends sixty-six minutes on his landline or his mobile, compared with fifty-three minutes before the mobile phone revolution.

But the poll reveals that, while men are using their phones a lot more, women are actually spending less time on the phone. Slightly fewer women (67%) have a mobile phone, and the survey shows that the average amount of time they spend on the phone on a weekday has gone down from sixty-three minutes before they got a mobile to fifty-five minutes now. The explanation might lie in the fact that men love to play with techno toys while women may be more conscious of the bills they are running up.

Innovation in mobile phones has been happening so fast that it's difficult for consumers to change their behaviour. Phones are constantly swallowing up other products like cameras, calculators, clocks, radios, and digital music players. There are twenty different products that previously might have been bought separately that can now be part of a mobile phone. Mobiles have changed the way people talk to one another, they have generated a new type of language, they have saved lives and become style icons.

Obviously, the rich have been buying phones faster than the poor. But this happens with every innovation. Mobile phone take-up among the poor has actually been far quicker than it was in the case of previous products, such as colour television, computers and Internet access. Indeed, as mobile phones continue to become cheaper and more powerful, they might prove to be more successful in bridging the gap between the rich and the poor than expensive computers.

There are obviously drawbacks to mobiles as well: mobile users are two and a half times more likely to develop cancer in areas of the brain adjacent to their phone ear, although researchers are unable to prove whether this has anything to do with the phone; mobile thefts now account for a third of all street robberies in London, and don't forget about all the accidents waiting to happen as people drive with a mobile in one hand. But, overall, mobile phones have proved to be a big benefit for people.

- 1 The group with the highest number of people who own a mobile phone is
 - a teenagers.
 - b people between 40 and 50.
 - c men.
 - d women.
- 2 According to the opinion poll, women
 - a spend more time on the phone than men.
 - b spend less time on the phone than they used to.
 - c like to play with their mobile phones.
 - d don't worry about their phone bills.
- 3 According to the text, mobile phones
 - a are modified too fast.
 - b are incorporated into cameras.
 - c can now replace many other products.
 - d are more complicated to operate than radios.
- 4 Among the poor, the demand for mobile phones
 - a has created more of a gap with the rich.
 - b is higher than among the rich.
 - c follows the pattern of similar innovations.
 - d has grown faster than the demand for computers.
- 5 One disadvantage of mobile phones that the article does *not* mention is the
 - a high operating costs.
 - b higher crime rate.
 - c possible health risk.
 - d increased danger to road users.

Writing

▶ 70 minutes

Writing a discursive essay

9 Read the statement in exercise 12 carefully. It suggests that there are many problems currently related to technology, and perhaps more to come. What problems do you think there are at present? What problems do you think may arise in the future? Make notes of your ideas.

10 Read this part of an essay. Choose words and phrases from the list to fill in the gaps.

Thus • The result of • Moreover •
In contrast • This is • However

It may be useful to remind ourselves of one perhaps rather obvious point. ¹_____ that the people who design software and think up new applications for IT within the workplace are experts. ²_____, the vast majority are enthusiasts. ³_____ they feel comfortable and happy with technology. ⁴_____ to them, the average person, say an office worker who has to learn a new software package, lacks confidence. ⁵_____ this distinction is that developments are driven by the minority. ⁶_____, it is the majority who feel the effects.

11 Read this part of an introduction to an essay. Can you find and correct the six errors it contains?

The statement that this essay bases on is a pessimistic one. It has been issued by someone from a completely negative attitude to technology. I will begin my essay by considering how is meant by the statement. I will then move over to look at a number of counter-arguments. Finally, I will deliver my conclusion. This is basically that the action we need to take is greatly to increase the level of technologically education generally available.

WRITING EXAM

▶ 60 minutes

12 Write an essay (200–250 words) based on the following topic.

The world today faces a serious challenge: we don't really understand the ways in which technology is changing our lives: our work/education, our leisure, our communication, our relationships – everything. And if we don't understand today's world, how can we make sure tomorrow's world is a good one for ourselves, our children, our children's children...?

Answers on page 199

EXAM TIP

Planning is very important for this type of writing exam task. The task itself doesn't always provide you with a list of points. This means that you must spend some time planning very carefully, starting with producing ideas – as you did in exercise 9 here.

Speaking

▶ 45 minutes

Picture-based discussion ▶ 25 minutes

13 Here are some jumbled sentences from students talking about the photo on page 127. Can you put the underlined words into the correct order?

- 1 She's some old stone outside on sitting steps.
- 2 I guess she remembered when she was sent walking she hadn't suddenly an important email along.
- 3 Perhaps before she's to her plane trying an to colleague email he takes a send.
- 4 Of course, might just be inspiration she a moment writer who a had of.
- 5 I don't think quite she's long going to it's stay uncomfortable because.

14 Read this paragraph. Somebody is talking about using computers. Complete the text by choosing one word for each gap. One of the words is used twice.

totally • such • means • with • more •
themselves • actually

For me, computers are a ¹_____ to an end, nothing ²_____. I don't find them interesting in ³_____. They enable me to do things that I need to do, ⁴_____ as sending emails or checking information on websites to help me ⁵_____ my homework or connected to one of my hobbies. But ⁶_____ my sister the situation is ⁷_____ different. It's like you can't believe we're ⁸_____ related. She is obsessed with computers. I don't understand, but that's the truth.

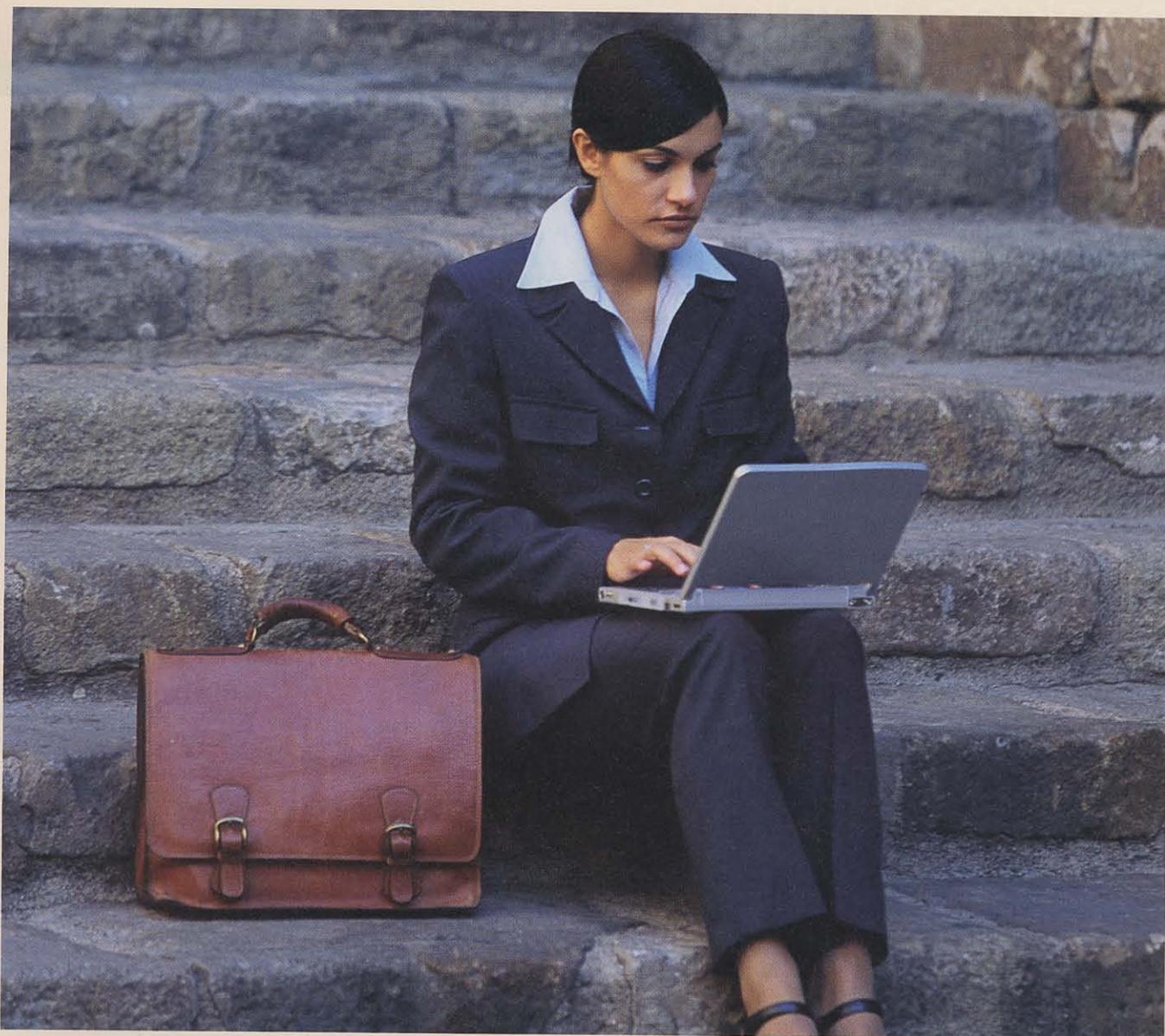
SPEAKING EXAM

▶ 10 minutes

15 Look at the photo of somebody using a laptop. Talk about the picture.

- Why do you think she's where she is?
- What do you think she's doing?
- What do you think will happen next?
- How does this situation compare to your use of computers?
- Is life without computers and the Internet possible these days? Why? / Why not?

Answers on page 199



EXAM TIP

When you are imagining things or speculating about a picture or situation, you need to control your language carefully. Make sure you understand how to use modal verbs and conditional structures so that you can describe what you are imagining, guessing, and so on. You can find useful phrases in the Speaking Bank on page 128.

Debate ▶ 20 minutes

16 What do you think are the most important scientific discoveries or technological inventions? Read the following list, and think about how these things have changed the way we live. Write down at least one reason why you think each of them is important.

- a nuclear energy
- b cars
- c antibiotics
- d mapping of the human genome
- e the Internet
- f space flight
- g planes

Are there any other important discoveries or inventions? What do you think should be added to the list?

SPEAKING EXAM ▶ 10 minutes

17 Read the following statement. Do you agree or disagree? Prepare arguments to support your view. Discuss the issue with your partner, and respond to their counter-arguments.

Technological inventions don't make our lives better. They simply create more products we're expected to buy.

Answers on page 199

EXAM TIP

If you can't think of what to say quickly for or against something, try comparing it to something else: which thing has more advantages and which more disadvantages?

Situational role-play

Starting a conversation

Excuse me. Can I tell / ask you something?
Can I talk to you for a moment?
Can I have a word?

Asking for directions / information

Excuse me. How do I get to ... ?
Is there a (*post office*) near here?
Could you tell me the way to ... ?
I'd like to know ... , please.
Do you know (*where the bus stop is*)?
And there is one more thing I'd like to know.
And you wouldn't know ... , would you?

Giving directions

Go straight ahead.
Turn left / right.
Take the first / second turning on your right / left.
Go past (*the school*).
Keep going until you get to ...
Go along (*Green Street*) as far as the traffic lights.
Then ...
You need to ...

Expressing opinions

▶ see under Debate

Apologising

(I'm) sorry for (sth / doing sth).
I'm really sorry.
I'm awfully sorry.
I apologise.

Making a request

Can / Could you ... ?
Would you mind (doing sth)?
Do you think you could ... ?
Do you think you could possibly ... ?
Will you ... ?

Agreeing to a request

OK. / All right.
Yes, sure.
Certainly.

Refusing a request

Sorry, but ...
I can't really ...
I'm afraid I can't ...

Making suggestions / arrangements to meet

Are you doing anything on ... ?
Would you like to (do sth)?
Do you fancy (sth / doing sth)?
Why don't we (do sth)?

Let's (do sth).
How / What about (doing sth)?
I was wondering if you'd like to (do sth)?
It would be great if we (did sth).

Accepting suggestions / arrangements to meet

(Yes,) I'd love to.
(Yes,) I'd be glad / happy to.
Sure, why not?
Sounds good to me.
Great!
Yes, that would be (*great / good / useful / excellent*).
Yes, (I think) that's a good idea.
That's a great idea!
That's a good / an excellent suggestion!
Yes, that's probably the best option.
That would / could be fun / interesting.

Rejecting suggestions / arrangements to meet

Sorry, but I can't.
Sorry, but I'm busy on ...
Sorry, but I've got to (do sth).
I'm afraid I can't.
That's a good idea, but ...
I'd love to, but ...
I don't think so, (because ...).
Well, I'd rather (do sth).
Yes, but don't you think it would be better to (do sth)?

Asking for help

Could you (do sth)?
Would you mind (doing sth)?
Can you help me, please?
Could you give / lend me a hand?

Offering something

Would you like (*a biscuit*)?
How about (*a cup of coffee*)?
Fancy (*a drink*)?
I'll do it for you.
Shall I help you to (do sth)?
How can I help (you)?

Accepting an offer

Yes, please. / Thanks.
Thank you very much. That's very kind of you.
That would be lovely, thank you.

Asking for permission

Could I ... ?
Is it OK / all right if I ... ?
Do you mind if I (do sth)?
Would you mind if I (did sth)?
Would it be OK if I (did sth)?
I was wondering if I could ... ?

Giving permission

Yes, of course.
Yes, sure.
Yes, that's fine.
No, that's fine.
No, go ahead.
No problem.

Refusing permission

Sorry, but ...
I'm afraid that's not possible.
I'd rather you didn't (if you don't mind).

Asking for advice

What do you think I should do?
Do you think I should ... ?
Can I ask your opinion about something?

Giving advice

I think you should / ought to ...
If I were you, I'd (do sth).
Have you thought about (doing sth)?
Have you considered (doing sth)?
Why don't you ... ?
You might enjoy (doing sth).
You could ...

Saying thanks

Thanks a lot. / Many thanks.
Thank you very much.
That was / is very kind of you.

Responding to thanks

Not at all.
No problem.
Don't mention it.
Any time.
That's OK.
You're welcome.
It's a pleasure. / My pleasure.

Picture- or statistics-based discussion

Describing a picture

In the picture I can see ...
The picture shows ...
They look (*tired*).
She seems / appears to be (*happy*) ...
On the right / left there is ...
At the top / bottom there are ...
In the top right-hand corner there seems to be ...
In the foreground / background ...
I think they represent ...
The image reminds me of / makes me think of ...
The setting is ...

Talking about statistics

Most ...
The vast majority of ...
Nearly half / all (of the respondents) ...
Less than half of ...
Nearly a third of ...

A quarter of ...
Hardly any ...
Compared to ... it's (*ten times / 55%*) more (*likely / common*) ...
The contrast between (*air travel*) and (*sea travel*) is (in)significant.

Explaining what something is

It's something that (*covers the window*). You can (*pull it*).
It's a kind of (*bed*) that you can (*sit on when you want to watch TV*).
It's (*a box*) made of (*wood*) where (*somebody keeps ...*)

Speculating

(I guess) they might / could be (*brother and sister*).
It must be (*some kind of a machine*).
She is probably (*more than 17*).
She can't be (*on holiday*), because ...
She could be ... or ...
He looks as if ...
It's not clear if ...
It looks like (*they're friends*).
They seem (*to be in love*).
I imagine they're ...
I expect that she's ...
I wonder if he's ...

Debate

Ordering arguments

To start with, ...
First of all, ... / Firstly, ...
Secondly, ...
Another thing is that ...
On the one hand ... but on the other hand ...
On the other hand, ...
The main reason is ...
Another reason is ...
Well, the thing is that ...
It's also true that ...
And on top of that ...
And finally ...

Giving examples

For example, ... / For instance, ...
To give you an idea, ...
One example of this is ...
Look at the case of ...

Summarising

So what it comes down to is ...
The point I'm trying to make is ...
Let me just recap what's been said so far.
In short ...
In other words ...
To sum up ...

Asking for someone's opinion

What do you think (of / about ...)?
Have you considered ... ?

What's your view / opinion / take on ... ?
Don't you agree that ... ?

Expressing opinions

I think (that) ...
In my view / opinion, ...
I'm convinced / positive that ...
To my mind, ...
Personally, I think ...
As I see it, ...
From my point of view, ...
As far as I'm concerned, ...
I don't think ...
I don't really know (if) ...
I'm not sure (about / if) ...
I don't have a strong / definite opinion about that.

Agreeing / Accepting the other person's viewpoint

Yes, I agree (with you).
I completely agree.
I couldn't agree with you more.
That's exactly what I think.
My point exactly.
I know.
I can go along with that.
(I think) you're right.
Right. / That's right.
True. / That's true.
Absolutely.
Exactly!
I suppose so.

Disagreeing

Yes / True, but ...
I'm afraid I disagree / can't agree with you.
I take / see your point, but ...
I see what you mean, but ...
I'm not sure about that.
I'm not sure that's true / correct / right.
I'm not sure I can accept that.
I agree to some extent, but ...
There might be some truth in that, but ...
I can't agree / go along with that.
I disagree.
I don't see why / how.
You must be joking!
Surely you don't think that ...
Actually, ...

Other useful functions

Responding to what someone has said

Do you? / Are you? / Is it? (the appropriate question tag from the statement)
That's interesting.
Really?
I see.
Oh, OK.

Playing for time

Let me see, ...
Well, let me think, ...
Hm, let me think about that for a moment ...
I'll have to think about it.
How shall / can I put it?
What's the word for it?

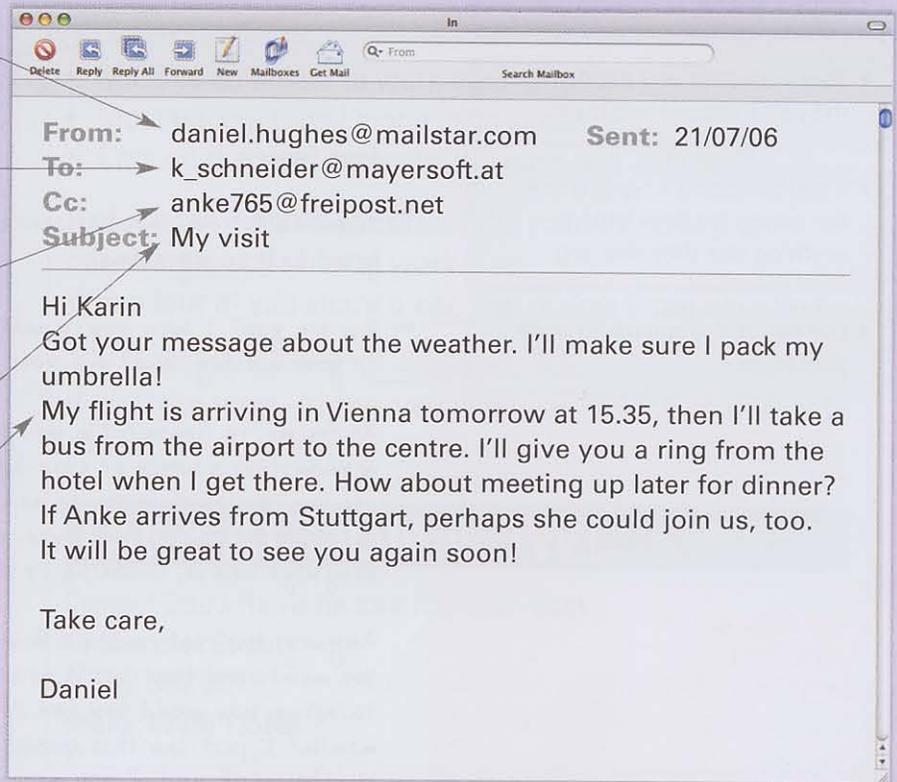
Asking for clarification / Saying you don't understand

Pardon?
Sorry?
Sorry, I didn't quite catch that.
Sorry, I missed that.
Do you mean ... ?
Does this mean ... ?
Can you say it / that again, please?
Would you mind repeating that, please?
Could you repeat that more slowly, please?
Could you spell that, please?

Writing Bank

Email

- The computer includes your email address and the date automatically.
- Write the email address of the person you're writing to.
- Write the address of the people you would like to send a copy of the letter to.
- Choose a subject.
- Write the message like a short informal letter or a personal note.



Postcard

- Write the name and address of the person you're writing to.
- Put the date at the top. (You can leave this out.)
- Write *Dear* and the name of the person you're writing to.
- Write your message. Use short forms (*I'll*, *it's*, *we're*) and short sentences.
- Finish with a friendly phrase:
See you soon,
Wish you were here!
(*Lots of*) *Love*, (to family members and close friends)
Best wishes,
- Sign your name. First name is usually enough.

23rd July

Dear Mum and Dad,

I'm having a fantastic time in Austria. The weather's great. Lots of sunshine and no rain. My hotel's quite comfortable, too. We've already visited Schönbrunn Castle. It's beautiful! Next weekend we're planning to go to Salzburg. I'm really enjoying myself, but I forgot to put on suncream and now I think I've got sunburn!

Wish you were here!

Lots of love,
Daniel

Mr and Mrs P Hughes
34 Carlton Court
Mayfield Road
Bristol
BS6 3QA
UK

Informal letter

- Put your address in the top right corner. We often leave this out.

6, Esterhazygasse 19
A-1060 Wien
Austria

- Write the date.

30 June 2006

- Start with *Dear* and the name of the person you're writing to.

Dear Daniel

- If you're writing a reply, thank the person for their letter or anything else they sent you.

Thanks a lot for the dictionary you sent me. It's going to be a great help in my exams!

- Use informal language to write your letter.

How are you? I hope you're well and that you're looking forward to your holiday. What are your plans for the summer?

As for me, in August I'm going to spend a week at my grandmother's house at Lake Balaton in Hungary. Can't wait to see her, she's my favourite member of the family! And she makes delicious cakes, too. And Anke, my German friend from the language course, is coming to visit me before that, in July.

Anyway, the real reason I'm writing is that I had a great idea. You mentioned that you'd never been to Austria, and I was thinking, how would you like to come and visit Vienna next month? I just saw this special deal at a small hotel near the Westbahnhof, and if you give me your email address, I can send you the link to their website.

Let me know what you think! It would be great to see you again, and I could show you all the beautiful things in my hometown.

Write soon.

- Finish with a friendly expression:
(Lots of) Love, (to family and close friends)
Take care, (to friends)
Best wishes,
All the best,

Take care,
Karin

- Sign your name. First name is usually enough. Close friends sometimes put XXX (= 'kisses') at the end of their letter.

MORE USEFUL PHRASES:

Thanks for your letter.

It was great to hear from you.

I'm sorry I haven't written for ages / for so long.

It was a nice surprise to hear from you / to receive your letter.

Write soon.

Keep in touch.

Give my regards / love to your parents / Anke.

Regards,

All the best,

(Lots of) Love,

Leaflet

- Choose a title to attract attention.

Share your car and save the planet!

- Write your message in short, effective sentences.

- Millions commute to work each day by car.
- Most people travel alone in their cars.
- Cars on the road cause traffic jams and pollute the air.

Reduce the number of cars on the road by setting up car-sharing schemes at work.

When four of you share a car, that makes three cars that stay in the garage!

- Use convincing arguments.

If you take turns driving, you can even reduce your level of stress!

TAKE ACTION NOW!

Contact Claire Harris for an information pack:

45 Charlotte Street
Bristol BS2 6ZX
phone: 07986 135246

- Write your contact details if you want people to get in touch.

Invitation

- Choose a title to give information about the event.

HALLOWEEN PARTY!

PLEASE COME TO A FANTASTIC fancy-dress party AND
CELEBRATE HALLOWEEN WITH US ON
SATURDAY 28 OCTOBER

FROM 7.30 p.m.

AT THE STUDENT CLUB (44 St Michael's Hill, Bristol).

FANCY DRESS optional, BUT RECOMMENDED.
ADMISSION FREE, BUT BRING SOME FOOD AND DRINK.

Hope to see you there:

DANIEL AND CLAIRE

RSVP

(CLAIRE HARRIS, 45 CHARLOTTE STREET, BRISTOL BS2 6ZX,
PHONE: 07986 135246)

- Include all the key information: date, time and place.

- Also say:
 - if there is a dress code (do people have to wear certain clothes?)
 - if the guests need to bring anything
 - if there is a charge (do people have to pay to enter?)

- Ask people to reply if it's necessary. You can use *RSVP* (= 'please reply', from the French *répondez s'il vous plaît*)

Formal letter 1 (information request)

6, Esterhazygasse 19
A-1060 Wien
Austria

30 June 2006

Jessica Campbell
Information Office
English Language Academy
99 Downs Road
Bristol BS6 0YW

Dear Ms Campbell,

I am writing with regard to the intensive English summer courses that you offer. I would be very grateful if you could send me some detailed information about the courses that will be held in your school in Bristol this summer, as well as what kind of accommodation you provide.

I am 18 years old and I have been learning English in Austria for seven years now. My written English is quite good but I would like to improve my speaking skills. Do you have any courses for teenagers which offer a lot of speaking practice in small groups? As I am a student I would be interested in details of any discounts that are available, and the full price of the course including accommodation.

I look forward to receiving your reply.

Yours sincerely

Karin Schneider

Karin Schneider

• Put your address in the top corner.

• Write the date.

• Put the following information below the date:

- the full name (and title) of the person you're writing to (if you know)
- the department within their company
- the name and address of the company

• If you don't know the name of the person, start with:

Dear Sir (if you know it's a man)
Dear Madam (if you know it's a woman)
Dear Sir/Madam or *Dear Sir or Madam*.

• If you know the name of the person, start with *Dear* and write their title and surname.

• Explain your reason for writing.

• Write more relevant details.

• Suggest or request action if appropriate.

• Finish with a polite expression, such as:
Looking forward to hearing from you soon.

• Write:
Yours sincerely (if you addressed the person by name)
Yours faithfully (if you didn't).

• Sign and print your full name.

MORE USEFUL PHRASES:

I am writing to enquire about ...

Could you please send me further information / details about ...?

I would be very interested in finding out more about ...

Formal letter 2 (complaint)

96 Russell Street
Henleaze
Bristol
BS4 1AB

10 September 2006

Customer Service Dept.
Cheap-O Stores Ltd.
52 Stroud Road
Gloucester
GL2 8LO

Dear Sir or Madam

I am writing to complain about the goods and service in one of your supermarkets.

Last Saturday, I visited my local Cheap-O Supermarket in Bristol to buy groceries, which you advertised as being extremely good value. However, most products were being sold at a price much higher than in other shops, and when I got home, I also found out that nearly all the dairy products I had bought were past their sell-by dates. I think overpriced food that has gone off is anything but good value.

When I returned to the shop to make a complaint, I was told that the dairy shelves had been checked that morning and that all the products were fresh. They also claimed I had bought the products in a different shop, and refused to give me a refund.

I am very disappointed, and expect you to take some action immediately. I am enclosing a copy of the receipt for my purchases, for which I am expecting a full refund. If I do not hear from you within 14 days, I will contact the Food Standards Agency with my complaint.

I look forward to hearing from you soon.

Yours faithfully

Doris Stapleton

Doris Stapleton (Mrs)

MORE USEFUL PHRASES:

I am writing to complain about ...

I want to express my strong dissatisfaction with ...

I demand a full refund.

I expect you to send me a replacement.

I would be grateful if you could send me a refund / replacement.

Formal letter 3 (job application cover letter)

- A cover letter is often written in reply to a job advertisement.

Wanted: Zoo Guides

- ideal summer job for students
- July and August, part-time (15 hours/week), £150/week
- some weekend work required
- job involves guiding walking tours around Bristol Zoo, attending Visitor Information Points, distributing leaflets
- good communication and people skills, good level of a spoken foreign language required
- training provided, but some experience with animals is an advantage

Apply (with CV) to:

Michael Crossley
HR Manager
Bristol Zoo
P.O. Box 100
Bristol BS99 1PB

Reference number: ZG/P-07.06

- Put your address in the top corner.
- Write the date.
- Write the name, company details and address of the person you're writing to (see Formal letters 1 and 2).
- You can write a subject. If there is a reference number, write this, too.
- Write Dear and the title and surname of the person you're writing to. If you don't know the name of the person, you can write:
Dear Sir/Madam or Dear Sir or Madam or To whom it may concern:
- In the first paragraph, refer to the advertisement and say why you are writing.
- In the next paragraph, give information about your interest and availability.
- Say what experience and skills you've got. You have to persuade the reader that you're the best person for the job!
- Add any other relevant information.
- Finish with a polite expression, such as:
I hope you will consider my application.
I look forward to hearing from you soon.
- Write *Yours sincerely* (if you addressed the person by name) or *Yours faithfully* (if you didn't).
- Sign and print your full name.

45 Charlotte Street
Bristol
BS2 6ZX

16 June 2006

Mr Michael Crossley
Human Resources Manager
Bristol Zoo
P.O.Box 100
BS99 1PB

Application for the position of Zoo Guide
Ref. No. ZG/P-07.06

Dear Mr Crossley

I have seen your advertisement in the May issue of *City Life* magazine, and I would like to apply for the part-time position of Zoo Guide.

I am 18 years old, and have recently completed my A-levels in French, Biology and Social Studies. I hope to study Zoology at Reading University from September, and I am currently looking for a summer job before my course starts. I would be able to start work from 17 July and will be available until the end of August.

I have gained valuable experience of working with animals at my parents' farm in Gloucestershire, where I grew up, and in my last two years I have been studying Biology quite extensively in preparation for my A-level examinations. I also enjoy working with people, and I had the responsibility of dealing with customers in my part-time job last summer as a Box Office Assistant at the Natural History Museum in London. I have a good command of French, both in writing and speaking, and I also speak some Spanish. I am enclosing my CV with details of my previous education and work experience.

I believe I would be a useful member of your team at the Bristol Zoo, and I hope you will consider my application for the position.

I look forward to hearing from you soon.

Yours sincerely,

Claire Harris

Claire Harris

MORE USEFUL PHRASES:

I am writing in response to / with regard to your advertisement which appeared in the ... issue of ...

I would like to apply for the position / the post of ...

I would be grateful if you would consider my application.

I hope you will be able to consider me for the position of ...

Discursive essay (on a given topic) / Student magazine article

- If you're given a topic to write about, read the instructions or notes carefully to make sure you understand what you need to do.

- Before you write your essay or article, take notes of the key points you want to make. Make sure you write something about each of the points in the instructions.

- Always think about your audience. (Who's going to read your writing?)

- Make a general statement to introduce your topic at the start.

- Write a paragraph about each of the required points.

- Use examples to illustrate the points you are making.

- Use linking words to connect your sentences and your paragraphs.

- If you're asked to include your opinion, don't use informal expressions to express it.

- If there is a word limit, check that you have written the required amount.

- Re-read your finished essay or article to check for mistakes.

Write 220–280 words on the following subject:

Television channels are becoming more and more specialised. There are channels catering for a wide range of different viewers. This is changing the role television plays in our lives.

Include the following points:

- the background to this change (what made it possible?)
- the role TV played twenty years ago
- the role of TV today
- your personal views on the subject.

Choose a suitable title for your essay.

Television: still the centre of our lives?

Nowadays, television is becoming increasingly specialised, each channel offering different experiences for different viewers. There are channels dedicated to sports, to cookery, or to films, to give a few examples.

The development of satellite technology in the 1980s and digital broadcasting in the late 1990s increased the number of television channels, which is now no longer restricted by the capacity of traditional TV aerials. But this increase in choice has also made our experience of watching television different from what it was like before.

Twenty years ago, most TV sets could only receive a small number of channels. This also meant that people were watching the same things, and events in popular programmes often became the central topic of conversations. For example, when the character of JR Ewing was shot in an episode of the popular soap opera *Dallas*, many people spent the following day discussing their theories about the identity of his attacker.

Today, people can choose whichever channel shows programmes about their favourite subjects. One person might watch a football game, but others spend the same evening watching a film or pop music videos. Apart from major events that attract a global audience, like the Olympic Games, there are few things on TV that capture the public imagination the same way they did in the past.

But I believe having the freedom to watch what we want, when we want to, is worth the price of losing a shared topic for conversations.

MORE USEFUL PHRASES:

Furthermore, ...

In addition to this, ...

A further (negative / positive) aspect of this is ...

For one thing, ...

For example, ...

For instance, ...

Such as ...

On the one hand, ...

Argumentative essay (for/against a statement)

Write an essay of 200–250 words for or against the following statement:

Shopping centres have improved the way we shop.

- Read the instructions carefully and make sure you understand what you need to write.

The way we shop

Shopping centres have changed the way we shop – but is this really an improvement?

One positive aspect of shopping centres is convenience: we can find everything from groceries to electronics, from cosmetics to clothes, under the same roof.

Furthermore, shopping centres offer entertainment facilities, like cinemas or bowling alleys, with an enormous range of things to buy and to do.

In addition to this, they are places where you can meet people and socialise in cafés and restaurants. They have become the focus of social life for many teenagers.

However, smaller local shops which used to offer a friendlier, more personal service are closing down because they cannot keep up with the competition.

The same thing is happening to local cinemas, and sometimes even bars and restaurants. In fact, we are losing places that were once important in our lives.

Another disadvantage of shopping centres is that they offer bland, uniform products all over the world – local character is disappearing. In order to supply a large number of customers efficiently, mass-produced goods replace custom-made products.

To summarise, on the one hand, they offer a more comfortable shopping experience, but on the other hand, they make us all the same: customers in a commercialised world where the most important things are things you can buy.

In my view, shopping centres are useful, but we should not allow them to change the world we live in.

- Write the title of your essay.

- Make a general statement to introduce the topic.

- Write about the advantages and disadvantages or the arguments for and against in separate paragraphs.

- Use a new paragraph to introduce each new topic.

- Support your main ideas with arguments.

- Use linking words and discourse markers.

- Summarise your arguments at the end of your essay.

- You should include your own opinion, but don't use informal expressions.

- Check that you have written the required number of words.

In contrast, ...

However, ...

In fact, ...

Actually, ...

On the other hand, ...

As far as I'm concerned, ...

In my view / opinion, ...

My view / opinion is that ...

To sum up, ...

To summarise, ...

In conclusion, ...

Book review

- Always think about your audience. (Who are you writing for? Who's going to read your review?)

- Introduce the book you're writing about. Give the title, and the author, and any other relevant background information.

- Summarise the plot without getting into too much detail. (What happens in the book?)

- Focus only on the most important things that you liked or didn't like about the book.

- Use examples to illustrate the points you are making.

- Summarise what you think about the book.

- If you liked the book, recommend it for others to read, and give a reason why you think they should read it.

- If there is a word limit, check that you have written the required amount.

- Re-read your finished review to check for mistakes.

Ender's Game

One of my favourite books of all time is *Ender's Game* by the American author Orson Scott Card. It is the first novel in a series of books which all take place in the same imaginary universe.

Ender's Game is a science fiction story about a talented boy, Ender, who is taken to a military training school at a very early age. Ender spends his days training and practising, but he is never told about the purpose of his preparation. After a difficult start, he starts enjoying his training, and soon becomes the best among his fellow trainees. What he does not realise is that he is being prepared for war against an alien race.

The story is written from the boy's perspective, who cannot quite understand what is happening around him. The reader identifies with the protagonist, and when the final twist comes (which I do not want to give away), we live through the shock of it together with Ender.

The book raises important questions of innocence, adults' responsibilities towards children and about the nature of special talent.

Card's powerful story-telling makes *Ender's Game* a real page-turner, and I personally found it very difficult to put down.

An all-time science fiction classic, which I would definitely recommend to fans of the genre.

1 Family life

Stages in life

adolescence /ˌædəˈlesns/
adolescent /ˌædəˈlesnt/
adult /ˈædʌlt/
adulthood /ˈædʌlθʊd/
age group /ˈeɪdʒ ɡruːp/
at the age of
 (eighteen) /ət ði ˈeɪdʒ əv/
baby /ˈbeɪbi/
be born /bi ˈbɔːn/
birth /bɜːθ/
child /tʃaɪld/
kid (informal) /kɪd/
childhood /ˈtʃaɪldhʊd/
death /deθ/
die /daɪ/
elderly (person) /ˈeldəli/
generation /dʒenəˈreɪʃn/
grow up /ɡrəʊ ˈʌp/
grown-up (informal) /ˈɡrəʊnʌp (n)/
marriage /ˈmæriɪdʒ/
middle age /ˌmɪdl ˈeɪdʒ/
middle-aged (person) /ˌmɪdl ˈeɪdʒd/
OAP (BrE) (Old Age Pensioner) /əʊ
 ər ˈpiː/
old age /əʊld ˈeɪdʒ/
pensioner /ˈpenʃənə(r)/
teenager /ˈtiːneɪdʒə(r)/
toddler /ˈtɒdlə(r)/
youth /juːθ/

People in your life

acquaintance /əˈkweɪntəns/
adopted /əˈdɒptɪd/
adoption /əˈdɒpʃn/
aunt /ɑːnt/
best friend /best ˈfrend/
boyfriend /ˈbɔɪfrend/
brother /ˈbrʌðə(r)/
children (pl) /ˈtʃɪldrən/
close friend /kloʊs ˈfrend/
couple /ˈkʌpl/
cousin /ˈkʌzn/
dad (informal) /dæd/
daddy (informal) /ˈdædi/
daughter /ˈdɔːtə(r)/
daughter-in-law /ˈdɔːtə(r)ɪn,lɔː/
divorced /dɪˈvɔːst/
ex-husband /eks ˈhʌzbænd/
ex-wife /eks ˈwaɪf/
family member /ˈfæməli membə(r)/
father /ˈfɑːðə(r)/
father-in-law /ˈfɑːðə(r)ɪn,lɔː/
fiancé /fiˈɒnsɛɪ/
fiancée /fiˈɒnsɛɪ/
foster children /ˈfɒstə ˈtʃɪldrən/
foster parents /ˈfɒstə ˈpeərənts/
girlfriend /ˈɡɜːlfrend/
grandchildren (pl) /ˈɡræntʃɪldrən/
granddad (informal) /ˈɡrændæd/
grandfather /ˈɡrænfɑːðə(r)/
grandma (informal) /ˈɡrænmə/

grandmother /ˈɡrænmlðə(r)/
grandpa (informal) /ˈɡrænpeɪ/
grandparents (pl) /ˈɡrænpeərənts/
granny (informal) /ˈɡræni/
half brother /ˈhɑːf brʌðə(r)/
half sister /ˈhɑːf sɪstə(r)/
husband /ˈhʌzbænd/
husband-to-be /ˈhʌzbændtəˈbiː/
in-laws (pl) /ˈɪnlɔːz/
mother /ˈmʌðə(r)/
mother-in-law /ˈmʌðə(r)ɪn,lɔː/
mum (AmE mom) (informal) /mʌm/
mummy (informal) /ˈmʌmi/
nephew /ˈnefjuː/
niece /niːs/
nuclear family /ˌnjuːkliə ˈfæməli/
an only child /ən ˌəʊnli ˈtʃaɪld/
parents (pl) /ˈpeərənts/
partner /ˈpɑːtnə(r)/
relative /ˈrelatɪv/
sister /ˈsɪstə(r)/
sister-in-law /ˈsɪstə(r)ɪn,lɔː/
son /sʌn/
son-in-law /ˈsʌnɪn,lɔː/
spouse (formal) /spaʊs/
stepdaughter /ˈstepdɔːtə(r)/
stepfather /ˈstepfɑːðə(r)/
stepmother /ˈstepmʌðə(r)/
stepson /ˈstepsʌn/
triplets /ˈtrɪpləts/
twins /twɪnz/
uncle /ˈʌŋkl/
wife /waɪf/
wife-to-be /ˌwaɪftəˈbiː/

Relationships

be married (to sb) /bi ˈmæriɪd/
be expecting (a child) /bi
 ɪkˈspektɪŋ/
be pregnant /bi ˈpregnənt/
be a role model /bi ə ˈrəʊl mɒdl/
be single /bi ˈsɪŋgl/
break up (with sb) /breɪk ˈʌp/
circle of friends /ˌsɜːkl əv ˈfrendz/
fall out (with sb) /fɔːl ˈaʊt/
generation gap /dʒenəˈreɪʃn ˌɡæp/
get divorced /get dɪˈvɔːst/
get engaged /get ɪnˈgeɪdʒd/
get married (to sb) /get ˈmæriɪd/
get on well (with sb) /get ɒn ˈwel/
go out (with sb) /ɡəʊ ˈaʊt/
**have an argument / a
 disagreement / a row (with sb)**
 /ˌhæv ən ˈɑːɡjʊmənt ə dɪsəˈɡrɪmənt ə
 ˈrəʊ/
have a child /ˌhæv ə ˈtʃaɪld/
make up (with sb) /meɪk ˈʌp/
married couple /ˌmæriɪd ˈkʌpl/
 (close / distant) **relation** /rɪˈleɪʃn/
relationship /rɪˈleɪʃnʃɪp/
marry (sb) /ˈmæri/
 (start a / have a / end a)
relationship (with sb)
 /rɪˈleɪʃnʃɪp/

run away (from home) /rʌn əˈweɪ/
set an example /ˌset ən ɪɡˈzɑːmpl/
split up (with sb) /splɪt ˈʌp/
start a family /ˌstɑːt ə ˈfæməli/

Family history

ancestors (pl) /ˈænsestəz/
descendants (pl) /dɪˈsendənts/
family history /ˌfæməli ˈhɪstri/
family tree /ˌfæməli ˈtriː/
forebears (pl) /ˈfɔːbeəz/
genealogist /dʒɪˈnɪːələdʒɪst/
genealogy /dʒɪˈnɪːələdʒi/
origins (pl) /ˈɒrɪdʒɪnz/
past /pɑːst/
trace back /treɪs ˈbæk/

Daily routine

babysit /ˈbeɪbɪsɪt/
bring up (children) /brɪŋ ˈʌp/
brush (one's) teeth /brʌʃ ˈtiːθ/
 (domestic / household) **chores**
 /tʃɔːz/
clean /kliːn/
clear up /kliə(r) ˈʌp/
commute /kəˈmjʊt/
do housework /duː ˈhaʊswɜːk/
do ... /duː/
the cooking /ðə ˈkʊkɪŋ/
the dusting /ðə ˈdʌstɪŋ/
the ironing /ði ˈaɪəɪnɪŋ/
the shopping /ðə ˈʃɒpɪŋ/
the washing /ðə ˈwɒʃɪŋ/
the washing-up /ðə ˌwɒʃɪŋ ˈʌp/
get dressed /get ˈdrest/
get ready (for bed / school) /get
 ˈredi/
get up /get ˈʌp/
go ... /ɡəʊ/
to bed (early / late) /tə ˈbed/
to school /tə ˈskuːl/
to the office /tə ði ˈɒfɪs/
to work /tə ˈwɜːk/
go out /ɡəʊ ˈaʊt/
have (AmE take) a bath /hæv ə
 ˈbɑːθ/
have ... /hæv/
a meal /ə ˈmiːl/
breakfast /ˈbrekfəst/
lunch /lʌntʃ/
tea /tiː/
dinner /ˈdɪnə(r)/
supper /ˈsʌpə(r)/
have (AmE take) a shower /hæv ə
 ˈʃaʊə(r)/
have a rest /hæv ə ˈrest/
lie down /laɪ ˈdaʊn/
lie in /laɪ ˈɪn/
look after (children) /lʊk ˈɑːftə(r)/
 (make / prepare) **meals** /miːlz/
 (have a / take a) **nap** /næp/
provide (for the family) /prəˈvaɪd/
put on (clothes) /pʊt ˈɒn/
raise (children) /reɪz/

run the home /ˌrʌn ðə 'həʊm/
 set off /set 'ɒf/
 share the chores (with sb) /ˌʃeə ðə
 'tʃɔːz/
 stay up late /ˌsteɪ ʌp 'leɪt/
 take (the children to school / the
 dog for a walk) /teɪk/
 take care (of children) /teɪk 'keə(r)/
 take turns (to do housework) /teɪk
 'tɜːnz/
 travel (to school / to work) /'trævl/
 vacuum /'vækjuəm/
 wake up /weɪk 'ʌp/
 walk (to school / to work) /wɔːk/

Special days

anniversary /ˌæniˈvɜːsəri/
 best man /best 'mæn/
 birthday cake /'bɜːθdeɪ keɪk/
 bonfire /'bɒnfɪə(r)/
 Bonfire Night (BrE) /'bɒnfɪə naɪt/
 bouquet /bu'keɪ/
 bride /braɪd/
 bridesmaid /'braɪdzmeɪd/
 candle /'kændl/
 (Christmas / birthday) card /kɑːd/
 celebrate (a birthday) /'seləbreɪt/
 (have a) celebration /selə'breɪʃn/
 ceremony /'serəməni/
 christening /'krɪsnɪŋ/
 Christmas /'krɪsməs/
 Christmas Eve /ˌkrɪsməs 'iːv/
 church /tʃɜːtʃ/
 decorate (the Christmas tree)
 /'deɪkəreɪt/
 dress up / dress up as /dres 'ʌp /
 dres 'ʌp əz/
 Easter /'iːstə(r)/
 enjoy (oneself) /ɪn'dʒɔɪ/
 family gathering /ˌfæməli 'gæðərɪŋ/
 festival /'festɪvl/
 funeral /'fjuːnərəl/
 get-together /'getəgeðə(r)/
 (bride)groom /gruːm/
 Halloween /hæləʊ'ɪn/
 have a good time /ˌhæv ə gʊd
 'taɪm/
 have fun /hæv 'fʌn/
 honeymoon /'hʌnɪmuːn/
 light (a candle / sparklers / a
 bonfire) /laɪt/
 look forward to (sth) /lʊk 'fɔːwəd
 tə/
 maid of honour /ˌmeɪd əv 'ɒnə(r)/
 National Holiday /næʃnl 'hɒlədeɪ/
 New Year's Day /njuː jɪəz 'deɪ/
 New Year's Eve /njuː jɪəz 'iːv/
 (give get) presents /'preznts/
 registry office /'redʒɪstri ɒfɪs/
 sparklers /'spɑːkləz/
 Thanksgiving (AmE) /'θæŋksgɪvɪŋ/
 wedding /'wedɪŋ/
 wedding reception /'wedɪŋ rɪˌsepʃn/
 (bride's / bridegroom's) witness
 /'wɪtnəs

2 People and society

Personal information

age /eɪdʒ/
 citizen /'sɪtɪzn/
 citizenship /'sɪtɪznʃɪp/
 date of birth /ˌdeɪt əv 'bɜːθ/
 female (formal) /'fiːmeɪl/
 gender (formal) /'dʒendə(r)/
 job /dʒɒb/
 occupation (formal) /ɒkjuˈpeɪʃn/
 male (formal) /meɪl/
 man / (pl) men /mæn / men/
 nationality /næʃ'næləti/
 people (pl) /'piːpl/
 person /'pɜːsn/
 place of birth /ˌpleɪs əv 'bɜːθ/
 profession /prə'feɪʃn/
 sex (formal) /seks/
 woman / (pl) women /'wʊmən /
 'wɪmɪn/

Marital status

divorced /dɪ'vɔːst/
 marital status /'mæɪtɪl ˌstetəs/
 married /'mæɪd/
 separated /'sepəreɪtɪd/
 single /'sɪŋgl/
 unmarried /ʌn'mæɪd/
 widow /'wɪdəʊ/
 widower /'wɪdəʊə(r)/

Describing people

appearance
 attractive /ə'træktɪv/
 beautiful /'bjʊːtɪfl/
 good-looking /'gʊdlʊkɪŋ/
 elegant /'eləɡənt/
 handsome /'hænsəm/
 pretty /'prɪti/
 scruffy /'skrʌfi/
 ugly /'ʌɡli/
 unattractive /ʌnə'træktɪv/
 age
 adolescent /ædə'lesnt/
 elderly /'eldəli/
 in (his / her) early twenties /ɪn
 ːzli 'twentɪz/
 in (his / her) late forties /ɪn leɪt
 'fɔːtɪz/
 in (his / her) mid-thirties /ɪn
 mɪd 'θɜːtɪz/
 middle-aged /mɪdl 'eɪdʒd/
 young /jʌŋ/
 height
 average height /ˌævərɪdʒ 'haɪt/
 medium height /'miːdiəm haɪt/
 short /ʃɔːt/
 tall /tɔːl/
 build
 athletic /æθ'letɪk/
 chubby /'tʃʌbi/
 chunky (informal) /'tʃʌŋki/
 fat /fæt/
 fit /fɪt/

have a good figure /ˌhæv ə gʊd
 'fɪɡə(r)/
 obese /ə'biːs/
 overweight /əʊvə'weɪt/
 (have a) paunch /pɔːntʃ/
 plump /plʌmp/
 skinny (informal) /'skɪni/
 slim /slɪm/
 stocky /'stɒki/
 thin /θɪn/
 well-built /'welbɪlt/

hair

bald /bɔːld/
 blonde (AmE blond) /blɒnd/
 fair /feə(r)/
 curly /'kɜːli/
 dark /dɑːk/
 dyed /daɪd/
 fine /faɪn/
 ginger /'dʒɪŋdʒə(r)/
 grey /greɪ /
 fringe /frɪndʒ/
 have a haircut /ˌhæv ə 'heəklʌt/
 highlights (pl) /'haɪlaɪts/
 long /lɒŋ/
 medium-length /'miːdiəmˌleŋθ/
 natural /'nætʃrəl/
 parting /'pɑːtɪŋ/
 red /red/
 plaits (pl) /plæts/
 pony-tail /'pəʊniˌteɪl/
 short /ʃɔːt/
 shoulder-length /'ʃəʊldəˌleŋθ/
 spiky /'spɪki/
 straight /streɪt/
 thick /θɪk/
 thin /θɪn/
 wavy /'weɪvi/
 white /waɪt/

face

beard /'bɪəd/
 birthmark /'bɜːθmɑːk/
 black / white blæk / waɪt/
 bushy eyebrows /ˌbʊʃi 'aɪbrəʊz/
 cheekbones /'tʃiːkbəʊnz/
 clean-shaven /'kliːnˌʃeɪvən/
 (clear / good / healthy)
 complexion /kəm'plekʃn/
 dark (skin / complexion) /dɑːk/
 distinguishing features (formal)
 /dɪsˌtɪŋɡwɪʃɪŋ 'fi:tʃəz/
 facial features /'feɪʃl ˌfi:tʃəz/
 fair (skin / complexion) /feə(r)/
 freckles /'freklz/
 goatee /gəʊ'tiː/
 moustache /mə'staːʃ/
 (pointed / flat / snub) nose
 /nəʊz/
 pale (skin / complexion) /peɪl/
 scar /skɑː(r)/
 sideburns /'saɪdbɜːnz/
 tanned (skin / complexion)
 /tænd/
 tattoo /tæ'tuː/
 wear glasses / spectacles /weə
 'ɡlɑːsɪz / 'spektəklz/
 wrinkles /'rɪŋklz/

Body

body parts

arm /'ɑ:m/
back /'bæk/
bottom /'bɒtm/
breast /'breɪst/
calf /'kɑ:f/
cheek /'tʃi:k/
chest /'tʃest/
chin /'tʃɪn/
ear /'iə(r)/
elbow /'elbəʊ/
eye /'aɪ/
eyebrow /'aɪbrəʊ/
eyelash /'aɪləʃ/
finger /'fɪŋgə(r)/
fingernail /'fɪŋgənəl/
fist /'fɪst/
foot (pl feet) /'fʊt/
forehead /'fɔ:hed/
hand /'hænd/
head /'hed/
heel /'hi:l/
hip /'hɪp/
jaw /'dʒɔ:/
knee /'ni:/
leg /'leg/
lips (pl) /'lɪps/
lower back /'ləʊə 'bæk/
midriff /'mɪdrɪf/
mouth /'maʊθ/
neck /'nek/
nose /'nəʊz/
palm (of hand) /'pɑ:m/
shoulder /'ʃəʊldə(r)/
skin /'skɪn/
stomach /'stʌmək/
thigh /θaɪ/
throat /θrəʊt/
thumb /θʌm/
toe /təʊ/
tongue /tʌŋ/
tooth (pl teeth) /tu:θ/
tummy (informal) /'tʌmi/
trunk /trʌŋk/
waist /weɪst/
wrist /rɪst/
inside the body
artery /'ɑ:təri/
backbone /'bækbəʊn/
bone /bəʊn/
collarbone /'kɒləbəʊn/
flesh /fleʃ/
heart /hɑ:t/
kidney /'kɪdni/
liver /'lɪvə(r)/
lung /lʌŋ/
muscle /'mʌsl/
nerve /nɜ:v/
nervous system /'nɜ:vəs sistəm/
rib /rɪb/
shoulder blade /'ʃəʊldə bleɪd/
skeleton /'skelɪtn/
skull /skʌl/
spine /spain/
tendon /'tendən/
vein /veɪn/

Describing personality

adventurous /əd'ventʃərəs/
aggressive /ə'gresɪv/
ambition /æm'bɪʃn/
ambitious /æm'bɪʃəs/
amusing /ə'mju:zɪŋ/
arrogant /'ærəgənt/
bad-tempered /'bæd'tempəd/
biased /'bi:əst/
boastful /'bəʊstfʊl/
boring /'bɔ:ɪŋ/
bossy (informal) /'bɒsi/
brave /breɪv/
bright /braɪt/
broad-minded /brɔ:d'maɪndɪd/
calm /kɑ:m/
candid /'kændɪd/
carefree /'keəfri:/
careless /'keələs/
characteristics (pl) /kærɪktə'rɪstɪks/
charming /'tʃɑ:mɪŋ/
chatterbox (informal) /'tʃætəbɒks/
chatty /'tʃæti/
cheerful /'tʃi:əfl/
clever /'klevə(r)/
conceited /kən'si:tɪd/
cruel /'kru:əl/
dependable /drɪ'pendəbl/
determined /drɪ'tɜ:mɪnd/
dishonest /dɪs'ɒnɪst/
disloyal /dɪs'lɔ:əl/
dull /dʌl/
easy-going /i:zi'gəʊɪŋ/
egoist (noun) /'egəʊɪst/
extrovert /'ekstrəvɜ:t/
fair /feə(r)/
frank /fræŋk/
friendly /'frendli/
funny /'fʌni/
generous /'dʒenərəs/
gentle /'dʒentl/
good-natured /gʊd'neɪtʃəd/
gullible /'gʌlɪbl/
hard-working /'hɑ:dwɜ:kɪŋ/
helpful /'helpfl/
honest /'ɒnɪst/
hypocritical /hɪpə'krɪtɪkl/
idle (formal) /'aɪdl/
ill-mannered /'ɪlmænəd/
immature /ɪmə'tʊə(r)/
impartial /ɪm'pɑ:ʃl/
impatient /ɪm'peɪjnt/
impolite /ɪmpə'laɪt/
independent /ɪndɪ'pendənt/
insecure /ɪnsɪ'kjʊə(r)/
intelligent /ɪn'telɪdʒənt/
intolerant /ɪn'tɒlərənt/
irresponsible /ɪrɪs'pɒnsəbl/
irritable /'ɪrɪtəbl/
judgemental /dʒʌdʒ'mentl/
just /dʒʌst/
kind /kaɪnd/
lazy /'leɪzi/
lively /'laɪvli/
loyal /'lɔ:əl/
make an impression /,meɪk ən
ɪm'preʃn/
mature /mə'tʃʊə(r)/
mean /mi:n/

messy /'mesi/
modest /'mɒdɪst/
narrow-minded /,nærəʊ'maɪndɪd/
nasty /'nɑ:sti/
neat /ni:t/
nice /naɪs/
obedient /ə'bi:diənt/
open /'əʊpən/
outgoing /'aʊtɡəʊɪŋ/
personality /pɜ:sən'æləti/
pleasant /'pleznt/
polite /pə'laɪt/
quiet /'kwaɪət/
reasonable /'ri:znəbl/
rebellious /rɪ'beljəs/
relaxed /rɪ'læksɪd/
reliable /rɪ'laɪəbl/
reserved /rɪ'zɜ:vɪd/
responsible /rɪ'spɒnsəbl/
rude /ru:d/
ruthless /'ru:θləs/
self-assured /,selfə'sʊəd/
self-centred /,self'sentəd/
self-confident /,self'kɒnfɪdənt/
self-conscious /,self'kɒnʃəs/
selfish /'selfɪʃ/
selfless /'selfləs/
sense of humour /,sens əv
'hju:mə(r)/
sensible /'sensəbl/
short-tempered /ʃɔ:t'tempəd/
shy /ʃaɪ/
sociable /'səʊʃəbl/
strict /strɪkt/
strong-willed /strɒŋ'wɪld/
stubborn /'stʌbən/
sweet /swi:t/
sympathetic /sɪmpə'θetɪk/
tactful /'tæktfl/
tactless /'tæktləs/
talkative /'tɔ:kətɪv/
temperament /'tempərəmənt/
tidy /'taɪdi/
tolerant /'tɒlərənt/
trait /treɪt/
trustworthy /'trʌstwɜ:ði/
two-faced /'tu:feɪst/
unfriendly /ʌn'frendli/
unpleasant /ʌn'pleznt/
unreasonable /ʌn'ri:znəbl/
unreliable /ʌnrɪ'laɪəbl/
unscrupulous /ʌn'skru:pjələs/
unselfish /ʌn'selfɪʃ/
vain /veɪn/
take after (one's father / mother /
grandfather) /teɪk 'ɑ:ftə(r)/

Things you wear

accessories /ək'sesərɪz/
anklet /'æŋklət/
anorak /'ænərək/
bag /bæg/
belt /belt/
blouse /blaʊz/
boots /bu:ts/
boxer shorts (pl) /'bɒksə ʃɔ:ts/
bra /brɑ:/
bracelet /'breɪslət/
briefcase /'brɪ:fkeɪs/

button /'bʌtn/
cap /kæp/
cardigan /'kɑ:dɪgən/
casual (clothes) /'kæʒʊəl/
change (clothes) /tʃeɪndʒ/
checked (shirt) /tʃekt/
(elegant / smart) **clothes** (pl) /kləʊðz/
coat /kəʊt/
collar /'kɒlə(r)/
corduroy /'kɔ:drɔɪ/
cotton /'kɒtn/
cuff /kʌf/
denim /'denɪm/
dress /dres/
dressing-gown /'dresɪŋgaʊn/
fashionable /'fæʃnəbl/
flat (shoes) /flæt/
formal (clothes) /'fɔ:ml/
get dressed /get 'drest/
get undressed /get ən'drest/
glasses (pl) /'glɑ:sɪz/
gloves (pl) /glɒvz/
handbag (AmE purse) /'hænbæg/
hat /hæt/
high heels (pl) /haɪ 'hi:lz/
jacket /'dʒækt/
jeans (pl) /dʒi:nz/
jewellery /'dʒuəlri/
jumper /'dʒʌmpə(r)/
kilt /kɪlt/
knickers (pl) (AmE pl panties) /'nɪkəz/
leather /'leðə(r)/
linen /'lɪnɪn/
mackintosh (informal mack) /'mækɪntɒʃ/
necklace /'nekləs/
nightdress (informal nightie) /'naɪtdres/
out of fashion /aʊt əv 'fæʃn/
outfit /'aʊtfɪt/
overcoat /'əʊvəkəʊt/
pants (pl) (AmE pl underpants) /pænts/
patterned /'pætənd/
plain /pleɪn/
pocket /'pɒkɪt/
polo-neck (AmE turtleneck) /'pəʊləneɪk/
pullover /'pʊləʊvə(r)/
purse /pɜ:s/
put on (clothes) /pʊt 'ɒn/
pyjamas (pl) /pɪ'dʒɑ:məz/
raincoat /'reɪnkəʊt/
sandals (pl) /'sændəlz/
scarf /skɑ:f/
shirt /ʃɜ:t/
shoe /ʃu:/
shorts (pl) /ʃɔ:ts/
shrink /'ʃrɪŋk/
silk /sɪlk/
size /saɪz/
sleeve /sli:v/
sleeveless /'sli:vləs/
slippers (pl) /'slɪpəz/
smart casual (clothes) /,smɑ:t 'kæʒʊəl/
sock /sɒk/
spotted /'spɒtɪd/

stockings (pl) /'stɒkɪŋz/
striped (shirt) /straɪpt/
stripes (pl) /straɪps/
suede /sweɪd/
suit /su:t/
sweater /'swetə(r)/
sweatshirt /'swetʃɜ:t/
swimming costume /'swɪmɪŋ ,kɒstju:m/
swimming trunks (pl) /'swɪmɪŋ ,traŋks/
swimsuit /'swɪmsu:t/
take off (clothes) /teɪk 'ɒf/
tartan /'tɑ:tn/
tie /taɪ/
tights (pl) /taɪts/
tracksuit /'træksu:t/
trainers (pl) (AmE pl sneakers) /'treɪnəz/
trousers (pl) (AmE pl pants) /'traʊzəz/
T-shirt /'ti:ʃɜ:t/
umbrella /ʌm'brelə/
underwear /'ʌndəweə(r)/
V-neck /'vɪneɪk/
vest /vest/
waistcoat (AmE vest) /'weɪstkəʊt/
wear (sth) /weə(r)/
wool /wʊl/
woollen /'wʊlən/
zip (AmE zipper) /zɪp/
back-to-front /,bæktə'frʌnt/
inside-out /,ɪnsaɪd'aʊt/

Feelings and emotions

admire /əd'maɪə(r)/
adore /ə'dɔ:(r)/
afraid (of) /ə'freɪd/
amazed /ə'meɪzd/
angry (with sb) /'æŋɡri/
anxious /'æŋkʃəs/
astonished /əs'tɒnɪʃt/
bad mood /bæd 'mu:d/
be attracted (to sb) /bi ə'træktɪd /
be enthusiastic (about sth) /bi ɪn,θju:zi'æstrɪk/
be fond of (sb) /bi 'fɒnd əv/
be keen on (sth) /bi 'ki:n ɒn/
bewildered /brɪ'wɪldəd/
bitter /'bɪtə(r)/
bored /bɔ:d/
calm down /kɑ:m 'daʊn/
can't stand /kɑ:nt 'stænd/
delighted /dɪ'laɪtɪd/
depressed /dɪ'prest/
despise /dɪs'paɪz/
detest /dɪ'test/
disappointed /dɪsə'pɔɪntɪd/
dislike /dɪs'lɑ:k/
emotional /ɪ'məʊʃnəl/
excited /ɪk'saɪtɪd/
exhausted /ɪɡ'zɔ:stɪd/
fall in love (with) /fɔ:l ɪn 'lʌv/
fed up (with sth) /fed 'ʌp/
feel down /fi:l 'daʊn/
frightened /'fraɪtnd/
frustrated /frʌs'treɪtɪd/
gloomy /'ɡlu:mi/
good mood /ɡʊd 'mu:d/

happy /'hæpi/
hate /heit/
hide one's emotions /,haɪd wʌnz ɪ'məʊʃnz/
hostile /'hɒstəl/
idolise /'aɪdəlaɪz/
insensitive /ɪn'sensətɪv/
like /laɪk/
loathe /ləʊð/
lonely /'ləʊnli/
look down on (sb) /lʊk 'daʊn ɒn/
look up to (sb) /lʊk 'ʌp tə/
lose one's temper /,lu:z wʌnz 'tempə(r)/
love /lʌv/
melancholic /melən'kɒlɪk/
mind one's own business /,maɪnd wʌnz əʊn 'bɪznɪs/
miserable /'mɪzəbl/
moody /'mu:di/
moved /mu:vɪd/
on top of the world (informal) /ɒn ,tɒp əv ðə 'wɜ:ld/
over the moon (informal) /,əʊvə ðə 'mu:n/
overwhelmed /əʊvə'welmd/
reluctant /rɪ'lʌktənt/
respect (verb) /rɪ'spekt/
respect (noun) /rɪ'spekt/
restless /'restləs/
scared /skeəd/
sensitive /'sensətɪv/
sentimental /sentɪ'mentl/
surprised /sə'praɪzd/
terrified (of sth) /'terɪfaɪd/
thrilled (with sth) /θrɪld/
tired /'taɪəd/
touched /tʌtʃt/
weary /'weəri/
worried /'wʌrɪd/

Countries

abroad /ə'brɔ:d/
anarchy /'ænəki/
border /'bɔ:də(r)/
boundary /'baʊndəri/
citizen /'sɪtɪzn/
citizenship /'sɪtɪznʃɪp/
country /'kʌntri/
dictator /dɪk'tetə(r)/
dictatorship /dɪk'tetəʃɪp/
domestic /də'mestɪk/
emigrate /'emɪɡreɪt/
emigration /emɪ'ɡreɪʃn/
empire /'empaɪə(r)/
exile /'eksɪl/
foreign /'fɔ:rɪn/
foreigner /'fɔ:rɪnə(r)/
frontier /'frʌntɪə(r)/
home country /'həʊm kʌntri/
homeland /'həʊmlænd/
immigration /ɪmɪ'ɡreɪʃn/
immigration policy /ɪmɪ'ɡreɪʃn ,pɒləsi/
independence /ɪndɪ'pendəns/
independent /ɪndɪ'pendənt/
indigenous /ɪn'dɪdʒənəs/
inhabitant /ɪn'hæbɪtənt/
internal /ɪn'tɜ:nəl/

kingdom /'kɪŋdəm/
local /'ləʊkl/
monarchy /'mɒnəki/
nation /'neɪʃn/
national /'næʃnəl/
national anthem /,næʃnəl 'ænthəm/
national flag /,næʃnəl 'flæg/
nationality /næʃə'næləti/
overpopulated /əʊvə'pɒpjələtɪd/
overpopulation /,əʊvə'pɒpjə'leɪʃn/
political asylum /pə'lɪtɪkl ə'saɪləm/
(densely / heavily / sparsely /
thickly) populated /'pɒpjələtɪd/
population /pɒpjə'leɪʃn/
province /'prɒvɪns/
refugee /refju'dʒi:/
region /'rɪdʒən/
regional /'rɪ:dʒənəl/
republic /rɪ'pʌblɪk/
royal family /rɔɪəl 'fæmli/
royalty /'rɔɪəlti/
state /steɪt/
the people /ðə 'pi:pl/

Politics

act (of parliament) /ækt/
ambassador /æm'bæsədə(r)/
activist /'æktɪvɪst/
agitator /'ædʒɪteɪtə(r)/
anarchist /'ænəkɪst/
bill (of parliament) /bɪl/
cabinet minister /'kæbɪnət
,mɪnɪstə(r)/
chamber (of parliament)
'tʃembə(r)/
city council /,sɪti 'kaʊnsəl/
city hall /,sɪti 'hɔ:l/
civil servant /,sɪvl 'sɜ:vənt/
communist /'kɒmjənɪst/
Congress /'kɒŋɡres/
Congressman / Congresswoman
(USA) /'kɒŋɡresmən /
'kɒŋɡreswʊmən/
Conservative (BrE also Tory)
'kɒn'sɜ:vətɪv/
constituency /kən'stɪtju:nsi/
constitution /kɒnstrɪ'tju:ʃn/
debate /drɪ'beɪt/
democracy /drɪ'mɒkrəsi/
democrat /'deməkræt/
democratic /demə'krætɪk/
demonstrate /'demənstreɪt/
demonstration (informal demo)
'demən'streɪʃn/
diplomat /'dɪpləmæt/
election /ɪ'lekʃn/
embassy /'embəsi/
general election /,dʒenrəl ɪ'lekʃn/
govern /'gʌvən/
government (AmE administration)
'gʌvənmənt/
head of state /,hed əv 'steɪt/
House of Commons (UK) /,haʊs əv
'kɒmənz/
House of Lords (UK) /,haʊs əv
'lə:dz/
House of Representatives (USA)
,haʊs əv reprɪ'zentətɪvz/
introduce a law /,ɪntrədju:s ə 'lə: /

King /kɪŋ/
law /lə:/
left-wing /'leftwɪŋ/
legislate /'ledʒɪsleɪt/
legislation /ledʒɪs'leɪʃn/
liberal /'lɪbrəl/
local election /,ləʊkl ɪ'lekʃn/
local government /,ləʊkl
'gʌvənmənt/
Mayor /'meɪə(r)/
minister /'mɪnɪstə(r)/
Ministry (of Defence / Finance /
Foreign Affairs / Home Affairs)
'mɪnɪstri/
MP (BrE Member of Parliament)
'em'pi:/
opposition /əpə'zɪʃn/
party member /'pɑ:ti membə(r)/
policy (on sth) /'pɒləsi/
political leader /pə'lɪtɪkl ,li:də(r)/
political party /pə'lɪtɪkl ,pɑ:ti/
political system /pə'lɪtɪkl ,sɪstəm/
politician /pɒlə'tɪʃn/
politics /'pɒlətɪks/
President /'prezɪdnt/
Prime Minister (PM) /,praɪm
'mɪnɪstə(r)/
Queen /kwɪ:n/
radical /'rædɪkl/
referendum /refə'rendəm/
reform /rɪ'fɔ:m/
Representative (USA) /reprɪ'zentətɪv/
republican /rɪ'pʌblɪkən/
resign /rɪ'zaɪn/
resignation /rezɪɡ'neɪʃn/
right-wing /'raɪtwɪŋ/
rule (verb) /ru:l/
secretary (of state) /'sekrətəri/
Senate (USA) /'senət/
Senator (USA) /'senətə(r)/
(in) session /'seʃn/
Shadow Cabinet (UK) /,ʃædəʊ
'kæbɪnət/
sitting /'sɪtɪŋ/
socialist /'səʊʃəlɪst/
Speaker (of the Parliament)
'spɪ:kə(r)/
takeover /'teɪkəʊvə(r)/
term /tɜ:m/
the Cabinet /ðə 'kæbɪnət/
the intelligence service /ði
m'telɪdʒəns ,sɜ:vɪs/
the secret service /ðə ,sɪ:kret 'sɜ:vɪs/
town councillor /taʊn 'kaʊnsələ(r)/
vote /vəʊt/

Economy

bank account /'bæŋk ə,kəʊnt/
black market /,blæk 'mɑ:kɪt/
budget /'bʌdʒɪt/
business /'bɪznɪs/
change /tʃeɪndʒ/
coin /kɔɪn/
commerce /'kɒmɜ:s/
crash /kræʃ/
currency /'kʌrənsi/
debt /det/
devaluation (of currency)
'di:vælju'eɪʃn/

economic (growth / decline)
'ekə'nɒmɪk/
(growing / declining) economy
'i:kənəmi/
exchange rate /ɪk'stʃeɪndʒ reɪt/
finance /'fɑ:nəns/
free-market economy /,fri: mɑ:kɪt
ɪ'kɒnəmi/
fund /fʌnd/
gross national product (GNP)
,grɒs næʃnəl 'prɒdʌkt/
income /'ɪnkʌm/
industry /'ɪndəstri/
inflation /m'fleɪʃn/
invest /ɪn'vest/
investment /ɪn'vestmənt/
market /'mɑ:kɪt/
(bank)note /nəʊt/
payment /'peɪmənt/
rate of inflation /,reɪt əv m'fleɪʃn/
recession /rɪ'seʃn/
save /seɪv/
spend /spend/
tax /tæks/
trade deficit /'treɪd defɪsɪt/
workforce /'wɜ:kfɔ:s/

3 Shops and services

Food

meat
bacon /'beɪkn/
beef /bi:f/
chicken /'tʃɪkɪn/
cold cuts /'kəʊld kʌts/
game /ɡeɪm/
gammon /'gæmən/
ham /hæm/
lamb /læm/
(fatty / lean) meat /mɪt/
meatball /'mi:tbɔ:l/
mince (minced meat) /mɪns/
mutton /'mʌtn/
pork /pɔ:k/
poultry /'pəʊltri/
red meat /'red mi:t/
salami /sə'lɑ:mi/
sausage /'sɔ:sɪdʒ/
(well done / medium / rare) steak
'steɪk/
turkey /'tɜ:ki/
veal /vi:l/
venison /'venɪsn/
white meat /'waɪt mi:t/
fish
carp /kɑ:p/
catfish /'kætfɪʃ/
cod /kɒd/
fillet /'fɪlɪt/
fish and chips /,fɪʃ ənd 'tʃɪps/
haddock /'hædək/
herring /'hɛrɪŋ/
lobster /'lɒbstə(r)/
mackerel /'mækrəl/
mussels (pl) /'mʌslz/
oyster /'ɔɪstə(r)/

pike /paik/
 perch /pɜ:tʃ/
 prawn /prɔ:n/
 salmon /'sæmən/
 sardine /sɑ:'di:n/
 seafood /'si:fu:d/
 scampi /'skæmpi/
 shellfish /'ʃelfiʃ/
 trout /traʊt/
 tuna /'tju:nə/

dairy products

butter /'bʌtə(r)/
 (mature / mild) cheese /tʃi:z/
 cheese spread /tʃi:z 'spred/
 cottage cheese /'kɒtɪdʒ ,tʃi:z/
 cream /kri:m/
 cream cheese /'kri:m tʃi:z/
 grated cheese /'gretɪd tʃi:z/
 ice cream /'aɪs kri:m/
 margarine /mɑ:dʒə'ri:n/
 (full / semi-skimmed / skimmed)
 milk /mɪlk/
 milkshake /'mɪlkʃeɪk/
 yogurt /'jɒɡət/

bread

(white / brown / wholemeal / rye)
 bread /bred/
 croissant /'krwæsɒ/
 loaf (pl loaves) of bread /ləʊf əv
 'bred/
 roll /rɒl/
 pasta /'pæstə/
 pitta bread /'pɪtə bred/
 sliced (bread / loaf) /slaɪst/
 toast /təʊst/

sweet food

birthday cake /'bɜ:θdeɪ keɪk/
 biscuits (AmE cookies) /'bɪskɪts/
 brownie /'braʊni/
 cake /keɪk/
 cheesecake /'tʃi:zkeɪk/
 (single / double / whipping)
 cream /kri:m/
 (apple) crumble /'krʌmbəl/
 dessert (BrE pudding) /dɪ'zɜ:t/
 ice cream /'aɪs kri:m/
 mincemeat (BrE) /'mɪnsmi:t/
 (apple) pie /paɪ/
 whipped cream /,wɪpt 'kri:m/
 have a sweet tooth /,hæv ə swi:t
 'tu:θ/

things added to food

herbs (pl) /hɜ:bz/
 ketchup /'ketʃʌp/
 mayonnaise /meɪə'neɪz/
 mustard /'mʌstəd/
 oil /ɔɪl/
 paprika /pə'pri:kə/
 parsley /'pɑ:slɪ/
 (black) pepper /'pepə(r)/
 salad dressing /'sæləd dresɪŋ/
 salt /sɒlt/
 spices (pl) /'spɑ:si:z/
 sugar /'ʃʊɡə(r)/
 tomato sauce /tə,mɑ:təʊ 'sɔ:s/
 vinegar /'vɪnɪɡə(r)/

fruits

apple /'æpl/
 apricot /'eɪprɪkɒt/

banana /bə'nɑ:nə/
 blackberry /'blækberi/
 blueberry /'blu:beri/
 (sweet / sour) cherry /'tʃeri/
 coconut /'kəʊkənʌt/
 (black / red) currant /'kʌrənt/
 gooseberry /'gʊzbəri/
 grape /greɪp/
 grapefruit /'greɪpfru:t/
 kiwi /'ki:wi/
 lemon /'lemən/
 lime /lam/
 mango /'mæŋɡəʊ/
 melon /'melən/
 orange /'ɒrɪndʒ/
 peach /pi:tʃ/
 pear /peə(r)/
 pineapple /'paɪnæpl/
 plum /plʌm/
 raspberry /'rɑ:zbəri/
 strawberry /'strɔ:bəri/
 watermelon /'wɑ:təmələn/

vegetables

asparagus /ə'spærəɡəs/
 aubergine (AmE eggplant)
 /'əʊbɜ:ʒɪn/
 avocado /ævə'kɑ:dəʊ/
 (green) beans (pl) /bi:nz/
 broccoli /'brɒkəli/
 cabbage /'kæbɪdʒ/
 carrot /'kærət/
 cauliflower /'kɒlɪfləʊə(r)/
 celery /'seləri/
 courgette (AmE zucchini)
 /kɔ:'ʒet/
 cucumber /'kju:kʌmbə(r)/
 garlic /'gɑ:lik/
 leek /li:k/
 lettuce /'letɪs/
 mushroom /'mʌʃrʊm/
 onion /'ʌnʃən/
 parsnip /'pɑ:snɪp/
 pepper /'pepə(r)/
 potato /pə'teɪtəʊ/
 radish /'rædɪʃ/
 rice /raɪs/
 sweetcorn /'swi:tkɔ:n/
 tomato /tə'mɑ:təʊ/
 turnip /'tɜ:nɪp/

Quantities

bag (of flour) /bæg/
 bottle (of juice / milk) /'bɒtl/
 box (of chocolates) /bɒks/
 can (of lemonade / cola) /kæn/
 carrier bag /'kæriə ,bæg/
 carton (of juice / milk) /'kɑ:tɪn/
 jar (of jam / honey) /dʒɑ:(r)/
 loaf of bread /ləʊf əv 'bred/
 packet (of biscuits / crisps / cereal)
 /'pækit/
 tin of (sardines) /,tɪn əv/
 tub of (margarine) /,tʌb əv/
 (3) kilos (of potatoes) /'ki:ləʊz/
 (200) grams (of cheese) /græmz/
 (half a) litre (of milk) /'li:tə(r)/

Meals

be full /bi 'fʊl/
 be hungry /bi 'hʌŋɡri/
 clear the table /,kliə də 'teɪbl/
 course /kɔ:s/
 eat out /i:t 'aʊt/
 helping /'helpɪŋ/
 lay the table /,leɪ də 'teɪbl/
 meal /mi:l/
 packed lunch /pækt 'lʌntʃ/
 picnic /'pɪknɪk/
 snack /snæk/
 tea /ti:/
 working lunch /wɜ:kɪŋ 'lʌntʃ/

Restaurants

types of restaurants

buffet car /'bʊfeɪ kɑ:(r)/
 canteen /kæn'ti:n/
 café /'kæfeɪ/
 cafeteria /kæfə'tiəriə/
 fast food restaurant /,fɑ:st 'fu:ð
 restɒrnt/
 pub /pʌb/
 self-service restaurant /self'sɜ:vɪs
 ,restɒrnt/
 snack bar /'snæk bɑ:(r)/
 take-away /'teɪkəweɪ/

in a restaurant

beverage (formal) /'bevərɪdʒ/
 bill /bil/
 book a table (AmE reserve a table
 / make a reservation) /,bʊk ə
 'teɪbl/
 main course /,meɪn 'kɔ:s/
 menu /'menju:/
 order (sth) /'ɔ:də(r)/
 self-service /self'sɜ:vɪs/
 service /'sɜ:vɪs/
 service charge /'sɜ:vɪs tʃɑ:dʒ/
 starter /'stɑ:tə(r)/
 table service /'teɪbl sɜ:vɪs/
 tip (formal pl gratuities) /tɪp/
 waiter /'weɪtə(r)/
 waitress /'weɪtrəs/
 wine list /'waɪn list/

Shopping

types of shops

baker's /'beɪkəz/
 bookshop /'bʊkʃɒp/
 butcher's /'bʊtʃəz/
 chain store /'tʃeɪn stɔ:(r)/
 chemist's /'kemɪsts/
 clothes shop /'kləʊðz ʃɒp/
 delicatessen (informal deli)
 /dɪlɪkət'esn/
 department store /dɪ'pɑ:tmənt
 stɔ:(r)/
 designer shop /dɪ'zɑ:mə(r) ʃɒp/
 DIY store /di: aɪ 'waɪ stɔ:(r)/
 fishmonger's /'fɪʃmʌŋɡəz/
 furniture shop /'fɜ:nɪtʃə ʃɒp/
 greengrocer's 'grɪŋgrəʊsəz/
 grocer's /'grəʊsəz/
 market /'mɑ:kɪt/
 newsagent's /'nju:zəɪdʒənts/
 off-licence /'ɒflaɪsəns/

shoe shop /'ʃu: ʃɒp/
 stationer's /'steɪʃənəz/
 supermarket /'su:pəmə:kɪt/
going shopping
 bargain /'bɑ:ɡɪn/
 broken /'brəʊkn/
 browse /braʊz/
 buy in the sale /,baɪ ɪn ðə 'seɪl/
 cash /kæʃ/
 changing room /'tʃeɪndʒɪŋ ru:m/
 checkout /'tʃekəʊt/
 customer /'kʌstəmə(r)/
 discount /'dɪskaʊnt/
 exchange (sth for sth) /ɪks'tʃeɪndʒ/
 fit (verb) /fɪt/
 fitting room /'fɪtɪŋ ru:m/
 free (of charge) /fri:/
 get money back /,get mʌni 'bæk/
 get a refund /,get ə 'rɪfʌnd/
 go shopping /gəʊ 'ʃɒpɪŋ/
 have (sth) in stock /,hæv ɪn 'stɒk/
 look for (sth) /'lʊk fə(r)/
 match /mætʃ/
out of stock /aʊt əv 'stɒk/
 pay (cash / by credit card / by cheque) /peɪ/
 reduced /rɪ'dju:st/
 return (goods to the shop) /rɪ'tɜ:n/
 sale /seɪl/
 shop assistant /'ʃɒp ə'sɪstənt/
 size (I'm a size 12. / It's the right size.) /saɪz/
 special offer /,speʃl 'ɒfə(r)/
 suit (verb) /su:t/
 supermarket trolley /,su:pəmə:kɪt 'trɒli/
 till /tɪl/
 too (small / tight / loose) /tu:/
 try on (clothes) /traɪ 'ɒn/
 work /wɜ:k/

Advertising

advertise /'ædvətaɪz/
 advert(isement) (informal ad) /'ædvɜ:t/
 billboard /'bɪlbɔ:d/
 brochure /'brɔ:ʃə(r)/
 (advertising / marketing) **campaign** /kæm'peɪn/
 (radio / TV) **commercial** /kə'mɜ:ʃl/
hoarding /'hɔ:dɪŋ/
 leaflet /'li:flet/
 market research /,mɑ:kɪt rɪ'sɜ:tʃ/
 place / put an advertisement (in a magazine / a newspaper) /pleɪs / ,pʊt ən əd'vɜ:tɪsmənt/
 poster /'pəʊstə(r)/
 publicity /pʌb'lɪsəti/
 slogan /'sləʊɡən/

Banking and insurance

(bank) account /ə'kaʊnt/
account holder /ə'kaʊnt ,həʊldə(r)/
 apply (for a loan) /ə'plai/
 ATM (Automatic Teller Machine) /eɪ ti:'em/

cash machine /'kæʃ mə:ʃɪn/
 cheque book /'tʃek bʊk/
current account /'kʌrənt ə'kaʊnt/
 credit card holder /'kredɪt kɑ:d ,həʊldə(r)/
 debit card /'deɪt kɑ:d/
grant (a loan) /grɑ:nt/
 insurance /ɪn'sʊərəns/
 insured /ɪn'ʃʊəd/
 invest (in stock / shares / bonds) /ɪn'vest/
investment portfolio /ɪn'vestmənt ,pɔ:t'fəʊliəʊ/
 loan /ləʊn/
money transfer /'mʌni trænʃɜ:(r)/
mortgage /'mɔ:ɡɪdʒ/
 pay interest /peɪ 'ɪntrəst/
 pay off (debt / a loan) /peɪ 'ɒf/
 (insurance) **premium** /'pri:mɪəm/
savings account /'seɪvɪŋz ə'kaʊnt/
stockbroker /'stɒkbrəʊkə(r)/
stock market investor /,stɒk mɑ:kɪt ɪn'vestə(r)/
 withdraw money /,wɪðdrə: 'mʌni/

4 Home

Types of housing

bedsitter (informal bedsit) /bedsɪtə(r)/
block of flats (AmE apartment block) /,blɒk əv 'flæts/
 bungalow /'bʌŋɡələʊ/
 cottage /'kɒtɪdʒ/
 detached house /dɪ,tætʃt 'haʊs/
 farmhouse /'fɑ:mhaʊs/
 flat (AmE apartment) /flæt/
penthouse /'penthaʊs/
 semi-detached house (AmE duplex) /semɪdɪ,tætʃt 'haʊs/
 skyscraper /'skaɪskreɪpə(r)/
 terraced house (AmE town house) /,terəst 'haʊs/
 tower block /'taʊə blɒk/

Size and condition

cramped /kræmpt/
 (fully) equipped /'kwi:pɪt/
 (fully) furnished /'fɜ:nɪʃt/
 in (good / bad) condition /ɪn kən'dɪʃn/
 part-furnished /'pɑ:tfɜ:nɪʃt/
 roomy /'ru:mi/
 run-down /rʌn'daʊn/
 spacious /'speɪʃəs/
 tiny /'taɪni/
 unfurnished /ʌn'fɜ:nɪʃt/
 well maintained /wel meɪn'teɪnd/
with all modern conveniences (informal mod cons) /wɪð ,ɔ:l mɒdn kən'vi:nɪənsɪz/

Location

capital (city) /'kæpɪtl/
 city /'sɪti/
 countryside /'kʌntrɪsaɪd/
 (the) country /'kʌntri/

county /'kaʊnti/
 district /'dɪstrɪkt/
 farmland /'fɑ:mlənd/
 hamlet /'hæmlət/
 home town /həʊm 'taʊn/
 industrial zone /ɪn'dʌstriəl zəʊn/
 inhabitant /ɪn'hæbɪtənt/
 in the country (next-door) neighbour /,ɪn ðə 'kʌntri 'neɪbə(r)/
 neighbourhood /'neɪbəhəd/
 old town /'əʊld taʊn/
 outskirts /'aʊtskɜ:ts/
 provincial /'prə'vɪnʃl/
 remote /rɪ'məʊt/
 (holiday) resort /rɪ'zɔ:t/
 rural /'rʊərəl/
 slums (pl) /slʌmz/
 suburbs (pl) /'sʌbɜ:bz/
 town /taʊn/
 urban /'ɜ:bən/
 village /'vɪlɪdʒ/

In the house

attic /'ætɪk/
 balcony /'bælkəni/
 basement /'beɪsmənt/
 cellar /'selə(r)/
 chimney /'tʃɪmni/
 downstairs /daʊn'steəz/
 drain pipe /'dreɪn paɪp/
 drive /draɪv/
 fence /fens/
 floor /flɔ:(r)/
 flowerbed /'flaʊəbed/
 garage /'gærɑ:ʒ/
 (front / back) garden /'gɑ:dn/
 gate /geɪt/
 lawn /ləʊn/
 letter box /'letə bɒks/
 loft /lɒft/
 roof /ru:f/
 staircase /'steəkeɪs/
 stairs /steəz/
 upstairs /ʌp'steəz/
 wall /wɔ:l/
 (front / back) yard (AmE) /jɑ:d/

equipment / decoration

blind /blaɪnd/
 carpet /'kɑ:pɪt/
 ceiling /'si:lɪŋ/
 central heating /,sentrəl 'hɪtɪŋ/
 curtain /'kɜ:tn/
 floor /flɔ:(r)/
 lamp /læmp/
 light bulb /'laɪt bʌlb/
 net curtain /,net 'kɜ:tn/
 radiator /'reɪdɪeɪtə(r)/
 window sill /'wɪndəʊ sɪl/
 bathroom
 bath (tub) /bɑ:θ/
 laundry basket /'lə:ndri bɑ:skɪt/
 mirror /'mɪrə(r)/
 plughole /'plʌghəʊl/
 razor /'reɪzə(r)/
 (electric) shaver /'ʃeɪvə(r)/
 soap /səʊp/
 shampoo /ʃæm'pu:/

shaver point /'ʃeɪvə pɔɪnt/
shower /'ʃaʊə(r)/
sponge /spʌndʒ/
tap /tæp/
tiles (pl) /taɪlz/
toilet /'tɔɪlət/
toothbrush /'tuθbrʌʃ/
towel rail /'taʊl reɪl/
washbasin /'wɒʃbeɪsɪn/

bedroom

bed /bed/
bedside table /,bedsaɪd 'teɪbl/
blanket /'blæŋkɪt/
bookshelf /'bʊk ʃelf/
chair /tʃeə(r)/
chest of drawers /,tʃest əv 'drɔːz/
dressing table /'dresɪŋ teɪbl/
duvet /'duːvet/
lamp /læmp/
pillow /'pɪləʊ/
rug /rʌɡ/
sheet /ʃiːt/
wardrobe /'wɔːdrəʊb/

sitting-room / living-room

armchair /'ɑːmtʃeə(r)/
bookcase /'bʊkkeɪs/
CD / DVD player /sɪː 'diː / diː viː
'diː pleɪə(r)/
chair /tʃeə(r)/
coffee table /'kɒfi teɪbl/
cushion /'kʊʃn/
fireplace /'faɪəpleɪs/
furniture /'fɜːnɪtʃə(r)/
rug /rʌɡ/
settee /se'tiː/
sofa (AmE couch) /'səʊfə/
stereo /'sterɪəʊ/
television set /'teləvɪʒn set/
VCR (video cassette recorder)
/viː siː 'ɑː(r)/
wallpaper /'wɔːlpeɪpə(r)/

kitchen

cooker /'kʊkə(r)/
cupboard /'kʌbəd/
dishwasher /'dɪʃwɒʃə(r)/
draining board /'dreɪnɪŋ bɔːd/
freezer /'friːzə(r)/
fridge /frɪdʒ/
kitchen table /kɪtʃɪn 'teɪbl/
microwave (oven) /'maɪkrəweɪv/
oven /'ʌvən/
refrigerator /rɪ'frɪdʒəreɪtə(r)/
running water /,rʌnɪŋ 'wɔːtə(r)/
sink /sɪŋk/
washing machine /'wɒʃɪŋ
məʃiːn/

hall

back door /bæk 'dɔː(r)/
coat hook /'kəʊt hʊk/
doorbell /'dɔːbel/
doormat /'dɔːmæt/
front door /frʌnt 'dɔː(r)/

Looking after a house

broom /bruːm/
change a lightbulb /,tʃeɪndʒ ə
'laɪtbʌlb/
decorate /'dekəreɪt/
DIY (do-it-yourself) /diː aɪ 'waɪ/

do housework /duː 'haʊswɜːk/
do up (a house, room) (informal)
/duː 'ʌp/
dustpan /'dʌspæn/
fix /fɪks/
install /ɪn'stɔːl/
leak /liːk/
maintenance /'meɪntənəns/

mend /mend/
mop (the floor) /mɒp/
paint /peɪnt/
put (sth) in /pʊt 'ɪn/
redecorate /rɪː'dekəreɪt/
repair /rɪ'peə(r)/
tile (verb) /taɪl/
vacuum cleaner /'vækjuəm kliːnə(r)/

Leaving and returning to your house

(be) at home /ət 'həʊm/
be in /bi 'ɪn/
commute (to work, school)
/kə'mjuːt/
feel homesick /fiːl 'həʊmsɪk/
get home /get 'həʊm/
go home /gəʊ 'həʊm/
go out /gəʊ 'aʊt/
lock (up) /lɒk/
move house /muːv 'haʊs/
move in /muːv 'ɪn/
move out /muːv 'aʊt/
stay in /steɪ 'ɪn/

Renting and buying / selling a home

accommodation /əkə'mə'deɪʃn/
(electricity / gas / telephone / utility)
bill /bɪl/
council tax (UK) /'kaʊnsl tæks/
deposit /dɪ'pɒzɪt/
estate agent (AmE realtor) /rɪ'steɪ
eɪdʒənt/
flatmate (AmE roommate)
'flætmeɪt/
for sale /fə 'seɪl/
furnished /'fɜːnɪʃt/
inclusive /ɪn'klʊːsɪv/
interest rate /'ɪntrəst reɪt/
landlady /'lændleɪdi/
landlord /'lændləd/
let (a flat / a house) (AmE rent out)
/let/
lodger /'lɒdʒə(r)/
lodgings /'lɒdʒɪŋz/
pay the rent /,peɪ də 'rent/
p.c.m. (per calendar month) /piː siː
'em/
p.m. (per month) /piː 'em/
p.w. (per week) /piː 'dʌbl juː/
property (AmE real estate) /'prɒpəti/
rent /rent/
share (a room, flat) /ʃeə(r)/
show (sb) round the house /,ʃəʊ
raʊnd də 'haʊs/
sign (a lease / a contract) /saɪn/
take out a mortgage /,teɪk aʊt ə
'mɔːɡɪdʒ/
tenant /'tenənt/

to let (AmE to rent) /tu 'let/
unfurnished /ʌn'fɜːnɪʃt/
viewing /'vjuːɪŋ/

5 Nature

Weather

general impression

awful /'ɔːfl/
bad /bæd/
beautiful /'bjuːtɪfl/
blue /bluː/
boiling (informal) /'bɔɪlɪŋ/
chilly /'tʃɪli/
clear sky /kliə 'skaɪ/
close /kləʊs/
cloudy /'klaʊdi/
cold /kəʊld/
drought /draʊt/
dry spell /'draɪ spel/
dull /dʌl/
fine /faɪn/
fog /fɒɡ/
foggy /'fɒɡi/
gorgeous /'gɔːdʒəs/
heat /hiːt/
heatwave /'hiːtweɪv/
horrible /'hɒrəbl/
hot /hɒt/
humid /'hjuːmɪd/
humidity /'hjuː'mɪdəti/
lovely /'lʌvli/
mist /mɪst/
misty /'mɪsti/
nice /naɪs/
overcast /'əʊvəkɑːst/
scorching /'skɔːtʃɪŋ/
sunny /'sʌni/
terrible /'terɪbl/
warm /wɔːm/
rainy / wet
be soaked /bi 'səʊkt/
dew /djuː/
drizzle /'drɪzl/
flood /flʌd/
hail /heɪl/
hailstone /'heɪlstəʊn/
lightning /'laɪtnɪŋ/
puddle /'pʌdl/
pour down /'pɔː daʊn/
(heavy / light) rain /rem/
raindrop /'reɪndrɒp/
rainfall /'reɪmfɔːl/
rainy /'reɪni/
shower /'ʃaʊə(r)/
showery /'ʃəʊəri/
soaking wet /,səʊkɪŋ 'wet/
storm /stɔːm/
thunder /'θʌndə(r)/
wet /wet/
windy
blow /bləʊ/
breeze /brɪz/
gale /geɪl/
gale force wind /geɪl fɔːs 'wɪnd/
hurricane /'hʌrɪkən/
still /stɪl/
tornado /tɔː'neɪdəʊ/

windy /'wɪndi/
snowy
avalanche /'ævələntʃ/
blizzard /'blɪzəd/
freeze /'fri:z/
freezing /'fri:zɪŋ/
freezing cold (informal) /'fri:zɪŋ
'kəʊld/
frost /frɒst/
frosty /'frɒsti/
ice /aɪs/
icy /'aɪsi/
melt /melt/
sleet /sli:t/
slippery /'slɪpəri/
thaw /θɔ:/

weather forecast

above zero /ə,bʌv 'ziərəʊ/
below zero /bi,ləʊ 'ziərəʊ/
changeable /'tʃeɪndʒəbl/
clear up /'kliə(r) 'ʌp/
degrees (Centigrade = Celsius /
Fahrenheit) /di'grɪz/
(warm / cold weather) front
/frʌnt/
meteorology /mi:tɪə'rɒlədʒi/
meteorologist /mi:tɪə'rɒlədʒɪst/
pressure /'preʃə(r)/
temperature /'temprətʃə(r)/
thermometer /θə'mɒmɪtə(r)/
unsettled /ʌn'setld/
weather forecast /'weðə fɔ:kəst/
weather map /'weðə mæp/
weather report /'weðə ri:pɔ:t/

climate

autumn (AmE fall) /'ɔ:təm/
climate /'klaɪmət/
harsh (climate) /hɑ:ʃ/
hot /hɒt/
warm /wɔ:m/
cold /kəʊld/
cool /ku:l/
dry /draɪ/
wet /wet/
Indian summer //ɪndiən 'sʌmə(r)/
mild /maɪld/
moderate climate /mɒdərət
'klaɪmət/
season /'si:zn/
spring /sprɪŋ/
summer /'sʌmə(r)/
winter /'wɪntə(r)/

Plants

branch /brɑ:ntʃ/
bush /buʃ/
fertiliser /'fɜ:tɪlaɪzə(r)/
flower /'flaʊə(r)/
fruit /fru:t/
fungus (pl fungi) /'fʌŋɡəs/
garden /'gɑ:dn/
grass /grɑ:s/
greenhouse /'gri:nhaʊs/
grow plants /grəʊ 'plɑ:nts/
leaf (pl leaves) /li:f/
moss /mɒs/
pesticide /'pestɪsaɪd/
petal /'petl/
pot plant /'pɒt plɑ:nt/

prune (verb) /'pru:n/
root /ru:t/
seed /si:d/
soil /sɔɪl/
sow /səʊ/
stem /stem/
thorn /θɔ:n/
tree /tri:/
trunk /trʌŋk/
vegetable /'vedʒtəbl/
water (the plants) (verb) /'wɔ:tə(r)/
weed /wi:d/
weedkiller /'wi:dkɪlə(r)/
wildlife /'waɪldlaɪf/

Animals

bird /bɜ:d/
breed /bri:d/
carnivore /'kɑ:nɪvɔ:(r)/
domestic animal /də,mestɪk
'æniməl/
extinct /ɪk'stɪŋkt/
extinction /ɪk'stɪŋkʃn/
farm animal /'fɑ:m æniməl/
feed on /'fi:d ɒn/
fish /fɪʃ/
herbivore /'hɜ:bɪvɔ:(r)/
herd /hɜ:d/
insect /'ɪnsekt/
mammal /'mæml/
predator /'predətə(r)/
prey /preɪ/
reptile /'reptɪl/
species (singular) /'spi:ʃɪz/

Pets

bark (verb) /bɑ:k/
bat /bæt/
bowl /bəʊl/
cage /keɪdʒ/
canary /kə'neəri/
cat flap /'kæt flæp/
claw /klo:z/
coat /kəʊt/
collar /'kɒlə(r)/
(cat / dog / fish) food /fu:d/
fur /fɜ:(r)/
goldfish /'gəʊldfɪʃ/
guinea pig /'gmi pɪg/
hamster /'hæmstə(r)/
house-trained /'həʊstreɪnd/
keep (a pet) /ki:p/
kennel /'kenl/
kitten /'kɪtn/
lead /li:d/
leash /li:ʃ/
look after /lʊk 'ɑ:ftə(r)/
muzzle /'mʌzl/
paw /pɔ:/
pedigree /'pedɪgri:/
pet shop /'pet ʃɒp/
puppy /'pʌpi/
purr /pɜ:(r)/
rabbit /'ræbɪt/
rat /ræt/
snake /sneɪk/
stroke (verb) /strəʊk/
turtle /'tɜ:tl/
vet (veterinary surgeon) /vet/

wag (a tail) /wæg/
whine /waɪn/

Environment

environmental damage

acid rain /æsɪd 'reɪn/
(bush / forest) fire /'faɪə(r)/
become extinct /bi,kʌm ɪk'stɪŋkt/
burn rubbish /,bɜ:n 'rʌbɪʃ/
car exhaust fumes /,kɑ:(r)
ɪg'zɔ:st fju:mz/
carbon dioxide /,kɑ:bn
dɑ:'bɒksaɪd/
deforestation /'di:fɒrɪs,tetʃn/
destroy /drɪ'strɔɪ/
die out /daɪ 'aʊt/
drought /draʊt/
earthquake /'ɜ:θkweɪk/
eco-friendly /i:kəʊ'frendli/
environmentally friendly
/ɪnvaɪrən,mentəli 'frendli/
flood /flʌd/
global warming /,gləʊbl
'wɑ:mɪŋ/
greenhouse effect /'grɪnhaʊs
ɪ,fekt/
holes in the ozone layer /,həʊlz
ɪn ði 'əʊzəʊn leɪə(r)/
landfill /'lændfɪl/
lead /li:d/
leak /li:k/
natural disaster /,nætʃrəl
drɪ'zɑ:stə(r)/
natural habitat /,nætʃrəl
'hæbɪtæt/
oil spill /'ɔɪl spɪl/
ozone hole /'əʊzəʊn həʊl/
pesticides /'pestɪsaɪdɪz/
polluted /pə'lju:tɪd/
pollution /pə'lju:ʃn/
smog /smɒg/
green living
alternative (sources of energy)
/ɔ:l'tɜ:nətɪv/
biodegradable /baɪəʊdɪ'greɪdəbl/
disposable /dɪs'pəʊzəbl/
energy-saving /'enədʒɪseɪvɪŋ/
organic /ɔ:'gænik/
organic fertilisers /ɔ:'gænik
'fɜ:tɪlaɪzəz/
ozone-friendly /'əʊzəʊn,frendli/
recycle /ri:'saɪkl/
recycled /ri:'saɪkld/
recycling /ri:'saɪklɪŋ/
returnable /rɪ'tɜ:nəbl/
reuse (verb) /ri:'ju:z/
selective recycling /sə,lektɪv
ri:'saɪklɪŋ/
solar (energy / power) /'səʊlə(r)/
solar panel /'səʊlə ,pænl/
sort rubbish /,sɔ:t 'rʌbɪʃ/
unleaded petrol /ʌn,ledɪd 'petrəl/
water power /'wɔ:tə paʊə(r)/
wind power /'wɪnd paʊə(r)/
wind turbine /'wɪnd tɜ:bam

6 School

Types of schools

boarding /'bɔːdɪŋ/
co-educational (*informal* co-ed) /'kəʊədʒu'keɪʃənəl/
college /'kɒlɪdʒ/
comprehensive /'kɒmpri'hensɪv/
elementary /'elɪ'mentri/
grammar school /'græmə sku:l/
independent /'mɪndɪ'pendənt/
mixed /'mɪkst/
primary /'praɪməri/
private /'praɪvət/
public school (*BrE*) /'pʌblɪk sku:l/
secondary school (*AmE* high school) /'sekəndri sku:l/
single-sex /'sɪŋgl seks/
state school (*AmE* public school) /'steɪt sku:l/
technical /'teknɪkl/
university /'juːnɪ'vɜːsəti/
vocational /'vəʊ'keɪʃənəl/

People in a school

classmate /'klɑːsmet/
(personal) tutor /'tjuːtə(r)/
college student /'kɒlɪdʒ stjuːdnt/
deputy head (*master*) (*AmE* assistant principal) /,depju'ti 'hed/
examiner /'ɪg'zæmɪnə(r)/
headmaster (*AmE* principal) /'hed'mɑːstə(r)/
lecturer /'lektʃərə(r)/
pupil /'pjʊːpl/
schoolboy /'skuːlbɔɪ/
schoolgirl /'skuːlgɜːl/
schoolmate /'skuːlmət/
student /'stjuːdnt/
teacher /'ti:tʃə(r)/
teaching staff /'ti:tʃɪŋ stɑːf/
university student /'juːnɪ'vɜːsəti stjuːdnt/

School building

blackboard /'blækbɔːd/
board pen /'bɔːd pen/
board rubber /'bɔːd rʌbə(r)/
canteen /'kæn'tiːn/
chalk /'tʃɔːk/
classroom /'klɑːsrʊm/
computer lab /'kəm'pjʊːtə ,læb/
desk /'desk/
gym (*gymnasium*) /'dʒɪm/
hall /'hɔːl/
headmaster's office /,hedmɑːstəz 'ɒfɪs/
IT / ICT unit / suite /'aɪ 'tiː / aɪ sɪː 'tiː juːnɪt / swɪt/
laboratory (*informal* lab) /'lə'bɒrətəri/
language lab /'læŋgwɪdʒ læb/
library /'laɪbrəri/
locker /'lɒkə(r)/
office /'ɒfɪs/
playground /'pleɪgraʊnd/
science lab /'saɪəns læb/
sports field /'spɔːts fiːld/

staff room /'stɑːf ru:m/
whiteboard /'waɪtbɔːd/

Going to / leaving / finishing school

absence /'æbsəns/
attend (*school / classes / a course*) /'ətend/
attendance /'ətendəns/
be absent /'bi 'æbsənt/
be excluded (*from school*) /'bi ɪk'skluːdɪd/
be expelled (*from school*) /'bi ɪk'speld/
be present /'bi 'preznt/
drop out (*from a course / from school*) /'drɒp 'aʊt/
expulsion /'ɪk'spʌljən/
get / obtain . . . /'get / əb'tem/
a certificate /'ə sə'tɪfɪkət/
a degree /'ə dɪ'ɡriː/
a diploma /'ə dɪ'plɒmə/
get into university /,get ɪntə juːnɪ'vɜːsəti/
go to school /,gəʊ tə 'skuːl/
graduate (*from a university*) /'grædʒuət/

leave school /'liːv 'skuːl/
play truant /'pleɪ 'truːənt/
register /'redʒɪstə(r)/
school leaver /'skuːl liːvə(r)/
skip classes /'skɪp 'klɑːsɪz/
truancy /'truːənsɪ/

Studying at school

be at a class / lesson /'bi ət ə 'klɑːs / lesn/
be in class /'bi ɪn 'klɑːs/
copybook /'kɒpɪbʊk/
coursebook /'kɔːsbʊk/
exercise-book /'eksəsaɪz bʊk/
deadline /'dedlaɪn/
do . . . /'duː/
an exercise /'ən 'eksəsaɪz/
a task /'ə 'tɑːsk/
an activity /'ən æk'tɪvəti/
one's best /'wʌnz 'best/
project work /'prɒdʒekt wɜːk/
homework /'həʊmwɜːk/
extra lessons /'ekstrə 'lesnz/
folder /'fəʊldə(r)/
(do / get / give / set / hand in)
homework /'həʊmwɜːk/
learn (*sth / about sth*) /'lɜːn/
learn by heart /'lɜːn baɪ 'hɑːt/
make . . . /'meɪk/
mistakes /'mɪs'teɪks/
notes /'nəʊts/
a presentation /'ə preznt'eɪʃn/
progress /'prɒɡres/
marks /'mɑːks/
memorise /'meməraɪz/
notebook /'nəʊtbʊk/
participate /'pɑː'tɪsɪpət/
report /'rɪ'pɔːt/
school trip /'skuːl 'trɪp/
set books /'set 'bʊks/
solve a problem /,sɒlv ə 'prɒbləm/

study hard /,'stʌdi 'hɑːd/
take a break /,'teɪk ə 'breɪk/
take part /'teɪk 'pɑːt/
textbook /'tekstbʊk/
workbook /'wɜːkbʊk/

School year

break /'breɪk/
(summer / winter / Christmas / Easter) break /'breɪk/
class /'klɑːs/
free period (*AmE*) /'friː 'pɪəriəd/
holidays (*AmE* vacation) /'hɒlɪdeɪz/
lesson (*AmE* period) /'lesn/
lunch break /'lʌntʃ breɪk/
recess (*AmE*) /'riːses/
semester (*AmE*) /'sə'mestə(r)/
term /'tɜːm/
timetable (*AmE* schedule) /'tɪmteɪbl/
the bell goes at (*3 o'clock*) /'ðə 'bel gəʊz ət/
school breaks up on (*14 July*) /'skuːl breɪks ʌp ɒn/

Examinations

assess /'ə'ses/
assessment /'ə'sesmənt/
cheat (*in an exam*) /'tʃiːt/
(exam results) come out /'kʌm 'aʊt/
do (*an exam*) /'duː/
do (*well / badly*) **in an exam** /'duː ɪn ən ɪg'zæm/
entrance exam /'entrəns ɪg'zæm/
evaluate /'ɪvæljuːt/
exam (*ination*) /'ɪg'zæm/
exam paper /'ɪg'zæm peɪpə(r)/
fail /'feɪl/
give a test /'gɪv ə 'test/
get the results (*of a test / exam*) /,get ðə rɪ'zʌltz /
grade /'ɡreɪd/
mark (*AmE* grade) (*verb*) /'mɑːk/
mark (*noun*) /'mɑːk/
mock exam /'mɒk ɪg'zæm/
pass /'pɑːs/
prepare for /'prɪ'peə fə(r)/
re-sit (*an exam*) /'riː'sɪt/
retake (*an exam*) /'riː'teɪk/
revise (*for an exam*) /'rɪ'vaɪz/
school-leaving exam /'skuːl'liːvɪŋ ɪg'zæm/
score /'skɔː(r)/
sit (*an exam*) /'sɪt/
study (*for a test / exam*) /'stʌdi/
take (*an exam*) /'teɪk/

School subjects

Art /'ɑːt/
Biology /'baɪ'ɒlədʒi/
Business Studies /'bɪznɪs stʌdɪz/
Chemistry /'kemɪstri/
Computer Studies (*IT, Information Technology*) /'kəm'pjʊːtə stʌdɪz/
compulsory /'kəm'pʌlsəri/
curriculum /'kʌ'rɪkjʊləm/
extra-curricular activities /'ekstrəkʌ'rɪkjʊlə æk'tɪvɪtɪz/

foreign languages /'fɒrən
 'læŋgwɪdʒɪz/
Geography /'dʒɪ'ɒɡrəfi/
Grammar (Linguistics) /'græmə(r)/
Humanities /'hju:'mænɪtɪz/
History /'hɪstəri/
Literature /'lɪtrətʃə(r)/
Mathematics (Maths)
 /'mæθə'mætɪks/
Music /'mju:zɪk/
optional /'ɒpʃənl/
Physical Education (PE) /'fɪzɪkl
 ɛdʒu'keɪʃn/
Physics /'fɪzɪks/
Religious (and Moral) Education
 /'rɪ,lɪdʒəs ɛdʒu'keɪʃn/
Sciences /'saɪənsɪz/

Teachers and students

active /'æktɪv/
ambitious /'æm'bɪʃəs/
attentive /'ə'tentɪv/
conscientious /'kɒnʃɪ'entʃəs/
co-operative /'kəʊ'ɒprətɪv/
creative /'kri'eɪtɪv/
fair /'feə(r)/
gifted /'ɡɪftɪd/
hard-working /'hɑ:dwɜ:kɪŋ/
impatient /'ɪm'peɪjnt/
lazy /'leɪzi/
motivated /'məʊtɪveɪtɪd/
motivating /'məʊtɪveɪtɪŋ/
passive /'pæsɪv/
patient /'peɪjnt/
professional /'prə'feʃnl/
punctual /'pʌŋktʃuəl/
sloppy /'slɒpi/
systematic /'sɪstə'mætɪk/
talented /'tæləntɪd/
unfair /'ʌn'feə(r)/

7 Work

Types of work

blue-collar worker /,blu:kɒlə
 'wɜ:kə(r)/
career /kə'riə(r)/
duty /'dju:ti/
employ (sb) /ɪm'plɔɪ/
employee /ɪm'plɔɪ'i:/
employer /ɪm'plɔɪə(r)/
employment /ɪm'plɔɪmənt/
freelancer /'fri:lɑ:nsə(r)/
full-time job /fʊltaɪm 'dʒɒb/
hard work /hɑ:d 'wɜ:k/
job /dʒɒb/
manual work /'mænjuəl wɜ:k/
occupation /ɒkju'peɪʃn/
odd jobs /'ɒd ,dʒɒbz/
part-time job /pɑ:t,tɑɪm 'dʒɒb/
permanent job /,pɜ:mənənt 'dʒɒb/
physical work /'fɪzɪkl 'wɜ:k/
profession /prə'feʃn/
professional (noun) /prə'feʃnl/
self-employed /selfɪm'plɔɪd/
skilled work /skɪld 'wɜ:k/
temporary job /'tempərɪ ,dʒɒb/
unskilled work /ʌn'skɪld ,wɜ:k/

well-paid job /wel,pəɪd 'dʒɒb/
white-collar worker /,waɪtkɒlə(r)
 'wɜ:kə(r)/
work /wɜ:k/
work for (sb) /'wɜ:k fə(r)/
work freelance /,wɜ:k 'fri:lɑ:ns/
work from home /,wɜ:k frəm
 'həʊm/

At work

assist /ə'sɪst/
be in charge (of sth / sb) /bi ɪn
 'tʃɑ:dʒ/
benefits /'benəfɪts/
be on call /bi ɒn 'kɔ:l/
be responsible (for sth / sb) /bi
 rɪs'pɒnsəbl/
bonus /'bɒnəs/
busy /'bɪzi/
clock off (informal) /klɒk 'ɒf/
clock on (informal) /klɒk 'ɒn/
concentrate (on sth) /'kɒnsəntreɪt/
deadline /'dedlaɪn/
do a job /du: ə 'dʒɒb/
earn one's living (as) /,ɜ:n wʌnz
 'lɪvɪŋ/
earnings (pl) /'ɜ:nɪŋz/
fee /fi:/
fill in (for sb) /fɪl 'ɪn/
get a pay rise / a raise /get ə 'peɪ
 raɪz / ə 'reɪz/
get promoted /get prə'məʊtɪd/
give (sb) **a hand** /,ɡɪv ə 'hænd/
income /'ɪnkʌm/
make a loss /meɪk ə 'lɒs/
make a profit /meɪk ə 'prɒfɪt/
manage /'mænɪdʒ/
management /'mænɪdʒmənt/
maternity cover /mə'tɜ:ni'ti ,kʌvə(r)/
off duty /ɒf 'dju:ti/
on duty /ɒn 'dju:ti/
 (work / do) **overtime** /'əʊvetɑɪm/
overworked /əʊvə'wɜ:kt/
pay /peɪ/
payment /'peɪmənt/
pay rise /'peɪ raɪz/
perks (pl) /pɜ:kz/
raise (noun) /reɪz/
run (a company) /rʌn/
salary /'sæləri/
slow down /sləʊ 'daʊn/
stand in (for sb) /stænd 'ɪn/
take things easy /teɪk θɪŋgz 'i:zi/
take over (from sb) /teɪk 'əʊvə(r)/
teamwork /'ti:mwɜ:k/
wages /'weɪdʒɪz/
work long hours /,wɜ:k lɒŋ 'aʊəz/

Not working

be made redundant /bi ,meɪd
 rɪ'dʌndənt/
be on the dole (informal) /bi ɒn ðə
 'dəʊl/
dismiss (formal) /dɪs'mɪs/
fire (sb) (informal) /'faɪə(r)/
give (sb) **the sack** (informal) /ɡɪv ðə
 'sæk/
give up (AmE quit) **work** /ɡɪv ʌp
 'wɜ:k/

go on strike /gəʊ ɒn 'straɪk/
jobless /'dʒɒbləs/
job seeker (BrE) /'dʒɒb sɪ:kə(r)/
knock off (informal) /nɒk 'ɒf/
let (sb) **go** (informal) /let 'gəʊ/
make (sb) **redundant** /meɪk
 rɪ'dʌndənt/
on holiday /ɒn 'hɒlədeɪ/
out of work /aʊt əv 'wɜ:k/
pension /'penʃən/
pensioner /'penʃənə(r)/
receive (state) **benefits** /rɪ,sɪ:v
 'benəfɪts/
resign /rɪ'zɑɪn/
retire /rɪ'taɪə(r)/
retirement /rɪ'taɪəmənt/
sabbatical /sə'bætɪkl/
sack (sb) (informal) /sæk/
sick leave /'sɪk li:v/
take a day off /,teɪk ə deɪ 'ɒf/
take time off /teɪk taɪm 'ɒf/
take a leave /teɪk 'li:v/
unemployed
 (high / low) **unemployment**
 /ʌnɪm'plɔɪd
 /ʌnɪm'plɔɪmənt/
unemployment benefit
 /ʌnɪm'plɔɪmənt ,benəfɪt/

Looking for a job

applicant /'æplɪkənt/
application form /æplɪ'keɪʃn fɔ:m/
apply for a job /ə,plɑɪ fə(r) ə 'dʒɒb/
CV (curriculum vitae) /sɪ: 'vi:
 ɛn'kləʊz (a CV) /ɪn'kləʊz/
experience /ɪk'spɪəriəns/
fill in (a form) /fɪl 'ɪn/
Human Resources (HR) /,hju:mən
 rɪ'zɔ:sɪz/
interview (noun) /'ɪntəvjʊ:
 /
interview (verb) /'ɪntəvjʊ:
 /
job advert(isement) /'dʒɒb ædvɜ:t/
job application /'dʒɒb æplɪ,keɪʃn/
job centre /'dʒɒb sentə(r)/
look for (a job) /'lʊk fə(r)/
personnel /pɜ:snə'nel/
position /pə'zɪʃn/
post /pəʊst/
qualifications /kwɒlɪfɪ'keɪʃnz/
recruitment /rɪ'kru:tmənt/
references /'refrənsɪz/
starting salary /'stɑ:tɪŋ ,sæləri/
vacancy /'veɪkənsɪ/
working conditions /'wɜ:kɪŋ
 kən,dɪʃnz/

People at work

assistant /ə'sɪstənt/
boss /bɒs/
colleague /'kɒli:g/
employee /ɪm'plɔɪ'i:/
employer /ɪm'plɔɪə(r)/
line manager /'laɪn mænɪdʒə(r)/
manager /'mænɪdʒə(r)/
staff /stɑ:f/
team /ti:m/
worker (e.g. in a factory) /'wɜ:kə(r)/

Jobs

academic /ækə'demɪk/
accountant /ə'kaʊntənt/
actor /'æktə(r)/
actress /'æktɹəs/
artist /'ɑ:tɪst/
au pair /əʊ 'peə(r)/
babysitter /'beɪbɪsɪtə(r)/
barber /'bɑ:bə(r)/
barrister (*AmE* attorney) /'bærɪstə(r)/
beautician /'bjʊ:'tɪʃn/
businessman /'bɪznɪsmən/
businesswoman /'bɪznɪswʊmən/
car mechanic /'kɑ:mə,kænik/
carpenter /'kɑ:pɪntə(r)/
cashier /kæ'ʃɪə(r)/
chef /ʃef/
chemist /'kemɪst/
computer programmer /kəm,pju:tə 'prəʊgræmə(r)/
conductor /kən'dʌktə(r)/
consultant /kən'sʌltənt/
cook /kʊk/
dentist /'dentɪst/
(film) **director** /dar'rektə(r)/
doctor /'dɒktə(r)/
dress maker /'dres meɪkə(r)/
(bus / lorry / taxi / *AmE* cab) **driver** /'draɪvə(r)/
driving instructor /'draɪvɪŋ m,straɪktə(r)/
economist /'i:kənəmɪst/
electrician /elə'ktrɪʃn/
engineer /endʒɪ'nɪə(r)/
estate agent /'ɪsteɪt eɪdʒənt/
executive /ɪg'zekjʊtɪv/
factory worker /'fæktəri wɜ:kə(r)/
farmer /'fɑ:mə(r)/
firefighter /'faɪəfaɪtə(r)/
flight attendant /'flaɪt ə,tendənt/
hairstylist /'heədresə(r)/
housewife /'haʊswaɪf/
interior decorator /ɪn,tɪəriə 'dekəreɪtə(r)/
interpreter /ɪn'tɜ:pɪtə(r)/
journalist /'dʒɜ:nəlɪst/
lawyer /'lɔ:ɪə(r)/
lecturer /'lektʃərə(r)/
librarian /laɪ'breəriən/
manager /'mænɪdʒə(r)/
miner /'mama(r)/
musician /mju:'zɪʃn/
nurse /nɜ:s/
(portrait) **painter** /'peɪntə(r)/
pensioner /'penʃənə(r)/
pharmacist /'fɑ:məsɪst/
photographer /fə'tɒgrəfə(r)/
pilot /'paɪlət/
plumber /'plʌmə(r)/
police officer /pə'li:s ,ɒfɪsə(r)/
politician /pə'lɪ:tɪʃn/
postman /'pəʊstmən/
postwoman /'pəʊstwʊmən/
psychologist /saɪ'kɒlədʒɪst/
receptionist /rɪ'sepʃənɪst/
road sweeper /'rəʊd swɪ:pə(r)/
sales representative (sales rep) /'seɪlz repɪ,zentətɪv/

scientist /'saɪəntɪst/
sculptor /'skʌlptə(r)/
secretary /'sekrətəri/
security guard /sɪ'kjʊərɪti gɑ:d/
shop assistant /'ʃɒp ə,sɪstənt/
shopkeeper /'ʃɒpki:pə(r)/
social worker /'səʊʃl wɜ:kə(r)/
solicitor /sə'lɪsɪtə(r)/
stockbroker /'stɒkbrəʊkə(r)/
surgeon /'sɜ:dʒən/
tailor /'teɪlə(r)/
teacher /'ti:tʃə(r)/
ticket inspector /'tɪkɪt ɪn,spektə(r)/
translator /trænz'leɪtə(r)/
travel agent /'trævl eɪdʒənt/
TV presenter /ti:'vi: pɪzɪntə(r)/
vet (veterinary surgeon / doctor) /vet

8 Health

Healthy / unhealthy lifestyle

athletic /æθ'letɪk/
avoid (stress) /ə'vɔɪd/
be a fitness fanatic / freak /bi ə 'fɪtnəs fə,nætɪk / frɪk/
couch potato /'kaʊtʃ pə,tetəʊ/
cut down (on fatty food) /kʌt 'daʊn/
do (regular) **exercise** /du: 'eksəsaɪz/
fast food /fɑ:st 'fu:d/
fatty food /fæti 'fu:d/
fit /fɪt/
follow (a sensible diet) /'fɒləʊ/
get enough sleep /get ɪ,nʌf 'sli:p/
give up (smoking) /gɪv 'ʌp/
go jogging /gəʊ 'dʒɒgɪŋ/
gym /dʒɪm/
junk food /'dʒʌŋk fu:d/
keep fit /ki:p 'fɪt/
look fit /lʊk 'fɪt/
lose weight /lu:z 'weɪt/
low-calorie food /ləʊkæləri: 'fu:d/
low-fat food /ləʊfæt 'fu:d/
(be) **out of shape** /aʊt əv 'ʃeɪp/
overweight /əʊvə'weɪt/
put on weight /pʊt ɒn 'weɪt/
ready meal /'redi mi:l/
reduce stress /rɪ,dju:s 'stres/
sedentary lifestyle /,sedəntri 'laɪfstɑɪl/
slob (*informal*) /slɒb/
stay fit /steɪ 'fɪt/
stay in shape /steɪ ɪn 'ʃeɪp/
takeaways /'teɪkəweɪz/
take up (sport / exercise) /teɪk 'ʌp/
TV dinners /ti: vi: 'dɪnəz/
work out /wɜ:k 'aʊt/

Food and health

additives /'ædɪtɪvz/
(high / low in) **calories** /'kælərɪz/
carbohydrates /kɑ:bə'hɑɪdreɪts/
fat /fæt/
fatty food /fæti 'fu:d/
fibre /'faɪbə(r)/
health food /'helθ fu:d/
healthy food /helθi 'fu:d/

junk food /'dʒʌŋk fu:d/
organic food /ɔ:'gænɪk fu:d/
preservatives /prɪ'zɜ:vətɪvz/
protein /'prəʊtɪn/

Diet

(be / go on a) **diet** /'daɪət/
high (in carbohydrates) /haɪ/
lose weight /,lu:z 'weɪt/
low-calorie diet /ləʊ,kæləri 'daɪət/
low-fat diet /ləʊ,fæt 'daɪət/
put on weight /pʊt ɒn 'weɪt/
rich (in protein) /rɪtʃ/
slimming diet /'slɪmɪŋ daɪət/
vegan /'vi:gən/
vegetarian /vedʒə'teəriən/
weight loss programme /'weɪt lɒs ,prəʊgræm/

Health problems

accident /'æksɪdnt/
addicted (to drugs / alcohol) /ə'dɪktɪd/
addiction /ə'dɪkʃn/
allergic (to cats) /ə'lɜ:dʒɪk/
allergy /'ælədʒi/
appendicitis /ə,pendɪ'saɪtɪs/
backache /'bækeɪk/
bedridden /'bedrɪdn/
blister /'blɪstə(r)/
(high / low) **blood pressure** /'blʌd ,preʃə(r)/
broken (arm) /'brəʊkn/
cancer /'kænsə(r)/
casualty /'kæʒʊəlti/
(have a) **cold** /kəʊld/
cough /kɒf/
diabetic /daɪə'betɪk/
(physically / mentally) **disabled** /dɪs'eɪbld/
earache /'ɪərəɪk/
fatality /fə'tæləti/
feel (a bit) **off-colour** (*informal*) /,fi:l ɒf 'kʌlə(r)/
feel (a bit) **under the weather** (*informal*) /,fi:l ʌndə ðə 'weðə(r)/
feel a bit poorly /,fi:l ə bɪt 'pɔ:li/
feel dizzy /,fi:l 'dɪzi/
feel drowsy /,fi:l 'draʊzi/
feel sick /fi:l 'sɪk/
feel terrible /fi:l 'terɪbl/
fever /'fi:və(r)/
feverish /'fi:vərɪʃ/
flu /flu:
food poisoning /'fu:d pɔɪzənɪŋ/
headache /'hedəɪk/
heart attack /'hɑ:t ə,tæk/
hurt /hɜ:t/
(critically / seriously / terminally) **ill** /ɪl/
illness /'ɪlnɪs/
ill with /'ɪl wɪð/
injure /'ɪndʒə(r)/
injured /'ɪndʒəd/
injury /'ɪndʒəri/
insomnia /ɪn'sɒmniə/
(do) **not feel very well** /nɒt 'fi:l veri ,wel/

(take an) **overdose** /'əʊvədəʊs/
pain (in the legs / back) /peɪn/
pneumonia /nju:'məʊniə/
rash /ræʃ/
runny nose /rʌni 'nəʊz/
sneeze /sni:z/
(have a) **sore throat** /sɔ:'θrəʊt/
sprained (ankle / wrist) /spreɪnd/
(a bee) **sting** /stɪŋ/
stomach-ache /'stʌməkeɪk/
stroke /strəʊk/
suffer (from illness) /'sʌfə(r)/
swollen (tonsils / wrist) /'swɒlən/
(a high) **temperature** /'tempɪtʃə(r)/
toothache /'tu:θeɪk/
a twisted ankle /ə ,twɪstɪd 'æŋkl/
twist (one's) **ankle** /twɪst 'æŋkl/
upset stomach /,ʌpset 'stʌmək/
vomit /'vɒmɪt/
wound (*noun*) /wu:nd/
wounded /'wu:ndɪd/

Treatment

(feel) **as good as new** (*informal*) /əz ,gʊd əz 'nju:z/
be better /bi 'betə(r)/
be examined /bi ɪg'zæmɪnd/
(*medical / dental*) **check-up** /'tʃekʌp/
chemist's /'kemɪsts/
cough medicine /'kɒf medsn/
cure /'kjʊə(r)/
drug /drʌg/
get better /get 'betə(r)/
get a prescription /,get ə prɪs'krɪpʃn/
get over (the operation) /get 'əʊvə(r)/
go to bed /,gəʊ tə 'bed/
go to hospital /,gəʊ tə 'hɒspɪtl/
go to the doctor /,gəʊ tə ðə 'dɒktə(r)/
have a scan /,hæv ə 'skæn/
have tests /hæv 'testz/
have an injection /,hæv ən ɪn'dʒekʃn/
make an appointment (to see the doctor) /,meɪk ən ə'pɔɪntmənt/
make a (good / fast) recovery /,meɪk ə rɪ'kʌvəri/
medicine /'medsn/
(have an) **operation** /ɒpə'reɪʃn/
painkiller /'peɪnkɪlə(r)/
pharmacy /'fɑ:məsi/
pills /pɪlz/
sleeping pill /'sli:pɪŋ pɪl/
stimulant /'stɪmjələnt/
(have) **surgery** /'sɜ:dʒəri/
recover (from) /rɪ'kʌvə(r)/
tablets /'tæbləts/
take (one's) **blood pressure** /,teɪk 'blʌd preʃə(r)/
treat /tri:t/
(have an) **X-ray** /'eksreɪ/

Healthcare

A & E (*BrE Accident and Emergency*) (*AmE ER, Emergency Room*) /eɪ and 'i:z/
casualty /'kæʒuəlti/
chemist's /'kemɪsts/
consultant /kən'sʌltənt/
dentist /'dentɪst/
doctor /'dɒktə(r)/
GP (*BrE General Practitioner*) /dʒi:'pi:z/
healthcare centre /'helθkeə sentə(r)/
health clinic /'helθ klɪnɪk/
hospital /'hɒspɪtl/
(take) **medical leave** /'medɪkl li:v/
nurse /nɜ:s/
patient /'peɪʃnt/
private medicine /,praɪvɪt 'medsn/
public healthcare /,pʌblɪk 'helθkeə(r)/
specialist /'speʃəlist/
surgeon /'sɜ:dʒən/
surgery /'sɜ:dʒəri/
ward /wɔ:d/

Alternative medicine

acupuncture /'ækjʊpʌŋktʃə(r)/
acupuncturist /ækju'pʌŋktʃərɪst/
aromatherapy /ə ,rəʊmə'θerəpi/
aromatherapist /ə ,rəʊmə'θerəpɪst/
faith healing /'feɪθ hi:lɪŋ/
faith healer /'feɪθ hi:lə(r)/
herbal medicine /,hɜ:bl 'medsn/
herbalist /'hɜ:bəlist/
homeopathy /həʊmi'ɒpəθi/
homeopath /'həʊmiəʊ ,pæθ/
osteopathy /ɒsti'ɒpəθi/
osteopath /'ɒstiəʊ ,pæθ/
reflexology /rɪ:'fleks'ɒlədʒi/
reflexologist /rɪ:'fleks'ɒlədʒɪst/

9 Sport

Sport

sports and sportspeople

archer /'ɑ:tʃə(r)/
archery /'ɑ:tʃəri/
athlete /'æθli:t/
athletics (*singular*) /æθ'letɪks/
baseball /'beɪsbɔ:l/
basketball /'bɑ:skɪtbɔ:l/
boxer /'bɒksə(r)/
boxing /'bɒksɪŋ/
cross-country skiing /,krɒskʌntri 'ski:ŋ/
discus /'dɪskəs/
diver /'daɪvə(r)/
diving /'daɪvɪŋ/
downhill skiing /,daʊnhɪl 'ski:ŋ/
fencer /'fensə(r)/
fencing /'fensɪŋ/
football (*AmE soccer*) /'fʊtbɔ:l/
golf /gɒlf/
golfer /'gɒlfə(r)/
gymnast /'dʒɪmnæst/
gymnastics /dʒɪm'næstɪks/
hammer throw(ing) /'hæmə θrəʊ/

handball /'hændbɔ:l/
hockey /'hɒki/
hurdle /'hɜ:dl/
indoor sports (*pl*) /,ɪndo:'spɔ:ts/
javelin /'dʒævln/
(long / high / triple) **jump** /dʒʌmp/
marathon /'mærəθən/
marathon runner /'mærəθən ,rʌnə(r)/
pole vault /'pəʊl vɔlt/
pole vaulter /'pəʊl vɔltə(r)/
race /reɪs/
rollerblades (*pl*) /'rəʊləbleɪdz/
rollerblading /'rəʊləbleɪdɪŋ/
rollerskating /'rəʊləsketɪŋ/
run /rʌn/
runner /'rʌnə(r)/
shot putter /'ʃɒt pʊtə(r)/
shot put(ting) /'ʃɒt pʊtɪŋ/
skateboard /'skeɪtbɔ:d/
skateboarding /'skeɪtbɔ:dɪŋ/
skater /'skeɪtə(r)/
(*figure / speed*) **skating** /'skeɪtɪŋ/
ski jump /'ski: dʒʌmp/
ski-jumper /'ski:dʒʌmpə(r)/
skier /'ski:ə(r)/
skiing /'ski:ŋ/
sprint /sprɪnt/
sprinter /'sprɪntə(r)/
sumo wrestling /'su:məʊ reslɪŋ/
swimmer /'swɪmə(r)/
swimming /'swɪmɪŋ/
table tennis /'teɪbl tenɪs/
tennis /'tenɪs/
volleyball /'vɒləbɔ:l/
water polo /'wɔ:tə pəʊləʊ/
water sports (*pl*) /'wɔ:tə spɔ:ts/
weightlifter /'weɪtlɪftə(r)/
weightlifting /'weɪtlɪftɪŋ/
windsurfer /'wɪndzɜ:fə(r)/
windsurfing /'wɪndzɜ:fɪŋ/
wrestle /'resl/
wrestling /'reslɪŋ/

people, places, things, events

amateur /'æmətɜ:(r)/
bat /bæt/
champion /'tʃæmpɪən/
championship /'tʃæmpɪənʃɪp/
coach /kəʊtʃ/
competition /kɒmpə'tɪʃn/
(*tennis, squash, badminton*) **court** /kɔ:t/
doping /'dəʊpɪŋ/
draw /drɔ:z/
drug test /'drʌg test/
fan /fæn/
field /fi:ld/
game /geɪm/
goal /gəʊl/
goalkeeper /'gəʊlki:pə(r)/
gym (*gymnasium*) /dʒɪm/
ice skates (*pl*) /'aɪs skeɪts/
net /net/
Olympic games /ə ,lɪmpɪk 'geɪmz/
(*football / rugby / hockey*) **pitch** /pɪtʃ/
(*football*) **pitch** /pɪtʃ/
practice (*noun*) /'præktɪs/

practise (verb) /'præktɪs/
 professional /prə'feʃnəl/
 racket /'ræktɪ/
 referee /refə'riː/
 (ice / skating) rink /rɪŋk/
 score /skɔː(r)/
 ski slope /'skiː sləʊp/
 spectator /spek'tetə(r)/
 sports equipment /'spɔːts
 ɪ,kwɪpmənt/
 sports facilities (pl) /'spɔːts
 fə,sɪlətɪz/
 stadium /'stɛdɪəm/
 (hockey) stick /stɪk/
 supporter /sə'pɔːtə(r)/
 team sport /'tiːm spɔːt/
 tournament /'tɔːnəmənt/
 track /træk/
 tracksuit /'træksuːt/
 train /treɪn/
 turn professional /,tɜːn
 prə'feʃnəl/
 umpire /'ʌmpaɪə(r)/
 work out /wɜːk 'aʊt/

doing a sport

do ... /duː/
 aerobics /eə'reʊbɪks/
 high / long jump /'haɪ / 'lɒŋ
 dʒʌmp/
 judo /'dʒuːdɔʊ/
 go ... /gəʊ/
 riding /'raɪdɪŋ/
 skiing /'skiːɪŋ/
 swimming /'swɪmɪŋ/
 lose (a game / a match) /luːz/
 play ... /pleɪ/
 bridge /'brɪdʒ/
 football /'fʊtbɔːl/
 tennis /'tenɪs/
 (set / break / equal a) record
 /'rekɔːd/
 score ... /skɔː(r)/
 a goal /ə 'gəʊl/
 a point /ə 'pɔɪnt/
 throw ... /θrəʊ/
 the discus /ðə 'dɪskəs/
 the javelin /ðə 'dʒævəlɪn/
 the hammer /ðə 'hæmə(r)/
 win (a game / a match) /wɪn

10 Free time and culture

Art

art festival /'ɑːt festɪvl/
 art gallery /'ɑːt ɡæləri/
 art studio /'ɑːt stjuːdɪəʊ/
 artist /'ɑːtɪst/
 background /'bækgraʊnd/
 canvas /'kænvəs/
 design /dɪ'zain/
 draw (in pen / pencil / charcoal)
 /drɔː/
 (a) drawing /'drɔːɪŋ/
 exhibit (verb) /ɪɡ'zɪbɪt/
 exhibition /ekstɪ'bɪʃn/
 frame /freɪm/
 graphics (singular) /'ɡræfɪks/

landscape /'lændskeɪp/
 masterpiece /'mɑːstəpiːs/
 oil painting /'ɔɪl peɪntɪŋ/
 outline /'aʊtlain/
 paint /peɪnt/
 painter /'peɪntə(r)/
 painting /'peɪntɪŋ/
 perspective /pə'spektɪv/
 photo(graph) /'fəʊtəʊ/
 photographer /fə'tɒɡrəfə(r)/
 photography /fə'tɒɡrəfi/
 (a) piece of art /,piːs əv 'ɑːt/
 portrait /'pɔːtreɪt/
 sculpt /skʌlpt/
 sculptor /'skʌlptə(r)/
 sculpture /'skʌlptʃə(r)/
 sketch /sketʃ/
 still life /stɪl 'laɪf/
 take (photographs / photos /
 pictures) /teɪk/
 watercolour /'wɔːtəkʌlə(r)/
 (a) work of art /,wɜːk əv 'ɑːt/

Literature, theatre and film

action adventure /,ækʃn
 əd'ventʃə(r)/
 action (film / movie) /'ækʃn/
 adaptation /ædæp'teɪʃn/
 animation /æni'meɪʃn/
 audience /'ɔːdiəns/
 bestseller /best'selə(r)/
 blockbuster /'blɒkbʌstə(r)/
 box office /'bɒks ɒfɪs/
 cartoon /kɑː'tuːn/
 cast /kɑːst/
 (main) character /'kærɪktə(r)/
 cinema /'sɪnəmə/
 comedy /'kɒmədi/
 conflict (noun) /'kɒnflɪkt/
 critic /'krɪtɪk/
 detective story /dɪ'tektɪv stɔːri/
 direct /daɪ'rekt, dɪ'rekt/
 director /daɪ'rektə(r), dɪ'rektə(r)/
 disaster movie /dɪz'ɑːstə muːvi/
 documentary /dɒkjə'mentəri/
 drama /'drɑːmə/
 dub (verb) /dʌb/
 dubbing /'dʌbɪŋ/
 feature film /'fi:tʃə fɪlm/
 fiction /'fɪkʃn/
 (act / play / star / feature in a) film
 (AmE movie) /fɪlm/
 film based on (a book / a true story)
 /fɪlm 'beɪst ɒn/
 flop /flɒp/
 horror /'hɒrə(r)/
 interval (in a play) /'ɪntəvəl/
 leading role /liːdɪŋ 'rəʊl/
 literary /'lɪtərəri/
 literary criticism /,lɪtərəri 'krɪtɪsɪzəm/
 love story /'lʌv stɔːri/
 leading role /liːdɪŋ 'rəʊl/
 musical /'mjuzɪkəl/
 non-fiction /'nɒnfɪkʃn/
 novel /'nɒvl/
 novelist /'nɒvəlɪst/
 performer /pə'fɔːmə(r)/
 performance /pə'fɔːməns/
 play /pleɪ/

playwright /'pleɪraɪt/
 plot /plɒt/
 poem /'pəʊm/
 poet /'pəʊt/
 poetry /'pəʊətri/
 protagonist /prə'tæɡənɪst/
 resolution /rezə'ljuːʃn/
 review /rɪ'vjuz/
 reviewer /rɪ'vjʊə(r)/
 romantic comedy /rəʊ,mæntɪk
 'kɒmədi/
 sci-fi (science fiction) film /saɪ'faɪ
 fɪlm/
 screenplay /'skriːnpleɪ/
 sequel /'siːkwəl/
 set (noun) /set/
 (be) set (in the 16th century) /set/
 short story /ʃɔːt 'stɔːri/
 show /ʃəʊ/
 soundtrack /'saʊndtræk/
 special effects (pl) /,speʃl ɪ'fektz/
 spectator /spek'tetə(r)/
 stage /steɪdʒ/
 stuntman /'stʌntmən/
 subtitles /'sʌbtʌrtlɪz/
 supporting (role / actor / character)
 /sə'pɔːtɪŋ/
 theme /θiːm/
 thriller /'θrɪlə(r)/
 western /'westən/

Press, radio and television

(classified) advert(isement) (informal
 ad) /'ædvɜːt/
 article /'ɑːtɪkl/
 the box (informal) /ðə 'bɒks/
 broadcast /'brɔːdkɑːst/
 broadsheet /'brɔːdʃiːt/
 cable TV /,keɪbl tiː 'viː/
 (animated) cartoon /kɑː'tuːn/
 cartoon strip /kɑː'tuːn strɪp/
 circulation /sɜːkjə'leɪʃn/
 column /'kɒləm/
 columnist /'kɒləmnɪst/
 comic strip /'kɒmɪk strɪp/
 copy /'kɒpi/
 daily paper /,deɪli 'peɪpə(r)/
 (evening / special) edition /ɪ'dɪʃn/
 editor /'edɪtə(r)/
 editorial /edɪ'tɔːriəl/
 episode /'epɪsəʊd/
 glossy (magazine) /'ɡlɒsi/
 interview /'ɪntəvjʊː/
 (yesterday's / May 2006) issue /'ɪʃuː/
 journalist /'dʒɜːnəlɪst/
 letter to the editor /,letə tə ðɪ
 'edɪtə(r)/
 live broadcast /,laɪv 'brɔːdkɑːst/
 local press /ləʊkl 'pres/
 magazine /mæɡə'zɪn/
 monthly (magazine) /'mʌnθli/
 national press /,næʃnəl 'pres/
 newsagent(s) /'njuːzeɪdʒənt/
 newspaper (informal paper)
 /'njuːspeɪpə(r)/
 obituary /ə'brɪtʃuəri/
 periodical /pɪəri'ɒdɪkl/
 presenter /pri'zentə(r)/
 press cutting /'pres kʌtɪŋ/

quarterly (magazine / periodical)

/ˈkɔːtəli/

quiz /kwɪz/

reality TV (show) /riˈæləti tiː ˌviː/

remote (control) /riˈməʊt/

report /riˈpɔːt/

reporter /riˈpɔːtə(r)/

satellite TV /ˌsætəlɑːt tiː ˌviː/

screen /skriːn/

serial /ˈsɪəriəl/

series /ˈsɪəriːz/

show business (informal showbiz)

/ˈʃəʊ bɪznɪs/

sitcom (formal situation comedy)

/ˈsɪtkɒm/

soap (opera) /səʊp/

subscribe (to) /səbˈskraɪb/

subscriber /səbˈskraɪbə(r)/

tabloid /ˈtæblɔɪd/

talk show /ˈtɔːk ʃəʊ/

talk-show host /ˈtɔːk ʃəʊ hɔʊst/

television /ˈteləvɪʒən/

telly /ˈteli/

TV /tiː ˈviː/

TV channel /tiː ˈviː tʃænel/

TV studio /tiː ˈviː stjuːdiəʊ/

viewer /ˈvjʊə(r)/

weekly (magazine) /ˈwiːkli/

Music and dance

album /ˈælbəm/

ballet /ˈbæleɪ/

band /bænd/

beat (noun) /biːt/

blues /bluːz/

CD (compact disc) /siː ˈdiː/

(the) **charts** (pl) /tʃɑːts/

choreography /kɔːriˈɒɡrəfi/

classical (music / ballet) /ˈklæsɪkl/

compose /kəmˈpəʊz/

composer /kəmˈpəʊzə(r)/

concert /ˈkɒnsət/

concert hall /ˈkɒnsət hɔːl/

conduct /kənˈdʌkt/

conductor /kənˈdʌktə(r)/

contemporary (music / dance)

/kənˈtempərəi/

dance /dɑːns/

folk /fɔːk/

group /ɡruːp/

(a number one / a smash) **hit** /hit/

jazz /dʒæz/

lyrics (singular) /ˈlɪrɪks/

musical /ˈmjuːzɪkl/

opera /ˈɒpərə/

orchestra /ˈɔːkɪstrə/

(a musical) **piece** /piːs/

pop /pɒp/

rap /ræp/

R & B (rhythm and blues) /ˌɑː(r) ən

ˈbiː/

reggae /ˈreɡeɪ/

record (noun) /ˈrekəd/

release (a single / an album) /riˈliːs/

rhythm /rɪðm/

rock /rɒk/

sing /sɪŋ/

singer /ˈsɪŋə(r)/

songwriter /ˈsɒŋraɪtə(r)/

Leisure time

ask (sb) **out** /ɑːsk ˈaʊt/

entertainment /entəˈtemmənt/

free time /friː ˈtaɪm/

go (swimming / dancing / to the cinema / to a concert) /ɡəʊ/

go out (with friends) /ɡəʊ ˈaʊt/ (have / take up a) **hobby** /ˈhɒbi/

listen (to music / to the radio) /ˈlɪsn/

outdoors (adv) /aʊtˈdɔːz/

(have / throw / go to a) **party** /ˈpɑːti/

pass time /pɑːs ˈtaɪm/

play (cards / chess / tennis / basketball / the piano / the drums) /pleɪ/

play (video / computer / board) games /pleɪ ˈɡeɪmz/

read (books / magazines / comics) /riːd/

spend time /spend ˈtaɪm/

take up (swimming / bowling / a hobby) /teɪk ˈʌp/

watch (TV / a video) /wɒtʃ/

11 Travel

Means of transport

aeroplane (AmE airplane)

/ˈeərəpleɪn/

aircraft /ˈeəkrɑːft/

bicycle (informal bike) /ˈbaɪsɪkl/

boat /bəʊt/

bus /bʌs/

car /kɑː(r)/

coach (BrE) /kəʊtʃ/

double-decker (bus) /ˌdʌblˈdeɪkə(r)/

ferry /ˈferi/

liner /ˈlaɪnə(r)/

lorry (AmE truck) /ˈlɒri/

minibus /ˈmɪnɪbʌs/

motorbike /ˈməʊtəbaɪk/

motorcycle /ˈməʊtəsaɪkl/

on foot /ɒn ˈfʊt/

taxi (AmE cab) /ˈtæksi/

train /treɪn/

(the London) **tube** (informal) /ˈtjuːb/

underground (AmE subway)

/ˈʌndəgraʊnd/

van /væn/

yacht /jɒt/

Travelling

(travel) **across** (America) /əˈkrɒs/

(travel) **around the world** /əˈraʊnd ðə ˈwɜːld/

arrive (in / at) /əˈraɪv/

ask the way /ɑːsk ðə ˈweɪ/

be on (one's) **way** /bi ɒn ˈweɪ/

break the journey /breɪk ðə ˈdʒɜːni/

business trip /ˈbɪznɪs trɪp/

(go / travel) **by air** /baɪ ˈeə(r)/

(go / travel) **by rail** /baɪ ˈreɪl/

(go / travel) **by sea** /baɪ ˈsiː/

catch (up with) /kætʃ/

cover a distance /ˌkʌvə(r) ə ˈdɪstəns/

(on a) **cruise** /kruːz/

depart (formal) /dɪˈpɑːt/

drive /draɪv/

fill up (with petrol) /fɪl ˈʌp/

find (one's) **way** /faɪnd ˈweɪ/

(take / catch a) **flight** /flaɪt/

fly /flaɪ/

get a lift (informal) /get ə ˈlɪft/

get lost /get ˈlɒst/

give (sb) a **lift** (informal) /ɡɪv ə ˈlɪft/

go / travel (by train / by plane / by boat / by car / on foot) /ɡəʊ / ˈtrævl/

go on (a journey / a tour / a trip) /ɡəʊ ɒn/

have a (good / safe) **trip** / journey /hæv ə ˈtrɪp / ˈdʒɜːni/

head for /ˈhed fə(r)/

hitch-hike /ˈhɪtʃhaɪk/

hitch-hiker /ˈhɪtʃhaɪkə(r)/

hitch-hiking /ˈhɪtʃhaɪkɪŋ/

leave (for) /liːv/

make for /ˈmeɪk fə(r)/

meet (sb at the station / airport) /miːt/

miss (a train / plane / flight) /mɪs/

motorway /ˈməʊtəweɪ/

pull up /pʊl ˈʌp/

reach (one's) **destination** /riːtʃ destɪˈneɪʃn/

ride /raɪd/

ride (a bike / a motorbike / a horse / a camel) /raɪd/

(main / minor) **road** /rəʊd/

route /ruːt/

run out of petrol /ˌrʌn aʊt əv ˈpetrəl/

see (sb) **off** /siː ˈɒf/

set off /set ˈɒf/

set out (for) /set ˈaʊt/

show (sb) **the way** /ˌʃəʊ ðə ˈweɪ/

speed up /spiːd ˈʌp/

stop over /stɒp ˈəʊvə(r)/

(get) **stuck in traffic** /ˌstʌk ɪn ˈtræfɪk/

take a shortcut /ˌteɪk ə ˈʃɔːtkʌt/

tour /tuə(r)/

traffic /ˈtræfɪk/

(be in a) **traffic jam** /ˈtræfɪk dʒæm/

travel /ˈtrævl/

trip /trɪp/

voyage /ˈvɔɪdʒ/

walk /wɔːk/

Travelling abroad

(be/ go / travel) **abroad** /əˈbrɔːd/

airport tax /ˈeəpɔːt tæks/

cross the border /ˌkrɒs ðə ˈbɔːdə(r)/

customs (pl) /ˈkʌstəmz/

customs officer /ˈkʌstəmz ˌɒfɪsə(r)/

duty-free /djuːtiˈfriː/

exchange office /ɪkˈstʃeɪndʒ ˌɒfɪs/

expired (passport) /ɪkˈspaɪəd/

foreign currency /fɔːrən ˈkʌrənsi/

green card (US) /ˈɡriːn kɑːd/

immigration officer /ɪmɪˈɡreɪʃn ˌɒfɪsə(r)/

invalid (passport) /ɪnˈvælɪd/

passport control /,pɑːspɔːt
kən'trəʊl/
permanent visa /,pɜːmənənt 'vɪzə/
renew (a passport) /rɪ'njuː/
resident /'rezɪdənt/
security check /sɪ'kjʊərəti tʃek/
tourist visa /'tʊərɪst vɪzə/
valid (passport) /'vælɪd/
visa /'vɪzə/

At the airport / railway / coach station

airline /'eəlaɪn/
arrival /ə'raɪvl/
board a plane /bɔːd ə 'pleɪn/
boarding card /'bɔːdɪŋ kɑːd/
book (a ticket / a seat) /bʊk/
business class /'bɪznɪs klɑːs/
cabin crew /'kæbɪn kruː/
change (trains) /tʃeɪndʒ/
charter flight /'tʃɑːtə flɑɪt/
check in (*verb*) /tʃek 'ɪn/
check-in desk /'tʃekɪn desk/
(train) **compartment** /kəm'pɑːtmənt/
departure /dɪ'pɑːtʃə(r)/
departure lounge /dɪ'pɑːtʃə ,ləʊndʒ/
economy class /ɪ'kɒnəmi ,klɑːs/
excess baggage charge /,eksəs
'bæɡɪdʒ ,tʃɑːdʒ/
fast train /'fɑːst treɪn/
fare /feə(r)/
gate /geɪt/
get on / off (the train / the bus)
/get 'ɒn / 'ɒf/
hand luggage /'hænd lʌɡɪdʒ/
land /lənd/
left-luggage office /left'lʌɡɪdʒ ,ɒfɪs/
luggage (*AmE* baggage) /'lʌɡɪdʒ/
luggage trolley /'lʌɡɪdʒ ,trɒli/
passenger /'pæsɪndʒə(r)/
passenger train /'pæsɪndʒə treɪn/
railway platform /'reɪlweɪ plætfɔːm/
reserve (a ticket / a seat) /rɪ'zɜːv/
runway /'rʌnweɪ/
scheduled flight /ʃedʒuːld 'flaɪt/
sleeper (carriage / car) /'sliːpə(r)/
suitcase /'suːtkeɪs/
take off /teɪk 'ɒf/
terminal /'tɜːmɪnəl/
through train /'θruː treɪn/
ticket /'tɪkɪt/
plane / train ticket /'pleɪn /
'treɪn tɪkɪt/
monthly ticket /'mʌnθli tɪkɪt/
single (*AmE* one-way) ticket
/'sɪŋgl tɪkɪt/
period ticket /'pɪəriəd tɪkɪt/
return ticket /rɪ'tɜːn tɪkɪt/
season ticket /'siːzn tɪkɪt/
ticket office /'tɪkɪt ɒfɪs/
timetable /'taɪmteɪbl/

At a hotel

accommodation /əkɒmə'deɪʃn/
B&B (bed and breakfast) /,biː ən
'biː/
(full / half) **board** /bɔːd/
book a room /bʊk ə 'ruːm/

booked up /bʊkt 'ʌp/
chambermaid /'tʃeɪmbəmeɪd/
check in / out /tʃek ɪn / aʊt/
en-suite /ɒn'swiːt/
fully booked /fʊli 'bʊkt/
guest house /'gest haʊs/
include (breakfast) /ɪn'klud/
live entertainment /'lɑːv
entə,temmənt/
lounge /ləʊndʒ/
make a reservation /,meɪk ə
reːzə'veɪʃn/
reception /rɪ'sepʃn/
receptionist /rɪ'sepʃnɪst/
reserve a room /rɪ,sɜːv ə 'ruːm/
(single / double / twin / family)
room /ruːm/
stay at / in a hotel /,steɪ ət / ɪn ə
həʊ'tel/
suite /swiːt/
three-star hotel /,θriː stɑː həʊ'tel/
vacancy /'veɪkənsɪ/
youth hostel /'juːθ həʊstəl/

Going on holiday

be on a holiday /,bi ɒn ə 'hɒlədeɪ/
buy souvenirs /,baɪ suːvə'nɪəz/
camp /kæmp/
campsite /'kæmpsaɪt/
caravan /'kærəvæn/
go (backpacking / walking / hiking /
cycling / camping) /gəʊ/
go on holiday /gəʊ ɒn 'hɒlədeɪ/
have a holiday /,hæv ə 'hɒlədeɪ/
holiday resort /'hɒlədeɪ rɪ,zɔːt/
holidaymaker /'hɒlədeɪmeɪkə(r)/
individual holiday /ɪndɪ'vɪdʒl
'hɒlədeɪ/
package holiday /'pækɪdʒ hɒlədeɪ/
put up (a tent) /pʊt 'ʌp/
(high / mid / low) **season** /'siːzn/
self-catering holiday /self'keɪtərɪŋ
'hɒlədeɪ/
(do / go) **sightseeing** /'saɪtsiːɪŋ/
take a holiday /teɪk ə 'hɒlədeɪ/
tent /tent/
tourist /'tʊərɪst/
travel agency /'trævl eɪdʒənsɪ/
travel agent /'trævl eɪdʒənt/
visit tourist attractions /,vɪzɪt
'tʊərɪst ə'trækʃnz/

12 Science and technology

Technology in our lives

aerial /'eəriəl/
appliance /ə'plaɪəns/
battery /'bætəri/
button /'bʌtn/
cable /'keɪbl/
charge /tʃɑːdʒ/
charger /'tʃɑːdʒə(r)/
connection /kə'nekʃn/
digital (watch) /'dɪʒɪtl/
electronic /ɪlek'trɒnɪk/
engine /'endʒɪn/

gadget /'gædʒɪt/
get a prize /get ə 'praɪz/
headphones /'hedfəʊnz/
headset /'hedset/
lens (*singular*) /lenz/
link /lɪŋk/
manual /'mænjuəl/
mobile phone /,məʊbaɪl 'fəʊn/
motor /'məʊtə(r)/
plug /plʌɡ/
socket /'sɒkɪt/
strap /stræp/
technology /tek'nɒlədʒi/
test tube /'test tjʊːb/
VCR (video cassette recorder) /viː
siː 'ɑː(r)/
wire /'waɪə(r)/

Sciences and scientists

archaeologist /ɑːki'blɒlədʒɪst/
archaeology /ɑːki'blɒlədʒi/
area of research /,eəriə(r) əv rɪ'sɜːtʃ/
biologist /baɪ'blɒlədʒɪst/
biology /baɪ'blɒlədʒi/
chemist /'kemɪst/
chemistry /'kemɪstri/
computer science /kəm,pjuːtə
'saɪəns/
conduct (research) /kən'dʌkt/
development /dɪ'veləpmənt/
discover /dɪs'kʌvə(r)/
discoverer /dɪs'kʌvərə(r)/
(make a) **discovery** /dɪs'kʌvəri/
engineer /endʒɪ'nɪə(r)/
engineering /endʒɪ'nɪəriŋ/
(carry out / conduct / do / perform
an) **experiment** /ɪks'perɪmənt/
(chemical / mathematical /
scientific) **formula** /'fɔːmjələ/
geneticist /dʒə'netɪsɪst/
genetics /dʒə'netɪks/
geologist /dʒi'blɒlədʒɪst/
geology /dʒi'blɒlədʒi/
invent /ɪn'vent/
invention /ɪn'venʃn/
inventor /ɪn'ventə(r)/
investigate /ɪn'vestɪgeɪt/
linguist /'lɪŋgwɪst/
linguistics /lɪŋg'wɪstɪks/
mathematician /mæθəmə'tɪʃn/
mathematics /mæθə'mæ'tɪks/
patent (an invention) /'peɪtənt/
physicist /'fɪzɪsɪst/
physics /'fɪzɪks/
political science /pə'lɪtɪkl 'saɪəns/
psychologist /sɑː'kɒlədʒɪst/
psychology /sɑː'kɒlədʒi/
(carry out / do / conduct /
undertake) **research** /rɪ'sɜːtʃ/
researcher /rɪ'sɜːtʃə(r)/
research institute /rɪ'sɜːtʃ ,ɪnstɪtjuːt/
research laboratory /rɪ'sɜːtʃ
lə,bɒrətɪri/
scientific /saɪən'tɪfɪk/
scientific theory /saɪən,tɪfɪk 'θɪəri/
scientist /saɪən'tɪst/
social sciences /,səʊʃl 'saɪənsɪz/
sociologist /səʊʃi'blɒlədʒɪst/
sociology /səʊʃi'blɒlədʒi/

specialisation /speʃəlaɪ'zeɪʃn/
specialise (in sth) /'speʃəlaɪz/
statistical data /stə'tɪstɪkl 'dɜ:tə/
statistics /stə'tɪstɪks/
study /'stʌdi/
survey /'sɜ:veɪ/

Computers

application /æplɪ'keɪʃn/
CD-reader /si:'di:ri:də(r)/
CD-ROM /si:di:'rɒm/
CD-writer /si:di:'raɪtə(r)/
(double-)click /kɪk/
computer program /kəm'pjʊ:tə(r)
prəʊgræm/
computer programmer /kəm,pjʊ:tə
'prəʊgræmə(r)/
configure /kən'fɪgə(r)/
configuration /kən,fɪgə'reɪʃn/
crash /kræʃ/
customise /'kʌstəmaɪz/
data /'dɜ:tə/
database /'deɪtəbeɪs/
desktop (computer) /'desktpɒp/
download (a file / data) /daʊn'ləʊd/
file /faɪl/
floppy disk /flɒpi 'dɪsk/
hard disk /hɑ:d 'dɪsk/
hardware /'hɑ:dweə(r)/
install /ɪn'stɔ:l/
IT (information technology) /aɪ 'ti:
key /ki:
keyboard /'ki:bɔ:d/
laptop (computer) /'læptɒp/
memory /'meməri/
menu /'menju:
monitor /'mɒnɪtə(r)/
mouse /maʊs/
open (a program) /'əʊpən/
PC (personal computer) /pi: 'si:
portable /'pɔ:təbl/
printer /'prɪntə(r)/
RAM (Random Access Memory)
/ræm/
ROM (Read-Only Memory) /rɒm/
run (a program) /rʌn/
scanner /'skænə(r)/
setup /'setʌp/
software /'sɒftweə(r)/
surf (the Internet / the net / the web
/ the World Wide Web) /sɜ:f/
toolbar /'tu:lba:(r)/
be out of order
be playing up (*informal*) /bi pleɪŋ
'ʌp/
break down /breɪk 'daʊn/
go dead (*informal*) /gəʊ 'ded/
out of order /,aʊt əv 'ɔ:də(r)/
stop working /stɒp 'wɜ:kɪŋ/

Space

alien /'eɪliən/
astronaut /'æstrənɔ:t/
comet /'kɒmɪt/
countdown /'kaʊntdaʊn/
extraterrestrial /,ekstrətə'restriəl/
launch /lɔ:ntʃ/
launch pad /'lɔ:ntʃ pæd/

meteor /'mi:tə(r)/
meteorite /'mi:təraɪt/
orbit /'ɔ:bɪt/
outer space /aʊtə 'speɪs/
rocket /'rɒkɪt/
satellite /'sætəlaɪt/
shooting star /'ʃu:tɪŋ stɑ:(r)/
space /speɪs/
space shuttle /'speɪs ʃʌtl/
space station /'speɪs steɪʃn/
space travel /'speɪs trævəl/
spacecraft /'speɪskrɑ:ft/
spaceship /'speɪsʃɪp/
spacesuit /'speɪsu:t/
the universe /ðə 'ju:nɪvɜ:s/
UFO (unidentified flying object)
/ju: ef 'əʊ/
voyage /'vɔɪdʒ/

1 Family life

Reading

1 1 b 2 c 3 a

- 2 1 The mother, the father and their children.
You find the information in line 2. The word 'this' in line 3 refers back to it and connects it to 'nuclear family' in line 4.
- 2 He spent all day at work.
You find the information in line 8, with line 7 introducing the 'fifty years ago' timeframe.
- 3 She stayed at home to manage the house and look after the children.
You find the information in lines 10 and 11.
- 4 Some people think that the family unit is dying because many modern families live differently from fifty years ago.
The first sentence in the final paragraph contrasts the situation today with what we read about fifty years ago in the previous paragraph, and tells us what some people think about this change.
- 5 No. Many couples get married, but others don't.
There is a gap in the sentence (in line 15) where it should say what some 'other' people do, but the linking word 'but' tells us it is the opposite of what 'many people' do.
- 6 Smaller.
The last sentence tells us that 'the size of the average family is shrinking'.

TIP: Notice that the order of questions follows the order of information in the text.

3 READING EXAM

- 1 D
It cannot be H because 'when' introduces the first of two clauses that make up the sentence. Because of this, the second clause, which starts with the gap, must have a main verb.
- 2 A
The verb 'is' tells us this is a passive sentence, so we need a past participle, but we don't need to put 'is' again. The meaning of the sentence decides whether the correct answer should be A, B or J.
- 3 K
Only two phrases have a passive verb with an 'is', but only K has the preposition, which links the phrase to 'a nuclear family' after the gap.
- 4 B
This continues describing the nuclear family, and only B is suitable for this function. The preposition 'in' is another clue which helps us choose the right answer.
- 5 G
This is a Simple Past sentence, so we need a Simple Past verb. J cannot be correct because its meaning doesn't fit the sentence. The collocation 'make decisions' should also be familiar.
- 6 J
This is the only answer that is possible grammatically and that also makes sense.
- 7 E
We need a passive sentence here in the Present (E or K). K cannot be at the end of a sentence because it finishes with a preposition.
- 8 C
Only a noun or an *-ing* form can follow the preposition 'without'.
- 9 I
The personal pronoun 'they' is needed to refer back to 'couples'. D is not possible because of its meaning.
- 10 F
The collocation 'get married' is a helpful clue.

Listening

- 4 1 A psychologist.
2 To parents.
3 Five pieces of advice are mentioned in the recording. You must choose these out of 10 sentences (A-J).
- 5 a
The clues that might help you decide about the topic: 'not to answer telephone calls' (in B), 'open the door' (in C), 'leave your children alone' (in D), 'house key' (in E), 'use the cooker' (in F), 'a neighbour' (in H) – which all suggest a home context.

6 LISTENING EXAM

- The recording gives the following pieces of advice:
- A We hear 'what you really need to assess is their maturity' as well as their age.
- E We hear 'instruct them to always keep it in their school bag', where the pronoun 'it' refers to the house key.
- F We hear 'leave snacks that they can eat straight away without having to cook – using the cooker is the leading cause of accidents'.
- G We hear 'have a medical kit and a fire extinguisher available and teach your kids how to use them'.
- I We hear 'lock away ... alcoholic drinks', which gives the same advice in different words.

01 TRANSCRIPT

Radio presenter

Good afternoon and welcome to our programme, 'Family Tips'. Today we're talking about the problems parents have in deciding when their children are old enough to stay at home by themselves for the three or four hours between school and the time mothers get back from work. We have with us in the studio, psychologist Alex Clarke.

Alex, at what age is it safe to give children the front door key and what sort of things should parents discuss with their children first to ensure their safety?

Alex Clarke

It is generally accepted that kids between ten and thirteen are capable of taking care of themselves and their siblings, but what you really need to assess is their maturity. If you're confident they can follow instructions and handle emergencies, the next step is to establish some rules. First, have a plan of action for them to check in with you when they get home – it's important they ring you as soon as they get in. Then you should give them a call when you leave work to go home. You should agree what to do when the phone rings or if someone comes to the house. It is best to teach them never to open the door to anyone, regardless of whether they know them or not. Then, little by little, get your children used to a new situation where they are left alone – initially for a very short time, say, about 20 minutes. Make sure that you have a trial period in which your kids can familiarise themselves with using the house key. Instruct them to always keep it in their school bag and attach a long key chain that will help them to find the key easily. Make emergency numbers available by leaving them near the phone. Leave snacks that they can eat straightaway without having to cook – using the cooker is the leading cause of accidents. Show your children where the medical kit and fire extinguishers are and teach your children how to use them. Lock away medicines and alcoholic drinks. And don't forget to talk frequently to your children about all sorts of situations that might happen. You could even use role play as a technique for showing them how to deal with such situations.

Use of English

- 7 1 cleaning
We use 'enjoy' with *-ing* to talk about what we like doing.
- 2 've cleaned/have cleaned
Present Perfect: completed action with relevance to the time of speaking ('already').
- 3 are cleaned
Present Simple passive (in plural form) for habitual action.
- 4 is cleaned
Present Simple passive (in singular form) for habitual action.
- 5 was cleaning
Past Continuous for one action at the time of another in the past.
- 6 will be cleaned
Future passive to express a strong prediction.
- 8 1 invention 4 publication
2 arrival 5 explanation
3 improvement 6 trainer

TIP: Memorise the different endings we can use to make nouns of verbs.

- 9 Possible answers:
- If you believe in something, then this is one of your beliefs.
 - The departure of a train or plane is when it departs from the airport or station.
 - When people perform they give a performance, and this can be in a theatre, sports stadium, etc.

10 USE OF ENGLISH EXAM

- has changed
Present Perfect with a period of time that continues in the present.
- invention
We need a noun after the definite article 'the'.
- arrival
We need a noun after the definite article 'the'.
- was
The sentence continues the ideas in the previous sentence, and so it is the same tense: Past Simple.
- are expected
Passive verb in plural form. The preposition 'by' is a helpful clue.
- improvement
A noun form is needed after an article and an adjective.

Writing

Writing an email

- 11
- Yes
 - No (not where)
 - Yes
 - Yes
 - No (not when)
 - Yes
- 12 Possible answer:
I'm David and I'm from Budapest...
I do my homework after dinner, but I really don't like doing it...

13 WRITING EXAM

TIP: You must make sure you include all the points listed in Exercise 1. You will lose marks if you miss this information out. Pay attention to the word count: don't write too much or too little. Don't try to include other information – for example, don't describe what food you eat.

Writing an informal letter

- 14 1 T 2 F 3 T 4 T 5 F 6 F 7 T
- 15 Everybody thinks my sister is very good-looking. She has a huge wardrobe full of clothes and she's always well dressed – but I think she wears too much make-up! It seems she's/She seems to be quite popular, because she has a wide circle of friends. She's always either out with friends or at home talking on the phone to them.

16 WRITING EXAM

TIPS: You must give all the information required:

- say who you are describing (for example, 'my cousin Angela')
- explain why you like him/her
- describe his/her appearance
- say what job/studies he/she does.

Try to take advantage of the opportunities here:

- use a range of adjectives and adverbs in your description
- write complex sentences to explain the reasons.

Remember to write in an informal style.

Speaking

Situational role-play

- 17 Possible answers:
- He's going to clean her windows.
 - They're going to meet after school.
 - She's going to help him with his English homework.
- 18 Agneta I'm really pleased you can help me, Mark.
Mark That's OK. I know there's too much housework for one person to do. What will you want me to do?
Agneta Could you clean the windows?
Mark OK. But I'm quite busy right now. Can we do it in the evening perhaps?
Agneta I'm going to the cinema later? Are you free after school?
Mark Yes, I'll meet you at your house after school.
Agneta Fantastic! I must return the favour. How can I help you?
Mark Could you help me with my English homework? It's really difficult this week.
Agneta Sure.

02 TRANSCRIPT

See Key to exercise 18.

- 19 Possible answers:
do the washing-up
polish the ornaments
clean the bath
water the plants
do the Hoovering

20 SPEAKING EXAM

TIP: You must follow the requirements of the situation. Make sure you talk about all the three points in the instructions. As in the example conversation in exercise 17, try to show your feelings in the way you talk.

Picture-based discussion

- 21
- If you have older brothers and sisters, they can give you useful advice.
Infinitive without 'to' after modal verbs.
 - In a big family, you may never learn to be independent.
In English, adverbs of frequency usually follow the auxiliary verb and come before the main verb.
 - If your family is small, you'll probably have your own bedroom.
This is a conditional sentence, so we need 'if'.
 - Your brothers and sisters can play with you when your parents are busy.
Wrong preposition.
- 22 1 In 2 to 3 as 4 on

TIP: These words usually appear together, so it's a good idea to memorise them as set phrases.

23 SPEAKING EXAM

TIPS: You must include the four points you are told about. You can talk about them in any order you want. Of course, there are no right or wrong answers here: you just need to explain your ideas. Using the expressions from exercise 22 correctly will help you to present your ideas.

Higher level

Listening

- 1 1 a 2 a 3 b 4 b 5 a 6 b
- 2
- John's parents come from up north, and moved here before he was born.
 - Angela thinks there are some problems in John's family.
 - Angela's family are having a big party next month, but she'd prefer to do something else.
 - John's expected to join his uncle's company, but it's really boring there.
 - Angela's always told her older sister what she should do.
 - John's brother's never studied at university.
- 3 LISTENING EXAM
- 1 F
Because his parents 'moved down here when they decided that they wanted to start a family' – in other words, to have kids: John and his brother.
- 2 F
She asks him, 'do you get on well with your family?', but she doesn't say whether the family seem happy or not.
- 3 T
She says she 'can't wait for this party we're having next month.'
- 4 F
He is expected to work there, but he says 'I think it's boring.'
- 5 T
She says her sister has 'always helped me out by telling me what to do.'
- 6 F
John says that his brother is 'away at university' where 'he has a lot of fun'.

03 TRANSCRIPT

Angela

I don't know your family very well, John. I guess I haven't been to your house that often.

John

No – you must come round again soon, and have dinner. My parents are quite fun. They come from up north, and then they moved down here when they decided that they wanted to start a family.

Angela

My family have always lived round here. It's full of my cousins! So, do you get on well with your family? You don't talk about them as much as some people talk about their families.

John

Oh yeah, they're fine. It's OK. They both work hard, so I don't see them so much.

Angela

Sometimes I wish I saw a little less of mine! But in fact, I'm going to see everybody soon. I can't wait for this party we're having next month. Everyone's coming.

John

That sounds like fun. I could do with some fun.

Angela

Oh? Is something the matter?

John

Well, it's just that I'm expected to follow tradition and join my uncle's firm when we finish school, but I think it's boring. OK for a holiday job, maybe, but that's enough...

Angela

Hm – what can you do? In that kind of situation, I always ask my big sister. She's always helped me out by telling me what to do.

John

Yeah, I would ask my older brother, but he's away at university.

Angela

Better than being in your uncle's firm?

John

He says you have to study hard, but he has a lot of fun too.

Angela

I bet.

Use of English

- 4 1 and
2 both
3 also
4 too
Sentences 1 to 4 have the same meaning.
5 than
6 to
7 than
Sentences 5-7 have the same meaning.
- 5 1 so
2 Because/Since
3 why
Writing 'the reason' is not a good answer here. It fits the sentence, but the task is to write only one word!
4 Due/Owing
Don't be tempted to write 'According' because you see a gap and 'to' at the beginning of the sentence. Always make sure that the word fits the meaning of the sentence.
5 Because
6 that
This sentence would also be correct if you left out 'that'. But the instructions say you must write one word in each gap. If writing nothing in a gap was acceptable, the instructions would say so!
- 6 1 bringing
The phrasal verb means 'release'.
2 check
The phrasal verb means 'leave a hotel (after paying the bill)'.
3 pulled
The phrasal verb means 'withdraw'.
4 found
The phrasal verb means 'discover'.
5 carry
The phrasal verb means 'complete/fulfil'.
6 set
The phrasal verb means 'start/leave'.

7 USE OF ENGLISH EXAM

- 1 C
This adverb is the only one of the four options that can take this position in the sentence.
- 2 B
A complete beginner is someone who is completely a beginner, a beginner in all ways.
- 3 A
The phrasal verb 'find out' means 'discover' or 'learn'. None of the other choices here can be a phrasal verb with 'out'.
- 4 A
The phrasal verb 'set out' means 'begin' or 'start', particularly on a journey or process.
- 5 C
When something happens, there are reasons 'why' it happens; we use 'why' with 'reasons'.
- 6 D
A 'process' is a set or collection or series or course of steps or movements. You do these things in order to achieve a certain result.
- 7 D
'Bring' has the basic meaning of 'take (something) from there to here', and so is the correct word for this situation, taking you from not knowing to knowing people.

Reading

- 8 1
'Fathers are ready to participate in taking care of children' means the same thing as 'fathers want to look after the baby'. ('Baby' is used to refer to children in general here.) The phrasal verbs 'take care' and 'look after' are synonyms.
The phrase 'yes, really' is normally used in spoken English to express surprise.

9 READING EXAM

- 1 d
We read 'parenting classes would be a good way to give them more confidence around the home'. The information in *b* and *c* is mentioned, but not in connection with the parenting classes. The information in *a* is not mentioned, even though it fits the context logically.
- 2 b
We read 'he sees his responsibilities as setting clear limits for them and being a role model'. In this sense, 'an example' is a synonym for 'a role model'. Sentence *c* is about a different type of dad (Entertainer Dad). The text clearly contradicts both *a* and *d*.
- 3 b
We read 'Fully Involved Dads adjust their work arrangements to their partners' professional duties'. The other answers all contain words that are mentioned in this paragraph, but the general meaning is different.
- 4 a
We read 'until we have equal pay ... and more opportunities to work flexible hours' following on from 'feel fully supported only if employers treated (and paid) both sexes equally'. The idea of 'working from home' (sentence *b*) is not mentioned in the paragraph. Sentences *c* and *d* only focus on the mother, but the main point Julie Mellor makes is about giving equal support to both parents.

Writing

Writing an argumentative essay

- 10 Your own answers.
- 11 1 considering, answer
2 think, refer
3 reasons, ever
4 look, importance
5 factors, conclusion

12 WRITING EXAM

TIPS: Look carefully at the statement. It contains three elements, and you must comment on all three.

Firstly, there is the idea that the family used to be important in society. You need to say whether you think this is true or not. You must give reasons.

Secondly, there is the idea that things have changed. You must say what, if anything, you think has changed. You must be clear, and give examples.

Thirdly, there is the idea that the family is now less important than in the past. You need to say whether you think this is true or not. You must explain why or why not.

Consider the word count. You have perhaps 70 or 80 words for each of these three points, so you need to write several sentences for each one. Make sure you have enough ideas prepared before you start writing.

Write in a neutral or formal style.

Speaking

Picture-based discussion

13 Your own answers.

- 14**
- 1 the rest of
 - 2 your own choice of
 - 3 the first step towards
 - 4 more than just

15 SPEAKING EXAM

You must pay attention to the question in the task, about which is a more important turning point. If you just describe the pictures, you will not get a good mark.

Explore ideas such as those in exercise 14.

Debate

- 16**
- 1 h
 - 2 c
 - 3 e
- Not *b!* Differently from other languages, 'primary' means 'most important', not 'first'. This is a so-called *false friend*.

4 f

Not *d!* The same preposition ('in') is used, but the meaning is different.

- 5 g
- 6 a
- 7 b

TIP: There is often a very simple answer, so you do not always have to try and find a more complicated one.

8 d

- 17**
- 1 first of all / firstly
 - 2 leave out / disregard
- The meaning of the sentence can help you decide the best answer here. The phrase 'even if' introduces a condition under which the statement 'this is still a complicated issue' remains true. (Grammatically, 'look at' / 'consider' would also be possible.)

- 3 look at / consider
- 4 moreover / in addition

If you read the two statements carefully, you see they are not meant to contradict each other. Both say that many people prefer a career to starting or having a family.

18 SPEAKING EXAM

TIP: Try to use at least three or four different arguments to support your opinion – avoid repeating the same argument again and again. If your partner mentions something you didn't think of, try to respond to the main point in his/her argument. If you're not sure what they meant, ask them to clarify their opinion.

In this type of task, the communication should go both ways – it's not about giving a long presentation on the topic. The examiner wants to know how you communicate with others, not how much you can talk.

2 People and society

Reading

- 1** Possible answer:
About clothes people wear/the way people dress in the office.
- 2**
- 1 b
The meaning of the phrase 'didn't suit her' in this context is 'didn't match her style'. We would say 'the dress didn't fit her' if the problem was the size (*c*). And she would have bought the dress if it had looked good on her, so *a* is wrong.
 - 2 a
The meaning of 'unless' is 'if not'. The condition of the replacement is the stamp, which is not mentioned in either *b* or *c*.
- 3**
- 1 c and False
We read 'she'd put on weight and she just couldn't do up the zip', which means the dress was too tight. The problem here is the size of the dress ('didn't fit'), not the fact that Stella didn't like the dress. (See note in **2**.)
 - 2 a and True
We read about the guarantee that you must remember to 'have it stamped', otherwise the radio can't be replaced. This is exactly what sentence *a* says.

4 READING EXAM

- 1 E and True
We read 'clothes ... must always be clean'.
- 2 D and False
We read 'employees should know what is expected'. This is true of the workplace dress code in a general sense, but there it doesn't say employers have to specify exactly what items of clothing are acceptable.
- 3 A and True
We read 'some people are coming to work in outfits that resemble pyjamas'. Pyjamas are very informal (people sleep in them). In the previous sentence, this information is introduced with the phrase 'extreme limits', suggesting that this behaviour is unusual.
- 4 D and True
We read 'a client who might be offended by a more casual approach', which means they would not find it acceptable.
- 5 A and False
We read 'some companies introduced the system', but it is not mentioned whether they make up the majority of businesses.
- 6 C and False
We read 'experts differ in opinions'. There are only 'a few points they agree on'.
- 7 B and True
We read about opponents of the policy that they 'pointed out that casual dress style might encourage casual or sloppy work'.
- 8 C and False
The text says 'ripped and worn-looking jeans' and 'faded denim' are unacceptable, but suggests that 'dark jeans with a ... blazer' is fine.

Listening

5

	Person 1	Person 2
Male/Female?	male (a white man)	female (young woman)
Age	in his forties	in her early twenties
Height and weight	fairly overweight, quite short	tall (no information about her weight)
Hair	curly, brown	long, wavy, blonde
Other facial features	broken nose, moustache	(rather) long nose
Clothes	torn blue jeans, baggy T-shirt	short black skirt, black T-shirt, leather jacket, black boots
Other distinguishing features	he's got a tattoo with the word 'Angela'	she's attractive (nothing specifically mentioned)

6 LISTENING EXAM

- 1 in his twenties (not forties)
- 2 thin (not overweight)
- 3 straight (not curly) brown hair
- 4 black (not blue) jeans
- 5 late (not early) twenties
- 6 tall and slim (the recording doesn't say that she's attractive)
- 7 red (not blonde) hair
- 8 white trainers (not black boots)

04 TAPESCRIPT

Radio newsreader

The police are looking for two suspects in connection with the recent bank robbery in Reading. The first suspect is a white man in his twenties. He is fairly thin, quite short and he's got straight, brown hair. He's got a broken nose and has a moustache. When last seen, he was wearing torn black jeans and a baggy T-shirt. He's also got a tattoo of a heart with the word 'Angela' written in it.

The police are also looking for a young woman in her late twenties. She's tall and slim – she's got long, wavy, red hair. Her nose is rather long. When last seen, she was wearing a short black skirt, black T-shirt, a leather jacket and white trainers.

Use of English

- 7 1 possible
There would be an article before the word if the noun was the correct answer.
- 2 correspondence
A noun must follow the possessive adjective 'their'.
- 3 practically
The word modifies 'every', not a noun, so an adjective cannot be correct.
- 4 accompanies
This is the verb form to match the subject, 'his assistant'. The other option, 'companies' is a plural noun, not the third person form of a verb.
- 5 clarify
The structure 'would like to' must be followed by a verb.
- 6 character
The adjective 'main' modifies a noun.
- 7 depend
We need a verb after the adverb of frequency 'often'.
- 8 report
A 'reporter' is a person, a 'report' is a thing. The meaning of the sentence decides which noun is correct.
- 8 Possible answers:
- 1 accustom (verb), accustomed (adjective), customise (verb), customary (adjective), customarily (adverb), customer (noun) – custom (noun)
 - 2 famous (adjective), famed (adjective), famously (adverb) – fame (noun)
 - 3 ability (noun), unable (adjective), ably (adverb), inability (noun) – able (adjective)
 - 4 confidence (noun), confident (adjective), confidently (adverb), confidential (adjective), confidentially (adverb), confidentiality (noun) – confide (verb)
 - 5 familiarity (noun), unfamiliar (adjective), familiarise (verb), familiarisation (noun), familiarly (adverb) – familiar (adjective)
 - 6 identify (verb), identification (noun), identical (adjective), identically (adverb), identifier (noun), identifiable (adjective) – identity (noun)
 - 7 explore (verb), exploration (noun), exploratory (adjective) – explorer (noun)
 - 8 reference (noun) – refer (verb)

TIP: Note and remember the different endings you can use to make different parts of speech.

9 USE OF ENGLISH EXAM

- 1 accustomed
The structure 'become exposed' suggests we need another adjective here.
- 2 famous
The adjective modifies 'people'.
- 3 ability
Both the definite article 'the' and the preposition 'of' are clues that we need a noun form.
- 4 confident
We use an adjective after 'feel'.
- 5 familiarise
The infinitive of the verb must follow the 'to'.
- 6 identify
The infinitive of the verb must follow the 'to'.
- 7 explore
The infinitive of the verb must follow the 'to'.
- 8 references
This is the object of the verb 'explore', and the article 'the' and the preposition 'in' also suggest this should be a noun. The plural context ('songs') helps us decide that we need a plural form.

Writing

Writing an informal letter

- 10 1 I think being a teenager today is very different from when my parents were teenagers.
'I think' introduces the idea. The subject of the sentence is the fact of 'being a teenager today' (formed with the *-ing* form) which takes the singular verb 'is'. After 'different' we need to use 'from' which introduces the contrast with the clause 'when my parents were my age'.
- 2 In some ways we have more freedom today.
We have to start with 'In some' because of the capital letter. Then we need the subject 'we' followed by the verb 'have' and the complement 'more freedom', with 'today' coming afterwards.
- 3 But in other ways life is more complicated and difficult.
'But' introduces the contrast. 'other ways' completes the phrase with 'in'. The verb 'is' is followed by the contrast: 'more...'
- 4 I feel that parents today put a lot of pressure on teenagers.
'I feel' must come first (there are no other capital letters) and 'that' links to the opinion. The parents put the pressure and the pressure goes on the teenagers, in that order.
- 5 It is not possible for every teenager to be the best.
Having started with the capital letter in 'It is', we need the adjective 'possible', and then the structure 'for (something/somebody) + to + infinitive'.
- 6 Sometimes I feel I just need some space.
We have to start with 'Sometimes I' because of the capital letter. Then we need a verb next, and in fact we need to decide which order the two verbs should come in. You 'feel you need', not you 'need you feel'. The last word is the object 'space', before which we say 'how much space': 'some'.
- 11 1 will/should/must
The modal verb goes with the base form of the verb ('be') to express the opinion with 'believe'.
- an
The indefinite article 'an' here because a vowel sound follows in the next word, 'important'.
- our
The possessive adjective goes with the plural 'lives'. (You could also put 'people's' here.)
- 2 is
Singular present simple third person of the verb 'be'.
- that/who
Relative pronoun to link to the defining relative clause.
- 3 of
Completes the phrase 'of course'.
- with
Completes the expression 'to spend time with (somebody)'
- 4 to
Prefer is followed by 'to + verb'.
- than
Completes the structure 'prefer to + verb + than (something)'.
- 5 his
Possessive adjective.
- with
Completes the expression 'to spend time with (somebody)'
- 6 in
Completes the expression 'stay in touch with (somebody)'.
at
This is the preposition for attending university.
- 12 1 These days, many people live together without getting married.
- 2 I myself hope to get married one day.
- 3 I need to meet the right person first.
- 4 I hope I'll be as happy in marriage as my parents are/were.
- 5 My cousin went to work in Scotland and married a Scottish woman.
- 6 Marriage depends on high levels of patience and understanding.
- 13 1 D 2 A 3 B 4 C
- 14 **WRITING EXAM**
- TIPS:** You must include the three content points listed. You could not receive a pass mark if you missed one out. Remember that you need to discuss the three points in relation to your country. Your penfriend is in the UK, so he/she doesn't know about your country: you have to explain everything clearly. Within a total of 200 words, you should write about 60 or 70 words for each content point: don't start writing until you are sure you have enough ideas to do this. Write in an informal, friendly style.

Speaking

Situational role-play

15 1 B 2 A 3 D 4 C

- 16
- 1 idea
 - 2 suggestion
 - 3 interesting
 - 4 difficult
 - 5 complicated

- 17
- 1 Could you explain a bit more?
 - 2 How would that work?
 - 3 Could you say that again?
 - 4 What should we do after that?
 - 5 Do you think that idea is best?

18 SPEAKING EXAM

TIPS: There are no right or wrong answers or ideas here. It's important that you and your partner listen to each other, and share ideas. Use the language you have practised in the previous exercises. Make sure that you can create questions based on notes. You could practise now by writing out full questions for each of the questions in the notes.

Picture-based discussion

- 19 1 name 2 from 3 living 4 married
5 time 6 clothes 7 stress 8 like

20 Your own answers.

- 21
- 1 I think he's standing in a train station.
 - 2 He obviously likes skateboarding.
 - 3 He's dressed like a typical business man.
 - 4 He's wearing loose, casual clothes.
 - 5 I guess that he's a student.
 - 6 I suppose I'd have more in common with the younger man.

22 SPEAKING EXAM

TIPS: Make sure you do all that is required. You are given four questions about two people: that's eight things to say. Most importantly, you are asked to compare and contrast the two people. You need to comment about each person for each question, and then make a comparison or contrast between them.

Higher level

Reading

- 1 1 c
We read 'At the southern end of Waterloo Bridge ... stand the Royal National Theatre, the National Film Theatre and the Royal Festival Hall. ... They have become a mecca for the homeless.' (The word 'mecca' here means 'a place that many people visit for a particular reason'.)
- 2 f
We read 'a theatre play directed by the now famous Oscar-winner ... Sam Mendes'.
- 3 d
We read 'The 1980s saw an enormous increase ... many unemployed came to ... especially London, where jobs were easier to find'.
- 4 a
We read 'there are around 100,000 homeless people'.
- 5 g
We read 'another way you can help is to buy a copy of *The Big Issue*'.
- 6 b
We read '*The Big Issue* is a success on many levels'.
- 7 e
We read '*The Big Issue* has become international'.

2 READING EXAM

- 1 F
The phrase 'this centre of London's cultural activity' refers back to the Royal National Theatre, the National Film Theatre and the Royal Festival Hall mentioned in the previous sentence.
- 2 C
The next sentence follows on from the previous two sentences describing the 'cardboard boxes' and each person's 'much prized space'.
- 3 A
The two things mentioned in this sentence (jobs and homes) are also mentioned in the sentence before and after the gap.
- 4 B
The previous sentence mentions the advice the British government is giving to people who want to donate to the homeless. The sentence after the gap starts with 'Another way you can help', which means the missing sentence is about a way to help them, rather than about politicians' opinion about them (D).
- 5 E
This paragraph talks about *The Big Issue* in detail.

Listening

- 3 1 F 2 A 3 G 4 D 5 C 6 H 7 E 8 B
(Some other combinations are also possible, but the above is the only way to use each word only once.)

TIP: Memorise these collocations, not just the words that make up the phrases.

4 Your own answers.

5 LISTENING EXAM

- 1 C
We hear 'I know quite a lot about the views and manifestos of various parties and try to follow what's going on both in the world and at home. So when I vote for people to represent me, I know what I'm doing'.
- 2 B or C
- 3 C or B
We hear 'I'm going to vote in the general election next year' and 'when I vote for people to represent me, I know what I'm doing'.
- 4 A or C
- 5 C or A
We hear 'I'm interested in many aspects of political life, especially international relations and the way human rights are violated in many countries in Africa and Asia' and 'I try to follow what's going on both in the world and at home'.
- 6 B or D
- 7 D or B
We hear 'They seem to have no idea about how to rule the country' and 'completely uneducated people becoming officials and doing jobs they know nothing about'.
- 8 A
We hear 'I'm interested in ... international realtions and ... human rights ... in many countries in Asia and Africa' and 'I don't pay attention to our local problems.'

05 TRANSCRIPT

Radio presenter

Hello everyone. In our programme, 'The World Around Us', we've asked four teenagers from different countries about their political views. Here's what they told us.

Speaker A

I'm interested in many aspects of political life, especially international relations and the way human rights are violated in many countries in Africa and Asia. I believe it's unfair the way people in the third world have to face so many problems they just cannot cope with and, at the same time, all the economically developed countries become richer and richer. There's so much food wasted in one place and in another people are dying. I don't pay any attention to our local problems, all those conflicts between various parties. I don't vote because there is no political party worth voting for.

Speaker B

Well, what I dislike about our politicians is that they constantly criticise previous governments but they don't really do anything to improve the situation. They seem to have no idea about how to rule the country; some of the recent regulations are absurd. I can't see any political option that would meet my expectations. I'm going to vote in the general election next year because I want to do what I can to reduce the number of unsuitable politicians in Parliament. I'm not very optimistic, though.

Speaker C

Politics is important because it affects our life. If you want to be a responsible citizen, it's your obligation to participate in the political life of your country. It's a chance to influence the decisions that are important. Besides, if you don't do anything, you have no right to criticise anybody. I have quite strong political views. I read the papers and watch the news, I know quite a lot about the views and manifestos of various parties and try to follow what's going on both in the world and at home. So when I vote for people to represent me, I know what I'm doing.

Speaker D

If I could vote, I'm not sure I would do it, because all the governments we've had have disappointed me. It makes me feel angry and powerless to see completely uneducated people becoming officials and doing jobs they know nothing about. What's even worse, most of them are corrupt. They don't really care about the people who chose them and their only aim is to earn as much as possible.

Use of English

- 1 They are warm-hearted, open and friendly people.
- 2 St Patrick's Day, on 17 March every year.
- 3 The first St Patrick's Day Parade was organised in Boston in 1737.
- 4 Most places where the Irish have emigrated. Countries mentioned include Ireland (Dublin), the UK (London), the USA (New York) and Australia (Sydney).
- 5 It commemorates a Christian saint, but it is a celebration for all Irish people.

TIP: Notice that the questions follow the order of the information in the text.

7 USE OF ENGLISH EXAM

- 1 one / passport
You can repeat the noun from the first half of the sentence, or use 'one' to avoid repetition.
- 2 The
When we refer to a group of people in general (the rich, the English, the homeless), we use 'the' to make the adjective into a noun.
- 3 any
The structure 'more than any other' frequently occurs in comparisons.
- 4 everybody / everyone
We need a subject here that takes a third person singular verb.
- 5 are
The passive form after the gap suggests that we need the verb 'be'. The subject 'parades' is plural.
- 6 it
This is the general subject 'it'.
- 7 or
The gap is before the last item in a list. It cannot be 'and' because the sentence is about any *one* city from the places mentioned, not about *all* of them.
- 8 Although
The first half of the sentence defines the meaning of the day in one way, the second half gives a different interpretation, which partly contradicts the first half.

Writing

Writing a student magazine article

- 8 1 be 2 make 3 get 4 spend 5 have

TIP: These are useful collocations (word that often go together), which you can use to describe relationships.

- 9 1 humour 4 loyalty
2 intelligence 5 patience
3 honesty 6 kindness

TIP: Look at the word endings in this exercise after you've completed exercise 10, as well. Remember the various ways we can make nouns out of adjectives.

- 10 1 honest
2 kind
3 intelligent
4 patient
5 loyal
6 humorous

The adjective 'humorous' is slightly different from the others in this exercise. It's more commonly used to describe a situation or a story that we find amusing. We prefer using 'funny' to describe a person who's amusing and entertaining.

- 11 Your own answers.

- 12 1 As
Completes the expression 'as far as I'm concerned/I know'
- 2 is
Singular of the verb 'be'.
- 3 who/that
Relative pronoun to link to the 'people'. This is a defining relative clause, so 'that' is possible as well as 'who'.
- 4 are
Plural of the verb 'be'.
- 5 why
Use 'why' with 'reason' or 'reasons'.
- 6 of
Completes the phrase 'first of all'.
- 7 to
Completes the phrase 'in order to'.
- 8 In
Completes the phrase 'in addition'.

13 WRITING EXAM

TIPS: An article in a magazine is designed to be read by many people. They will choose to read it, and continue reading to the end of it if, and only if, they find it interesting. Don't write just about yourself and your friends – try to make your ideas more generally interesting.

Friends and friendship are the subjects of many films and TV programmes – you can think about these to give you ideas. Use different ways of presenting your opinions – don't just write 'I think...' every time.

Speaking

Picture-based discussion

- 14 Your own answers.

TIP: There is no right or wrong answer here. The point is using the appropriate phrases for speculating about the girls in the photo. Look at the Speaking Bank on page 128 for a list of phrases you can use.

- 15 Possible answer:

It's probably the description of the girl on the left, the one wearing a dark blue top with a red stripe.

- 16 Your own answers.

- 17 1 seems 3 tell 5 seem
2 way 4 expect 6 possible

TIP: These are also useful phrases for speculating, which you might want to memorise.

18 SPEAKING EXAM

TIPS: Try to relax and take your time with this.

The four questions will take you through in a logical order. Remember that because there are four people in the picture, you can easily make comparisons and contrasts between them. Use the language you have practised in the previous exercises.

Debate

- 19 Agree:** That's right! / I couldn't agree with you more. / Absolutely! / My point exactly. /
Disagree: I'm not sure that's true. / Surely you don't think that... / I don't see how/why. / Actually, ...
Accept that the other person's right: I see you point. / I can go along with that. / I take your point.
Persuade the other person that you're right: Have you considered...? / Don't you agree?
And your own answers.

TIP: Practise different ways of responding to the other person's arguments. Make lists of the various phrases you can use.

20 SPEAKING EXAM

TIP: This type of task often contains a very generalised statement that's difficult to agree with. This is intended to help you take a side. Make sure you use a good variety of phrases (from exercise 19 and the Speaking Bank on page 128) to react to your partner's arguments. Try to make clear arguments to support your opinion, and avoid repeating yourself too much. Don't forget that this is not personal, so don't get upset when your partner keeps contradicting you.

3 Shops and services

Reading

- 1 a**
The article is about the cafés, and although it mentions both unhealthy food and the English breakfast, it doesn't tell us about these things in detail.
- 2 1 b**
Think about what the image suggests. When someone is on their knees, it means they have been defeated.
- 2 a**
All the things mentioned are foods.
- 3 b**
The list of people that follows the phrase is a clue.
- 3 1 +**
2 -
3 +
Although this is subjective. Some people may not like having too much choice.
- 4 +**
5 -
But some people may find cracked linoleum charmingly old-fashioned.
- 6 -**
7 +
8 +

4 READING EXAM

- 1 c**
We read 'they are an essential part of life in the UK, especially for people living in bigger cities'.
- 2 b**
We read 'they usually have ... a huge menu offering a wide variety of delights'.
- 3 b**
We read 'In a typical greasy spoon, you will find people from all walks of life'.
- 4 c**
We read 'you have to be really brave to eat it first thing in the morning, because it is huge'.
- 5 a**
We read 'nothing can beat the real thing' (nothing can be better than the real greasy spoon cafés). This sentence sums up the writer's opinion, which is very positive.

Listening

- 5** The best summary is 2.
Only one sentence mentions TV advertising, and none of them talk about preventing advertising from influencing our behaviour.
- 6 1 B and C**
Sentence A uses similar words, but the overall meaning is completely different.
2 A and B
This is more difficult because it suggests that 'we' are all 'shoppers'. C is very similar in meaning, but it doesn't talk about how the fact affects us while the other sentences do.
3 A and C
Sentence B is the only one that mentions advertising.

7 LISTENING EXAM

- We hear 'If you think you are not one of those people whose buying habits are influenced by advertisements, you are most probably mistaken'.
- We hear 'over three quarters had no problems matching the most popular detergent brands with their advertising slogans'.
- We hear 'The music, the smells, the arrangements of products, the reductions, all have one goal ... to get as much money as possible out of our pockets'.
- We hear '94% of the people taking part in the survey admitted they buy between one and five things more than is really beyond the necessary, each time they visit a supermarket'.
- We hear 'never go shopping on an empty stomach ... you'll buy tons of unnecessary food'.

06 TRANSCRIPT

If you think you are not one of those people whose buying habits are influenced by advertisements, you are most probably mistaken. The latest survey made by The Consumers' Federation shows what effect modern advertising techniques have on the decisions of supermarket customers. 150 people were asked to fill in a short questionnaire just as they were leaving a Tesco supermarket after finishing their shopping. Only 15% of the people admit they buy things because they've seen them advertised. The great majority insist they do not even watch commercials on television. However, over three quarters had no problems matching the most popular detergent brands with their advertising slogans. And over 60% of the washing powder in their shopping trolleys belonged to one of the three most widely advertised brands. Most people do not realise that advertising aims not only at persuading them to buy a certain brand. It's also all the techniques supermarkets use to make customers buy more than they have actually planned. The music, the smells, the arrangement of products, the reductions, all have one goal – to get as much money as possible out of our pockets. 94% of the people taking part in the survey admitted they buy between one and five things more than is really necessary, each time they visit a supermarket. How to avoid spending too much? Here are a few tips: First of all, always make a shopping list and stick to it, no matter what special offers you come across. Secondly, never go shopping on an empty stomach - you'll buy tons of unnecessary food. If you really have to take children with you, agree in advance what one thing you'll buy them and don't change your mind later, when they get tired or excited. And, above all, limit the time spent in shops to an absolute minimum; don't treat shopping as a leisure-time activity. Do we have any chance in the battle against the powerful advertising machine? I doubt it. Most of us like spending time in supermarkets, even if we don't realize it. It's become one of our favourite pastimes, something like hunting combined with a family picnic.

Use of English

8 USE OF ENGLISH EXAM

- 1 c**
The collocation is 'success story'.
- 2 c**
Present Perfect with 'since'.
- 3 d**
The collocation is 'run a shop/business'.
- 4 c**
The meaning we need here is 'made a decision to do something'.
- 5 b**
We need an object in the structure: find (something) + adjective. When the object is a whole clause or sentence, we use 'it' to avoid repeating all the information.
- 6 d**
The meaning of the words helps us decide.
- 7 b**
This sentence introduces an argument which contradicts the ideas in the previous sentence, so a linking word with a contrasting meaning is needed.
- 8 b**
This is the only phrase of the four that can be used before the verb.

- 9 1 rates (an existing collocation 'success rate' that's actually wrong in this context)
- 2 would grow (another form of the verb 'grow' but not Present Perfect)
- 3 operated (a synonym of 'run' but it can only refer to machinery or an organisation, not to a shop or business)
- 4 settled (a synonym of 'resolved' but without the suggestion of an action you decided to take)
- 5 thinks about it (similar meaning, but doesn't fit the sentence grammatically)
- 6 estimated (different meaning, but similar form to 'estimable', which is also a wrong answer)
- 7 by the way (a link word, but not the right meaning)
- 8 any more (the right meaning but cannot be used before the verb)

NOTE: In this task, the point is that the extra wrong answers have to be similar to the options a–d in one way or another.

Writing

Writing an argumentative essay

- 10 Possible answers:
1 B 2 A 3 A 4 A 5 B
6 B 7 A 8 B 9 B
- 11 Your own ideas.
- 12 Your own answers.
- 13 1 an
'Question' needs the indefinite article, and it needs to be 'an' because of the vowel sound of 'easy' after it.
be
'Have to' is followed by the base form of a verb. 'Be considered' is passive.
- 2 It
English requires a subject for every sentence, even when it seems to have little meaning, as here.
not
This is required to make the meaning negative.
- 3 to
This completes the structure 'way(s) to + verb'
each
Completes 'each other'.
- 4 of
Completes the expression 'time of (something)'; here the 'great change' is what characterises the time we are living in.
is
Singular present simple of 'be', used in the structure 'be going to' to describe the future.

14 WRITING EXAM

TIPS: First you need to decide how to respond to the statement. You could agree with it, disagree with it, or make a mixed response – for example, you could accept that post offices are not necessary when there is email etc, but you could say that they should stay open as a community service.

Your introduction should briefly say what you are going to argue. The paragraphs that follow should be a series of clear and logical steps. You should write in a formal style.

You should link your arguments closely together. Make sure you have some useful ways of doing this ready. Use language such as, 'There are a number of reasons why...', 'When you consider situations such as...', 'Despite the fact that the Internet...', and so on.

Speaking

Situational role-play

- 15 1 What time would you like me to go shopping for you?
'What time' is similar to 'when'. Note the order of 'would you like me to' in a question.
- 2 What things do you need me to get for you?
'Things' is the subject of the sentence. Note the use of the auxiliary 'do' to form questions.
- 3 How much are you prepared to spend altogether?
Note the word order 'are you prepared' for the question form, and the position of 'altogether' after the verb 'spend'.
- 4 Which shops do you think I should go to?
Note the use of 'do' and the word order for the question form.
- 5 When does the supermarket shut today?
Note the use of the auxiliary 'does' to form the question.
- 6 Who are you going to give the present to?
Note the word order to form the question.
- 7 Why don't you want the larger pack?
Note the use of the negative auxiliary 'don't' to form this negative question.

- 16 A I need a new camera battery and some printer paper.
B I expect you'll find everything in/at Low Price Store.
C Here's a € 20 note – I can't afford more than that.
D It would be great if you went tomorrow morning.
E It's for my cousin and his wife's wedding anniversary.
F I don't use them very often, so they last me a long time.
G I'm not sure if it's 7 or 8.

17 1 D 2 A 3 C 4 B 5 G 6 E 7 F

18 Your own ideas.

19 SPEAKING EXAM

TIPS: The requirements of the speaking task are both clear and specific. You must include these in your discussion. Your discussion will be much more interesting if you react to what each other says. You can say that you also like something, or you can be surprised by the cost of something. Maybe finding a suitable time can be a little complicated. See this as an opportunity to talk together, not a race to finish as quickly as possible.

Picture-based discussion

20 1 e 2 b 3 d 4 a 5 c

Tip: Make sure that the sentences halves match grammatically as well as logically.

21 Your own ideas.

22 1 Unlike 3 If we consider
2 Compared to 4 The issue of

TIP: These are useful phrases for comparing different ideas or images.

23 SPEAKING EXAM

TIPS: You should use the structure for speaking provided by the exam task. You have a list to follow, containing several things to compare/contrast in relation to the pictures. There are many things that you can say about this subject. There are no right or wrong answers. You have your own experiences which you can make use of when speaking. You could also refer to other kinds of shops as well as the ones shown in the pictures here. This could support your ideas. Try to use structures and phrases such as the ones in exercise 22 to show when you are introducing a new part of your discussion.

Higher level

Reading

- 1 1 Fashion.
You find the information in line 3, in the first paragraph. This is confirmed by the information in lines 18-19, in the third paragraph where the text mentions the 'retail-clothing industry'.
 - 2 Bubble juniors (9- to 14-year-old daughters of Japanese women).
You find the information in line 11, in the second paragraph.
 - 3 They are the only dynamic customers left in the Japanese economy.
You find the information in lines 9-10, in the second paragraph.
- TIP:** You should be able to find out what the general subject of an article is from the first few paragraphs. These paragraphs introduce the topic, while later paragraphs give further details or the writer's (and others') views.

2 READING EXAM

- 1 F
We read that 'bubble juniors' are 'the 9- to 14-year old daughters of Japanese women. Boys are not referred to as 'bubble juniors'.
- 2 T
We read 'They are the potential trendsetters, like college girls in the 1980s and high-school girls in the 1990s'.
- 3 F
We read 'sales ... have shrunk by almost 10% in the last five years'.
- 4 T
We read 'They don't want to wear what's in the kids' section. Rather, they mix mature styles with bright colours ...'.
- 5 T
We read 'the target age group is shrinking'.
- 6 F
We read 'bubble mums, unlike those of earlier generations, are comfortable spending a fortune on outfits'.

- 7 F
We read 'Nicola ... printed 10,000 copies of an issue'. The article doesn't say that it's something that happens every month.
- 8 T
The sentence is a summary of the final paragraph.

Listening

- 3 1 MIT 5 FS24
2 June the 13th 6 34.49
3 Jan 7 0475 8384
4 JGX 8 VBWW

TIP: If you made any mistakes in this exercise, now think about why you made these mistakes. Which sounds or types of stress are difficult for you?

07 TRANSCRIPT

See Key to exercise 3 above.

4 Your own answers.

5 LISTENING EXAM

- 1 Bowles 5 beige
2 Heath 6 £24.99
3 BY1 7RX 7 calculator
4 travel bag

08 TRANSCRIPT

Man

Go-World Home Delivery. How may I help you?

Woman

Oh, hello. I'd like to place an order.

Man

Certainly. I'll just take the details.

Woman

Right.

Man

Can I start by taking your name please?

Woman

Yes, it's Bowles, Jessica Bowles.

Man

Is that Jessica with a G or a J?

Woman

With a J. And then it's B-O-W-L-E-S.

Man

Fine. And your address...

Woman

It's number eighteen, Heath Street, Byford. That's H-E-A-T-H.

Man

Good. And I need the post code.

Woman

Oh yes, of course. It's B-Y-1, er, 7-R-X.

Man

R-X, thanks. Fine, right now, what was it you wanted to order?

Woman

Well, I've been looking in the catalogue, and I'd like to get a travel bag.

Man

They're great quality, yes. And good value. They're available in a range of colours.

Woman

Yes, and I think it's the beige that appeals most.

Man

Very nice. You've seen the price?

Woman

Yes, they're twenty-four pounds ninety-nine pence each, or twenty-two ninety-nine if you buy two.

Man

That's right.

Woman

Well, I only want one.

Man

Fine. Now have you chosen your free gift? From the ones shown on page twenty in the catalogue?

Woman

Oh yes, a diary or a calculator. I think a calculator would be useful.

Man

Good choice. OK, well, I'll put this straight through and then you should be getting the ...

Use of English

- 6 The best summary is c.
Newspapers often use short, effective words in their titles to grab readers' attention. The verb 'hit' is used instead of 'have a negative impact on'.
- 7 1 It (probably) contributed to the appearance of holes in the ozone layer, increased pollution and caused the (polar) ice caps to melt.
2 2.6 kilograms in 1997, 2.2 kilograms (or 1,000 cups) in 2002.
3 Coffee, iced tea and healthy drink alternatives, for example fruit teas.
4 Turkey, the UK and India.
- TIP:** The order of questions usually follows the order of information in the article.

8 USE OF ENGLISH EXAM

- 1 been
This is a passive verb in the Present Perfect tense.
- 2 lot
The phrase refers back to the fairly high consumption figures in the previous sentence. Other synonymous phrases cannot follow the article 'a'.
- 3 Apart
The collocation 'apart from' means the same thing as 'besides', which could also be used to introduce connected facts.
- 4 to / towards
The phrasal verb is 'turn to' or 'turn towards' to suggest a change in customers' behaviour.
- 5 however / conversely
A linking word with a contrasting meaning is needed here to say that hot tea consumption is decreasing, but iced teas are becoming more popular.
- 6 such
We use 'such as' to give an example here for 'healthy drink alternatives' mentioned before the gap.
- 7 even
Very often, 'even' is used to reinforce 'though'.
- 8 for
The verb 'look for' means 'search' or 'seek'.

Writing

Writing a letter of complaint

- 9 Your own ideas.
- 10 1 Although our flight was delayed by three hours, we didn't receive an explanation.
2 We were extremely surprised because our hotel room was never cleaned during our stay.
3 It was very disappointing that the guided tour of the historic city centre was cancelled.
4 We became terribly tired because we could hear cars and buses all night.
1 A 2 C 3 D 4 B

11 WRITING EXAM

TIP: This kind of writing task requires you to use your imagination. Don't be too imaginative – terrible problems on your holiday on the moon and \$80 billion compensation are fun ideas, but for the exam you should be practical. Think about how you will use the 200-250 words. The fourth point is probably going to be shorter than the others. For the third point, make sure you are clear about how you were affected. Don't just say 'I was very angry'; it's better to say something about the late train meaning you missed your dinner at the hotel, so had to go to a restaurant so you spent more money, etc. Write in a formal, business-like style.

Speaking

Picture-based discussion

12 Your own ideas.

- 13 1 In my opinion, supermarkets offer an excellent range of different goods to choose from. The phrase 'in (one's) opinion' is a useful one to remember, when you have to talk about your views.
- 2 I think that supermarkets have too many products on their shelves.
- 3 What do I want with twenty kinds of washing powder – I only have / have only one washing machine. The position of 'only' usually depends on what you want to emphasise: before the verb, it refers to the whole statement, after the verb, it refers to the object ('one washing machine'). In this sentence, there's no real difference in meaning.
- 4 It's much better to have choice when you are shopping – there are so many delicious foods in the world and I don't want to miss any.
- 14 1 Although
'Although' is used to connect two contrasting ideas or facts, both in complete sentences.
- 2 and
'And' links two related things together.
- 3 because
'Because' is used when what comes after it gives the reason for what comes before it.
- 4 Despite
'Despite' is used to connect two contrasting ideas or facts, where one of them is a noun phrase and the other is a complete sentence.

15 SPEAKING EXAM

TIP: In this situation, the exam task requires you to produce a lot of ideas. You should be able to do this by looking at the picture and thinking at the same time. Then you will produce ideas like the list in exercise 12.

Try to make use of other ideas as well as your own opinions. For example, although you may like supermarkets, you can say, 'many people, especially older people, prefer to go to small, local shops because they enjoy chatting to the people who work there.' The question is about 'the customer', and there are many different customers – use this fact to help you produce lots of ideas.

Debate

16 Your own answers.

Tip: Try to think of more than one way of completing each counter-argument.

17 SPEAKING EXAM

TIP: First decide if you agree or disagree with the statement. Think of your arguments – but don't feel you have to use every one of them before you finish. It's more important to respond appropriately to what you hear than to persuade your partner that you're right. Make sure you respond to every statement your partner makes, either by saying you agree or using the phrases from exercise 16 or the Speaking Bank on page 128 to present counter-arguments.

4 Home

Reading

- 1 B.
The helicopter is used to set the scene, but if you read the paragraph carefully, you find that it tells us a lot more about the way English people live.
- 2 2 A
Key words include: 'mislead' and 'confusing'.
- 3 C
We read 'The house numbers are ... camouflaged' (hidden or disguised).
- 4 D
We read 'The mania for home improvements is massive'. The phrase 'nest builders' refers to people who spend a lot of time and effort making their homes more comfortable to live in.
- 5 B
We read that DIY is 'an opportunity to exercise our creative talents'. The reference to 'artists' in the heading here is an exaggeration.

- 3 1 Our neighbours
Third person plural noun to match the third person plural pronoun.
- 2 the house
It cannot logically be 'the price', the only other noun 'it' might refer to.
- 3 She considered it the happiest period in her life.
Her happiness was the reason for her buying a house.

4 READING EXAM

- 1 E
The phrase 'these boxes' refers back to 'rows of small boxes' mentioned in the previous sentence.
- 2 A
The word 'its' refers back to 'an English home' mentioned in the previous sentence.
- 3 D
The meaning of the word 'camouflaged' is explained in the missing sentence.
- 4 F
The second part of the missing sentence refers forward to the information about the English people's obsession with home improvements in the next sentence.
- 5 B
The statement before the gap is commented on in the missing sentence. Then the next sentence 'we see the arrangement ... as an expression of our unique personal taste' refers back to 'we like to think' in sentence B.

Listening

5 Possible answers:

- cannot be 1988 or 2003, as the numbers are too large for distances within a country.
- definitely cannot be 1988 or 2003, and the speaker would not likely to have been 38 or 68 when his brother was born.
- is probably 38 or 68, or maybe 20, but not less or more.
- can only be 2, 3 or 4 because people don't normally have 20 bedrooms or more in their homes.
- can only be 1988 or 2003 because it's about a year.
- is probably 20 or 38, or maybe 68, but not less or more.
- may be 2, 3 or 4 because the speaker is talking about a flat he shared with other students, not a halls of residence or hostel.

6 LISTENING EXAM

- 20
- 3
- 68
- 2
- 1988
- 38
- 4

We hear 'Five of us rented a flat in the city centre' but this number includes the speaker, too.

09 TRANSCRIPT

When I was born, my parents were living in a house in a small village about 20 kilometres from the capital. I was three years old when my brother was born and my parents decided that we needed a larger home. We first moved into a rented flat for fifteen months while the new block of flats we were going to move to was being completed. I don't think my parents liked the rented flat because it was smaller than our old house. We finally moved into the capital at the beginning of 1988. Our flat wasn't really large, only 68 square metres, but there was enough room for two adults and two small boys. There were two bedrooms, a cosy living-room with a balcony, a small bathroom and a kitchen, where we used to have the family meals, as well.

I started school the following September, and my brother went to kindergarten. I still remember my first day at school. I even remember that there were 38 students in my class – but of course I've long forgotten most of their names by now.

We lived in the same flat all the time I was at school. I only moved house again when I started university in 2003. I decided to study forestry so I had to move to a town near the border. Rents were quite expensive, so I decided to move into a shared flat. Five of us rented a large flat in the city centre, and shared all the housework. I had the time of my life! I'm still living in the same town, but I'm sharing with just one person now. It's more comfortable but I often miss the big parties we used to have at the other place.

Use of English

7

piece of furniture	number of items
fireplace	1
chest of drawers	1
bed	1
dressing table	1
wickerwork chairs	2
Wilton carpet	1

8 USE OF ENGLISH EXAM

- b
We use 'lead (in)to' or 'open to' when we refer to doors between rooms of the house.
- d
Only 'pass' can be used with 'to'. We use 'arrive' with 'at', and 'enter' and 'reach' without a preposition.
- b
Past Perfect is needed here to talk about something that happened before the past event we are describing.
- b
The adjective 'low' can only be used logically with 'ceiling'.
- b
We are talking about one of the other three corners of the room but we don't say which one.
- a
The phrasal verb 'make up' means 'constitute' or 'form'.
- b
We need a noun after the preposition 'in'.
- a
The phrasal verb 'take in' means 'observe/examine carefully'.

Writing

Writing an email

- I think the best place in the world is the historic town of Bury St Edmunds. I know this town very / so well because it's where I was born / am from. It's a beautiful town, and there's a market every week – visitors come from everywhere. The local people are friendly.
- The text contains all the required information except the second point: the reader of this text is not told where Bury St Edmunds is.
- Your own ideas.

12 WRITING EXAM

TIPS: You must include all the information listed in the exam task. You should explain something about each point; don't just state the minimum fact in each case. Look at these examples: which do you think is more interesting for the reader?
It's called Cambridge. or *It's called Cambridge, because it's where there is a bridge over the River Cam.*
It's in England. or *It's in the east of England, about an hour away from London.*
I went there last year. or *I spent a week there last summer, visiting some relatives.*
There are a lot of old buildings. or *There are many examples of historic architecture.*
 However, remember you only have a maximum of 50 words, so you can't expand on everything.

Writing an informal letter

- Your own ideas.
- 1 One place you really must visit is _____.
'Place', the subject, comes after 'one'. Note that 'really' comes before 'must' which comes before the verb 'visit'.
- 2 I also suggest going to _____.
Note the position of 'also'.
- 3 As for activities, I'm sure you'd enjoy _____.
'I'm sure' expresses the speaker's opinion about what follows: 'you'd (would) enjoy'.
- 4 Another interesting thing to do is _____.
'Another' must be about a 'thing', and the adjective 'fun' must come before the noun it describes. The subject of the sentence is the phrase 'another fun thing to do'.
- 5 When you feel hungry, don't forget to eat _____.
This structure is used to give advice or instructions.
- 6 A drink you'll love is called _____.
'Drink' must come after 'a' as it's the only noun that can be countable. 'You'll love' (= 'which you'll love') describes the kind of drink it is.
- Your own answers.

16 WRITING EXAM

TIP: The job of this letter is to answer the questions it asks. The writer of the letter you received needs to know certain things, and it is your responsibility to provide this information. You must tell your penfriend about:

- places to visit
- activities to do
- food and drink to try.

You also need to respond to your friend's comment that it is sad you will be away.

Don't just list places, activities, food and drink. Explain why you recommend each thing.

Use a friendly and informal style.

Speaking

Situational role-play

- 17 1 D 2 B 3 C 4 A

TIP: The sentence halves must match logically as well as grammatically.

- 1 A
There is no verb in B, but you always need one in a complete sentence.
- 2 B
The adverb 'quite' expresses how important it is. Although 'almost' has a similar meaning, we don't normally use it with subjective judgements.
- 3 B
'Think' (in the sense of 'have an opinion on something') is a stative verb, and cannot be used in the Present Continuous. (When we do use this tense with 'think', the verb refers to the process of thinking.)
- 2 B
We normally use 'importance' with 'of' and a noun.
- 5 A
'From (somebody's) point of view' is a useful phrase for expressing your opinion. The other phrase correctly is 'in your opinion', not 'from...'

19 SPEAKING EXAM

TIPS: You must talk about all the points on the list. Both you and your partner should express ideas and/or opinions about each one. You must make sure that you get the timing right: you need to have enough time to decide together which two points on the list are the most important. With seven points and two conclusions, you need to work efficiently. Make connections quickly between each point and what it means for your partner and his/her family. What can or can't they do?

Picture-based discussion

- 1 of
Both 'neither' and 'either' are followed by 'of'.
- 2 than
Notice 'more' before the word 'green' before the gap: you often need to look further than the gap itself to get the answer.
- 3 not
You need to think about the meaning of the whole sentence in the context of the text to understand that this has a negative meaning.
- 4 In
'In' goes before 'fact'; 'in fact' has a similar meaning to 'actually'.
- 5 is
'Is' with 'disappearing' forms the present continuous, used here for something that is happening as we speak.
- 6 to
Completes the structure 'continue to + verb'.
- 7 In
'In' goes before 'addition'; 'in addition' has a similar meaning to 'additionally'.
- 8 on
Note the passive here, 'to be built'. You need to follow the word order in the sentence to see that the land is built 'on' – you build on land.
- 21 Your own ideas.
- 22 Your own ideas.

- 23
- lives
We use a third person singular noun with 'somebody'.
 - prefer
To express our likes, we can use 'prefer' with an infinitive with 'to'.
 - tired
The structure 'tired of' usually refers to a situation that we find annoying.
 - find
The verb 'find' often goes together with 'peace and quiet'.
 - looking
We use an *-ing* form after 'enjoy'.

24 SPEAKING EXAM

TIPS: The four questions in the exam task provide a clear structure for you to follow. Make sure that you use them to help you organise appropriate points about the pictures.

The questions change in focus.

The first one asks you to relate one of the pictures to your own life. You should say something like, 'This picture is more similar to where I live because I live in a large city and this city centre scene is more familiar to me. It's the kind of place where I sit with my friends, enjoying...'

The second and third questions, however, are more general. Do not talk only about your own life here. Say general things about life in the city and countryside.

The last question asks for your own opinion. The question isn't about where you spend your holidays, but about *where you would prefer to spend your holidays*.

Higher level

Reading

- 1 The answer is b.

The word 'converted' suggests a change in the function of the building that students live in. The other answers all contain key words from the title, but the overall meaning is quite different.

2 READING EXAM

- A
We read 'There is no heating system, no central cooling system, no residential garbage service, no mail service and no parking'.
- C
We read 'It's the very first apartment building built in Tucson'.
- D
We read 'Castle Apartments ... was a hospital, tuberculosis sanitarium, nursing home ...'.
- A
We read 'The open architecture allowed the room-mates to host parties with up to 600 people'.
- D
We read 'The building ... has thirty-two apartments'. (A: 'Lauren Benz and her four room-mates live in Studio Apartments'; B: 'the building was divided into four separate apartments'; C: 'The historic building has seventeen units in it'.)
- B
We read 'Residents have come out of their bedrooms to find elderly men ... looking for electrical supplies'.
- A
We read 'Their loft-style apartment ... has been ... a recording studio'.
- B
We read 'the building was divided into four separate apartments two years ago'.
- D
We read 'She's so cool. What other landlord would let you put holes in cement walls?'

Listening

- 3
- b
Only three sentences (3, 4 and 5) talk about doctors, and none of the mention the Internet.
 - a
Sentences 1, 4 and 6 make it clear that 'the outback' is a place.
 - Likely topics: Medical care, Education, Distances between people. Doctors are mentioned in sentences 3, 4 and 5. Sentence 6 is about children going to school. Sentence 1 mentions how far people live from their neighbours.

5 LISTENING EXAM

- T
We hear 'your nearest neighbours are over 100 kilometres away'.
- F
We hear 'some people are lucky enough to have email and the Internet but many do not even have a telephone line'.
- F
We hear 'doctors fly to an emergency in a small aeroplane or helicopter'.
- T
We hear 'they can arrive at any place within ninety minutes'.
- F
We hear 'there are thirteen flying doctor bases'.
- F
We hear 'some kids go to boarding school'.
- T
We hear 'most outback children use their two-way radios to listen to their teachers' and 'others have their lessons sent by post'.

10 TRANSCRIPT

Welcome to 'Our Neighbourhood', the programme that looks at different places and conditions that people live in. Today we're visiting the outback, a distant part of Australia far from the main population centres. Imagine you're living on a farm and your nearest neighbours are over 100 kilometres away. It certainly is very lonely and isolated. And this is how it feels for many people living on farms in the outback of Australia, far away from the cities and towns. Some people are lucky enough to have e-mail and the Internet but many do not even have a telephone line. Everyone has a two-way radio. You can listen as well as talk into it, and it is the most important means of contact with other people.

When someone needs a doctor urgently, they use their two-way radio to contact The Flying Doctors. That's a special medical service that covers six million square kilometres of Australia. The doctors fly to an emergency in a small aeroplane or helicopter and they say they can arrive at any place within ninety minutes. There are thirteen flying doctor bases in Australia with thirty-eight aeroplanes and helicopters. They visit 150,000 people every year.

Another problem to solve is education. How do you go to school when you're living five hundred kilometres from the nearest one? Some kids go to boarding schools, others have their lessons sent by post. But most outback children use their two-way radios twice a day to listen to their teachers and to communicate with them and with other outback students.

(*Destination: Australia, Surviving in the Outback*, Crown 1, 1999.)

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Use of English

- 6
- A is correct.
B I get on the bus ~~with~~ just outside my house.
The phrasal verb 'get on with' means 'to have a friendly or good relationship with' someone.
 - A My aunt grows ~~up~~ her own vegetables.
B is correct.
The phrasal verb 'grow up' means 'become older or adult or more mature as a person' and is intransitive.
 - A I enjoy watching ~~#~~ football, but I am no good at playing it.
B is correct.
'It' is a pronoun, and so replaces a noun where necessary – as in 'playing it' – but isn't used as well as the noun.
 - A is correct.
B Although I like how he looks ~~like~~, I think he's very boring to talk to.
The question, 'What does he look like?' doesn't usually need 'like' in the answer. Don't get confused with the other use: 'Who does he look like?' 'He looks like his brother.' – meaning that he has a similar appearance to his brother's appearance.
 - A My aunt ~~who~~ is my favourite relative and her cooking is fantastic.
B is correct.
You don't need 'who' here; these are two simple statements connected by 'and'.
- 7
- The population of the USA is 250 million.
 - The most interesting person I know is – my friend Tomas.
 - People are the same all over the world.
 - Pollution is threatening the future of the earth.
 - I love – life and I love being in – love.

8 USE OF ENGLISH EXAM

- 0 ✓
00 up
The phrasal verb 'use up' means 'use all of it', which is not the meaning here.
- 1 there
There is no place in the previous sentence that 'there' could refer to.
- 2 the
'People' is used here in the general sense, so we don't need the definite article.
- 3 to
The verb 'start' can be used with an infinitive and 'to' and with an *-ing* form, but we can't use 'to' before the *-ing* form.
- 4 ✓
5 in
The sentence refers to pictures of Greek temples, to continue the example.
- 6 ✓
7 it
The subject of the sentence, 'The invention of glass' is there, so there's no need for a pronoun to replace it.
- 8 but
The second part of the sentence explains the importance of the invention of glass. There's nothing we need to contrast it with, using 'but'.
- 9 so
The passive verb form here is 'are being used' (Present Continuous passive).
- 10 for
The expression is 'Let's wait and see!'

Writing

Writing a student magazine article

- 9 Your own ideas.
10 Your own ideas.
11 Your own ideas.

12 WRITING EXAM

TIPS: You must write about all of the four listed aspects in your article. If you miss one out, you will lose marks.
Think carefully about the function of what you need to write for the article.
For the first point, you describe the situation.
For the second, you evaluate.
For the third, you suggest or recommend.
For the fourth, you predict or speculate.
Make sure you use appropriate structures and expressions for each function.
Remember that this is an article for a student magazine – try to write in a lively, entertaining style. Don't produce a dry report.

Speaking

Statistics-based discussion

- 13 Possible answers:
1 My city has a much smaller population than London.
2 The temperature this month is slightly hotter than last month.
3 My English homework takes me a lot longer to do than my Maths homework does.
4 My last holiday was a disaster – but I really hope my next holiday will be fun.
- TIP:** There is more than one way of comparing things. You can use comparative adjectives (for example, smaller, hotter) or you can use contrasting sentences, like sentence 4 above.
- 14 1 surprised
People are surprised by things. Also see the note for 5 below.
2 39%
The information comes from the table.
3 seems
You need a third person singular verb after 'it'.
4 suppose
You need the main verb here after 'I'.
5 surprising
Things are surprising for people. Also see the note for 1 above.
6 67%
The information comes from the table.
7 strangest
You need an adjective to say what kind of 'thing' you're talking about.
8 10
The information comes from the table.

15 SPEAKING EXAM

TIP: Remember that this isn't a Maths test. The information in the table is there in order to enable you to speak, not to frighten you. You're not being tested on your general knowledge. If you don't know the actual facts for the first question, it doesn't matter – notice the words 'you think' in the question. You can say, 'I really don't know how these statistics compare, but I imagine that it's much....'
The third question gives you the opportunity to use your imagination. For example, perhaps the fact that more women have jobs now in the US than in 1995 is important.

Debate

16 SPEAKING EXAM

TIP: You're probably going to argue against the statement, which reflects an old-fashioned view of families. Nonetheless, try to think of arguments for the statement as well, so you're better prepared for responding to these.
While you're doing the task, make sure you refer back to the statistical information in exercise 15 to support your arguments. It may also be a good idea to contrast this information about the present with what you know about the situation in the past.

5 Nature

Reading

- 1 Possible answers:
colouration: the natural colours and patterns of an animal (or plant)
matriarchal: dominated by females/the mothers
range: vary between two sizes
cubs: young bears, baby bears
lifespan: the number of years an animal is expected to live
lay: produce eggs
- 2 1 They are absolutely beautiful. They have a very distinctive black-and-white colouration.
2 Killer whales live along British Columbia's coastline.
3 They always travel in groups of 5–30 called pods. The whales live and travel with their mothers ... forming strongly matriarchal whale societies.
4 Killer whales are very successful hunters due to their cooperative hunting, where all animals within the pod participate.
5 Adult male black bears range from about 130 to 190 centimetres in length and 60 to 300 kilograms in weight.
6 The bears are generally vegetarian. Their diet consists of roots, berries, nuts, fish, insects and sometimes other animals.
7 Cubs remain with their mothers for a year and a half. Except for females with cubs, black bears spend most of their time alone.
8 They fly south for the winter in search of warmer climates.
9 Canada geese have very strong family relations. Families stay together until the time comes to return to the breeding areas.
10 The policy has resulted in an overpopulation of the birds.

TIP: In this type of task, the questions follow the order of the information in the text.

3 READING EXAM

- 1 A
We read 'Killer whales ... can live for about fifty to eighty years.'
The life expectancy for black (and rare white) bears is twenty to twenty-five years. The lifespan of Canada geese ranges from twenty to thirty years.
- 2 B
We read 'some black bears... produce beautiful bears that are white in colour'. Killer whales are all black-and-white, they don't occur in two different varieties.
- 3 C
We read 'Canada geese ...reproduce ... every spring'. Killer whales 'give birth every three to ten years'. Black bears 'can give birth ... every two years'.
- 4 B
We read 'black bears spend most of their time alone'. Killers whales 'never separate', and Canada geese 'have very strong family relations'.
- 5 A
We read 'They are not considered endangered'. About the black bears, we read 'there is a law that prevents people from hunting the bears'. It is illegal to harm the Canada geese in any way.
- 6 C
We read 'it is not uncommon to see a family of Canada geese walking around on a highway'.
You may have read elsewhere that hungry black bears sometimes search for food in rubbish bins on the edge of towns. Because the text doesn't mention this, B is not a correct answer here!

Listening

- 4/5 1 Same.
2 Same.
3 Different:
a Rooms in the hotel cost at least \$100.
b The hotel charges no more than \$100 per room.
4 Different:
a Some flights still have seats available.
b There are still seats available on all flights.
- 6 1 changed
The other two words mean 'ended'.
2 known
The other two words mean 'known or believed before'.
3 mild
The other two words mean the 'temperature is low'.
4 main
The other two words mean 'hard' or 'extreme'.
5 different
The other two words mean 'different in a positive way'.

7 LISTENING EXAM

Northern region

snow expected in the afternoon
strong winds throughout the day
some trains delayed after 10 p.m.

Southern region

light rain throughout the day
temperatures between 10°C and 12°C
cold wind blowing from the west

11 TRANSCRIPT

We'll begin the forecast with the northern region. Here, I'm afraid to say, conditions won't be particularly pleasant. There's going to be some snow, and that's predicted for the afternoon. To add to the sense of cold, there'll also be strong winds blowing all day. In fact, the train company has warned that there could be delays to trains later in the evening, particularly after ten o'clock. Turning to the southern region, things are looking a little better. However, it will be raining all day, although only gently. Unlike the maximum temperature of ten degrees in the northern region, down here in the south I think we won't see less than that, and hopefully it'll reach twelve. But I don't think it can go above that, because there'll be quite a hard wind coming through from the west. Looking ahead to the next few days, however, there's likely to be...

Use of English

- 8 **Class of animal:** primate
Lives in: Borneo, in Asia, in the tropical forests
Typical colour: red
Meaning of name: Man of the Forest
Behavioural characteristics: gentle, curious, playful
Favourite food: fruits, plants, insects
Weight and size –
toddler: the same size as a human baby
adult: 90 kilograms

9 USE OF ENGLISH EXAM

- 1 c
The answer cannot be *b* because we need an adverb here. The meaning of 'everywhere' in *a* would contradict 'most zoos' (not 'all zoos').
- 2 c
This is a non-defining relative clause, where we use 'which' after a comma.
- 3 c
The meaning we need here is 'there are no other great apes in Asia'.
- 4 c
Only 'why' fits the sentence before a clause. A noun phrase would have to follow 'the reason for'.
- 5 a
The meaning of the adverb decides here: 'invariably' would mean 'without exception' and 'impossibly' would mean 'it cannot be'. What we need is 'surprising but true'.
- 6 a
The other prepositions don't fit the text logically.
- 7 b
When we compare two very similar or identical things, we use 'as'.
- 8 a
We don't use 'totally' before measurements (this is often a *false friend* for foreign speakers of English). We don't use 'heavy' after 'weigh', which expresses more or less exact weight.

- 10 1 global (the right meaning, but not an adverb)
2 what (cannot be used to connect a relative clause)
3 unique (similar meaning, but not the same)
4 the logic of (similar to *b*, which is also a wrong answer; it cannot be followed by a clause only a noun phrase)
5 impressively (similar form, but the wrong meaning)
6 around (the preposition doesn't fit the text logically)
7 than (we use 'than' to compare things that are different)
8 more (it would only be correct before a measurement as 'more than')

Writing

Writing a leaflet

- 11 1 what
This relative pronoun is required to link the verb and the complement.
2 in
Completes the phrase 'in fact'.
3 with
This preposition is needed to show the two things (paper and bottles) are connected to each other.
4 during/in
The preposition 'during' means all through a period of time; 'in' is also possible, although its meaning is less emphatic.
5 the
Completes the expression 'round the corner', which means 'very close by'.
6 not
You need to think about the overall meaning here to see that a negative contrast is required.
- 12 1 petrol
2 exercise
3 trees
4 pollution
The grammar structure used is the first conditional.

13 WRITING EXAM

TIPS: There are three content points that your leaflet must include, and these are clearly listed for you in the task. If you miss one out, or if you don't give enough information about it, you will lose marks. Remember that this leaflet is for everybody to read, and that its purpose is to change what people do. Make sure the information you give is clear, and your ideas are logical.

Writing a formal letter

- 14 1 One important thing I believe is that there should be new government legislation.
You need to put the 'I believe' before the 'is important'.
2 In other words, we need new and tougher laws to stop pollution.
This is a useful expression when you want to reinforce your idea.
3 At the same time, green practices should be rewarded.
This means 'however' or 'also'.
4 One simple fact cannot be avoided: we are causing great damage to our world.
This is a useful expression for putting a clear focus on your point.
5 There are two sides to any argument, and both should be considered carefully.
This can be used in many situations.
6 If we don't find a solution today, the problem will only be worse tomorrow.
This is a negative form of the first conditional structure. You could also write, 'Unless we find a solution today, ...'
- 15 1 The amount of recycling should be increased.
'Be' is in the base form because it comes after the modal 'should'.
2 New laws should be passed.
'Be' is in the base form because it comes after the modal 'should' – being plural doesn't change this.
3 Valuable forests are being destroyed.
The present continuous form is used here.
4 Air quality will be damaged forever.
'Be' is in the base form because it comes after the modal 'will' for strong future prediction.
5 Real improvements can be made.
'Be' is in the base form because it comes after the modal 'can' for possibility.

16 WRITING EXAM

TIPS: You must include the three required parts of the letter. You must also include a suitable formal opening and closing in your letter.
Thinks about the functions you need to use for each point.
For the first one, you are describing or evaluating the situation.
For the second, you are suggesting or recommending actions.
For the third, you are predicting or speculating about the future.
There are no right or wrong answers – you can paint a positive or a negative picture.
Try to include a wide range of grammatical structures in your letter.

Speaking

Situational role-play

- 17** 1 is closed – answer a.
2 is open – answer b.
- 18** Possible answers:
1 What environmental problems are there where you live?
2 What useful materials do you recycle?
3 How do you think we can reduce pollution?
4 How do your friends feel about environmental issues?
5 How will the future compare with the present?
- 19** 1 I feel hopeful about the future.
We use 'feel' with an adjective. 'Hoping' is not used as an adjective.
2 We have to be realistic – some pollution is inevitable.
We need an adjective after 'we have to be'. 'Realism' is a noun.
3 If we live here on this earth, we are responsible for its condition.
We always use 'for' after 'responsible'.
4 What really matters is education – telling people how to reduce pollution.
We're not talking about the way something's important, we're talking about what's important.
5 In my opinion, the real issue is economics.
Don't be confused by 'economics', which is a singular noun, like the names of some other sciences: 'Physics' or 'Maths'.

20 SPEAKING EXAM

TIPS: You must find out information about the two areas required by the exam task.
You should use open questions more than closed questions to get the information.
Respond to the answers you get – ask 'why?' or 'why not?', for example. If your partner says something interesting, say so – react to him/her, and create a good conversation.

Picture-based discussion

- 21** 1 compared 3 contrast
2 noticeable 4 attractive
- 22** 1 the
You need 'the' here because the 'way' described is defined or specified by the relative clause that follows – 'that birds seem to be moving away from the countryside...'
2 for
To describe a period of time, a duration.
3 has
To form the Present Perfect, 'has increased'.
4 for
Use 'for' to link 'happens' and the 'reasons'.
5 that/which
Relative pronouns (either is possible) to introduce the relative clause that follows and describes 'the insects and small animals'.
6 in
Completes the phrase 'in effect'.
- 23** Your own ideas.
24 Your own ideas.
- 25 SPEAKING EXAM**
TIPS: You must include the four things you are required to in the exam task.
Use the task and the pictures to structure your talk. You have four things and two pictures, so there are eight things at least for you to say.
Use appropriate phrases to introduce your ideas – for example, 'turning to the question of zoos...', or 'in terms of protection, I think that...', and so on.

Higher level

Reading

- 1** 1 B
We read 'the first birth in captivity in 112 years'.
2 D
We read 'Perhaps the biggest scientific challenge is to get Sumatran rhinos to breed'.
3 E
We read 'The zoo ... has plans to carefully document the calf's physical and behavioural growth'. (Paragraph B also refers to the research, but doesn't mention the zoo's plans.)
4 C
We read 'Roth immediately began feeding Emi daily doses of progesterone (a hormone essential to pregnancy)', and, earlier in the same paragraph, 'Emi, Andalas' mother, had miscarried within the first three months in five previous pregnancies'.
5 A
We read 'the race is on the battle against extinction ... with a 60% population decline ... the rhinos' count continues to decrease'.

2 READING EXAM

- 1 c
The missing sentence refers to poachers (people who hunt animals illegally), and the reason for their interest in Sumatran rhinos is given after the gap, 'its horns are prized for medicine'.
2 e
Sentence e refers both back to 'rhinos in captivity' and forward to Andalas' other achievement: 'The birth of this rare animal offers scientists unprecedented data'.
3 f
Sentence f mentions 'the sixth attempt' which links to the 'five previous pregnancies' in the first line of the paragraph.
4 a
The sentence after the gap gives more detail about the rhinos' solitary behaviour.
5 b
The word 'data' in the missing sentence refers to the hoof prints mentioned both before and after the gap.

Listening

- 3** 1 e 2 c 3 g 4 b 5 d 6 a

TIP: Before the recording starts, it's always a good idea to check that you understand the key vocabulary.

4 LISTENING EXAM

- 1 a
Captain Hazelwood didn't own the tanker, the recording says 'The tanker was owned by the Exxon oil company'.
2 a and b
We hear 'he went to his cabin to do some paperwork. He left the ship in command of the third officer'.
3 b
We hear 'the *Exxon Valdez* hit a group of rocks called Bligh Reef'. Bligh Reef isn't the name of a port.
4 a and b
We hear 'Fifty million litres of oil started to flow out of the ship and into the sea'.
5 a and b
We hear 'a special boat was supposed to be ready for emergencies, but it had been damaged by storm. So the clean-up began fifteen hours after the oil-spill was first reported.'
6 b
We hear 'Millions of fish and thousands of sea birds and sea-otters died.' The recording does mention the first two days, but that refers to the time before 'all necessary equipment was in place'.
7 a
We hear '25% of the plankton in the sea was destroyed in the disaster, leaving many animals and fish with nothing to eat'. The statement in b is mentioned in the recording, but not in connection with the destruction of the plankton.
8 a
We hear 'The *Exxon Valdez* disaster was one of the first huge oil-spills in history'. Statement b cannot be correct because 'the *Exxon Valdez* disaster ... was the result of mistakes made by many different people'.

12 TRANSCRIPT

Alaska has four great industries: fishing, forests, tourism and oil. On the south coast of Alaska is the port of Valdez, and from here most of Alaska's oil is taken to California and other parts of the USA.

On the 24th of March 1989, Captain Jeff Hazelwood was in command of an oil tanker which had the same name as the port of Valdez. The tanker was owned by the Exxon oil company, so it was usually called the *Exxon Valdez*. Captain Hazelwood was an experienced seaman.

The *Exxon Valdez* started its journey in the late evening of the 24th of March 1989. At first, Captain Hazelwood was in charge of the ship. Later he went to his cabin to do some paperwork. He left the ship in the command of the third officer. Just after midnight, the *Exxon Valdez* hit a group of rocks called Bligh Reef. The tanker had five holes in its side – one of the holes was two metres wide by six metres long. Fifty million litres of oil started to flow out of the ship and into the sea.

Unfortunately, the clean-up operation did not begin immediately. A special boat was supposed to be ready for emergencies, but it had been damaged by a storm. So the clean-up began fifteen hours after the oil-spill was first reported. The first two days after the spill had been calm and still; but by the time all the necessary equipment was in place, the weather had turned stormy and strong winds quickly moved the oil to other parts of the sea.

The oil from the *Valdez* disaster covered 4,800 square kilometres of water. Millions of fish and thousands of sea birds and sea-otters died. Some animals and birds died from cold, others died from hunger, because 25% of the plankton in the sea was destroyed in the disaster, leaving many animals and fish with nothing to eat.

It is easy to try to blame one person for the *Exxon Valdez* disaster. In fact, it was the result of mistakes made by many different people: people in the Exxon oil company, people on land, and people on the tanker.

The *Exxon Valdez* disaster was one of the first huge oil-spills in history.

Use of English

- 5** enjoy: to enjoy, enjoyed, had enjoyed, enjoying, be enjoyed
publish: to publish, published, had published, publishing, be published
inspire: to inspire, inspired, had inspired, inspiring, be inspired
play: to play, played, had played, playing, be played
flourish: to flourish, flourished, had flourished, flourishing, (no passive)
reach: to reach, reached, had reached, reaching, be reached
benefit: to benefit, benefited/benefitted, had benefited/had benefitted, benefiting/benefitting, (no passive)
cast: to cast, cast, cast, casting, be cast
be: to be, was/were, had been, being, (no passive)

6 USE OF ENGLISH EXAM

- blamed
Passive (the verb 'be' is before the gap).
- enjoying
Present Perfect Continuous ('have been' is before the gap).
- published
Past participle. (The 'study' is the object of this verb.)
- have inspired
Present Perfect ('over the past two decades' is a period of time leading to the present, rather than a fixed point in time in the past).
- played
Present Perfect ('have' is before the gap).
- flourished
Past Simple ('the 80s and 90s' is a fixed period of time in the past).
- to reach
Infinitive after 'allow'.
- benefited/benefitted
Past Simple – to match the verb tense in the first part of the sentence 'allowed'.
- cast
Infinitive without 'to' after the modal verb 'could'.
- been
Present Perfect ('have' is before the gap).

Writing

Writing a discursive essay

- 7** current threats to the environment:
growing demand for consumer goods/transport requirements
the relationship of business issues and the environment:
businesses need resources/profits need to be controlled
any action that you believe should be taken:
close down polluting factories/run publicity campaign

- 8** 1 most
Superlative adjective.
2 issues, opposition
The first gap is before the main verb, so it must be part of the subject. The phrase for the second gap is 'in opposition (to something else)'.
3 further
The meaning of 'any further' is the same as 'any longer' or 'any more'.
4 main, actually
The meaning of 'main' is 'most important'. The only word that can appear between the verb and the subject is an adverb.
- 9** Your own ideas.

10 WRITING EXAM

TIPS: The structure of your essay is defined by the exam task and you must follow it.
You need to discuss the three listed points. If you don't, you will lose marks.
All your ideas need to be reinforced with reasons, and you must make these clear.
You will need to write probably at least 70 words for each point, on average. Make sure you have enough ideas prepared before you start writing.

Speaking

Picture-based discussion

- 11** 1 On the one hand, there's an image of man-made damage.
'On the one hand' is useful for setting up a contrast between two things.
2 On the other, we can see the damage caused by nature.
'On the other (hand)' is a good way to complete a contrast that you began with 'on the one hand'.
3 Of course, even this fire could have been started by a person.
'Could have been' is a useful way to present a speculation.
4 The question is who has responsibility for the planet.
This is a useful way to show that you want to focus attention on this point.
5 We should think more in terms of our children than of ourselves.
This quite complex structure is useful and can be adapted for many situations – for example, 'we should think more in terms of job satisfaction than of money.'
- 12** 1 nervous
2 frightening
3 ambiguous
4 connected
5 curious
- 13** **SPEAKING EXAM**

TIPS: The exam task requires you to talk about certain aspects of the pictures.
You should begin by describing what you can see in the pictures, and then start to relate this to the questions you need to consider.
There are opportunities to express your own opinions and feelings about the issues of the environment and nature.
If you feel you don't have enough to say, ask yourself questions – for example, 'where were these pictures taken?', 'what will happen about the environment in the future?', and so on.

Debate

14 Possible answers:

For	Against
new vaccines against fatal diseases	allergic reactions to cosmetics (if you think this is not a good enough reason to use animals)
allergic reactions to cosmetics (if you think it's worth risking the health of animals to protect people from this)	the treatment of laboratory animals
medical experiments on humans (animal testing eliminates the need for this)	the life of a person or the life of an animal (depends on your view)
the life of a person or the life of an animal (depends on your view)	using animals for food, clothing, etc. (if you also find this unacceptable)
cost considerations	
learning more about human anatomy (without having to use people for experiments)	
using animals for food, clothing, etc. (if these are fine, why is medical research not)	

And your own answers.

15 Your own ideas.

16 SPEAKING EXAM

TIP: Use the ideas from exercises 14 and 15 to build up convincing arguments for your viewpoint.

This is usually an issue that people can get quite passionate about, so try to stay calm and just concentrate on making persuasive arguments and counter-arguments.

Don't forget that your partner has to disagree with you to stimulate discussion – this not necessarily a reflection of their own views!

6 School

Reading

1 The best answer is 2.

It is the only title that mentions homework, the main topic of the leaflet.

2 1 a

The paragraph doesn't mention either the place or the best conditions for doing your homework.

2 c

The paragraph mentions buying a folder, but the main point it makes is about organising your notes.

3 b

We read 'Find a quiet place that's well-lit'.

3 Possible answers:

4 Drink plenty of water, and snack on some fruit or cookies.

5 Begin with your best subject.

6 If you've started your ... homework, finish it. Don't leave one part of your homework unfinished ...

7 Take at least a five-minute break.

8 Homework ... is your top priority and you have to get it done.

TIP: Notice that one way of giving advice is to use the imperative, but you can also use modal verbs like 'have to' or 'should', 'ought to', 'must'.

4 READING EXAM

1 C

We read 'decide in advance'.

2 F

We read 'Always put papers in the correct section'.

3 I

We read 'Find a quiet place'.

4 D

We read 'Snack ... to get more strength'.

5 A

We read 'Begin with your best subject'.

6 B

We read 'If you've started your ... homework, finish it'.

7 H

We read 'Take ... a break'.

8 E

We read 'you have to get it done'.

TIP: Read each paragraph and try to summarise its gist in a sentence – like you did in exercises 1–3. This will help you match the headings to the paragraphs.

Listening

5 1 twelve fifteen

This is 12:15, and the other two are 11:45.

2 twelve ten

This is 12:10, and the other two are 12:00.

3 pay

This means spending money on something, and the other two meaning keeping something for you.

4 during

This means 'through all the time (of something)', and the other two mean 'previous (to something)'.

5 inexpensive

This means you don't have to pay very much ('cheap'), and the other two mean you don't pay anything at all.

6 1 I'm sure you're going to have a great time with us here

at Westford College.

2 You'll be in class every morning of during the week.

3 It's important to make use of the Self-Access Centre.

4 The trip's always very popular, so don't forget to sign up early.

7 LISTENING EXAM

1 1.00/13.00/1pm/1 o'clock

Classes 'go straight through till one'. Don't be confused by the fact that they 'stop at twelve o'clock on Fridays'.

2 9.00/21.00/9pm/9 o'clock

Make sure you don't confuse the opening time, 'from eight thirty in the morning', with the closing time, 'until nine p.m.'.

3 Reception

Several types of computer are mentioned, and you need to focus on the 'Internet PCs' for the task. These are 'the web-linked ones'. Then the question is where you reserve them, 'at Reception', not where you use them, which could be in the Self-Access Centre or 'in the Common Room'.

4 Thurs(day) 5(th) July

Don't confuse the date of the trip, 'Tuesday July the tenth' with the date for reserving a place – 'you must book your place no later than Thursday the fifth of July'.

5 free

Be careful, we hear 'some of the food's a little expensive'. Make sure you focus on the fact that 'it's free to get in'.

6 discount card

Listen carefully to get both words: 'Take your passport along to the office so that they can issue you with a student discount card.'

Now read through the script to see where the answers are.



13 TRANSCRIPT

Welcome to you all! I'm sure you're going to have a great time with us here at Westford College – and maybe you might even learn a little English while you're here! I'm just going to say a few words about practical aspects of the college. OK, classes: now, you'll be in class every morning during the week. Classes begin at quarter past nine and go straight through till one, although they stop at twelve o'clock on Fridays, to help the weekend get going. You're expected to do more than just study in class, of course, and it's important to make use of the Self-Access Centre, which is available from eight thirty in the morning until nine p.m. There's a wealth of materials and resources there for you to take advantage of. All the computers have access to our network of English-learning software. Demand is high for the web-linked ones, and you need to reserve time on one of those at Reception. If you're desperate to email home, you might find a spare computer in the Common Room. Right, London: we organise a trip up to London during the course. We're going on Tuesday July the tenth, and you must book your place no later than Thursday the fifth of July. The trip's always very popular, so don't forget to sign up early! Another date for your diaries is the Food and Drink Festival, where you can try and hopefully enjoy all kinds of exotic food and drink from just about every country on the planet. It does get busy, and some of the food's a little expensive but the good news is that it's free to get in, and it's worth going along just to look. Talking of money, you can get money off all sorts of things in Westford, from cinema tickets to books to drinks in cafés, if you're a student. Take your passport along to the office so that they can issue you with a student discount card. Well, I think that's it for now. Are there any questions?

Use of English

- 8** 1 b
Verb needed: what do thousands of young people do each year?
2 c
Adjective needed: what kind of institutions?
3 c
Adverb needed: how talented?
4 b
Noun with a negative meaning needed: what do some students suffer from?
- 9** 1 widen
2 creation
3 darkness
4 adjusted, adjusting, adjustable
5 resourceful, resourceless
6 fully
7 refusal
8 popularise
Possible answers:
popular → popularity, settle → settlement, dominate → dominance
- 10** unhappy
misbehave
dislike (verb) or unlike (preposition)
misunderstand
impolite
incomplete
undo
disagree
incorrect
impossible

11 USE OF ENGLISH EXAM

- 1 education
The subject (a noun) is needed before the main verb 'is'.
- 2 attend
No change needed because it's a plural verb to match '7%' (of students).
- 3 nearly
Adverb needed before 'all'.
- 4 typical
What kind of timetable?
- 5 activities
The sentence gives examples of these activities after the gap.
- 6 interesting
What kind of places?
- 7 misbehave
Students are punished for not behaving appropriately.
- 8 graduate
No change needed because it's a plural verb to match 'university students'.

Writing

Writing an invitation

- 12** 1 Yes. My flight leaves at 10.15 on Friday.
2 No.
3 Yes. My aunt arrives on the 12.00 train.
4 Yes. My exam is on the 18th.
5 Yes. The election takes place on May 3rd.
6 No.
- 13** 1 Yes.
We read '8 p.m. on Friday 19 May'.
2 Yes.
We read 'Students' Union Building (234 Westgate Lane)'.
3 No.
4 No.

14 WRITING EXAM

TIPS: You must include the four points that are required in the exam task. If you miss any out, you will lose marks. It is important for the invitation to include this information.
Since it is for a party, you should try to make your invitation lively in its style. Use dramatic statements that grab the attention, or ask questions.

Writing an informal letter

- 15** 1 e 2 a 3 d 4 b 5 c

TIP: Make sure the sentence halves match logically as well as grammatically. Read the sentences again when you've finished the task to check that they all make sense.

- 16** 1 a, c 2 a, c 3 b, d 4 a, c 5 b, d

TIP: Note which ways of making suggestions we use as a question, and which as a statement.

- 17** Your own ideas.
Possible answers:
Have you considered taking up golf?
I think you should choose Mathematics because you're really good with numbers.
What about going to Slovenia for a skiing holiday?

18 WRITING EXAM

TIPS: You must write about the three points that are required in the exam task.
You also need to acknowledge Sam's letter, thanking him for it, and perhaps showing some sympathy for his feelings.
Think carefully about the three different functions you need to use – telling, suggesting and explaining. You should plan to use a range of grammatical structures in your letter.
Remember to use a friendly and informal style with your friend.

Speaking

Situational role-play

- 19** 1 Watching DVDs is good because you can stop and repeat to check the meaning.
The main verb is missing from the first part of the statement.
2 Many tourists are native speakers of English, so you get authentic practice.
There's no reason to use an *-ing* form on its own in this sentence.
3 When you read newspapers, you can take your time and use a dictionary.
The phrase 'take (one's) time' is a useful one to remember.
4 Your friends are great to talk to because you have things in common.
You have things in common → you enjoy talking to each other. Not the other way round.
5 Chat rooms help because it's speaking but typed so you can understand it.
Chat rooms use typed language → it's easier to understand. Not the other way round.
- 20** 1 than
Comparison.
2 much
Used to emphasise degree of fluency here.
3 lot
The meaning is the same as 'much' in the previous sentence, but used with the article 'a'.
4 most
Superlative adjective.
5 too
'Too many' means 'more than acceptable/necessary/appropriate'.

21 SPEAKING EXAM

TIPS: You must consider all five suggestions on the list. You must also make sure you have enough time to choose the two which are most important.
There aren't right or wrong answers here. In fact, if you and your partner can disagree a little, it will create more discussion.
In the first stage of the discussion, you can say a range of things about each point. For example, for 'talking to tourists', you could say that:

- it isn't very useful because there aren't many English-speaking tourists in your city
- it is useful when you can talk to a native speaker of English
- it's not very useful because they speak too quickly for you to understand
- it is useful because you can learn about their culture
- it is useful as speaking and listening practice only.

Remember that there are many opportunities to use comparisons and contrasts and conditionals in a discussion such as this one.

Picture-based discussion

- 22** 1 both 2 B 3 A 4 B 5 A
6 B 7 A 8 B 9 both 10 B
- 23** 1 more
Completes the comparison – you need to see 'than' later in the sentence to get the answer.
2 to
Completes the structure 'give (someone) (something) to' + verb.
3 a
The indefinite article is required.
4 than
Completes the comparison. You need to see the '-er' of 'older' to get the answer.

24 SPEAKING EXAM

TIPS: You must talk about all four questions that the exam task includes. This will give you the structure for what you say. Notice that the first two questions mean that you simply describe what you see. Try to use as much interesting vocabulary as you can when doing this. The third question asks you to use your imagination. You should speculate here, and, if possible, give reasons for what you say. The last question asks you to relate the pictures to your own life and experience. You need to explain why you say what you do here.

Higher level

Reading

- The best answer is 1.
The article is about Manhattan Comprehensive Night High School.
- The best answer is c.
We learn that the school is quite different from how it appears at first.
- Your own answers.
- READING EXAM**
 - D
'Such tight security' refers back to the sentence before the gap which says 'visitors must sign in and show identification'.
 - E
The phrase 'But now' which starts the missing sentence refers back to 'Until now' at the beginning of the previous sentence.
 - C
The sentence continues to describe the principal's activities. Sentence B is about a different person.
 - A
Following on from the description of school days in the sentence before the gap, we find out about school terms, then about the number of years students spend at the school after the gap.

Listening

- Four people.
- About wearing school uniforms.
TIP: Always read the instructions carefully so you don't lose points because you're doing less (or even because you're doing more) than you are asked to do.
- a A b F c A d A e F
- Your own ideas.
- LISTENING EXAM**
 - D
We hear 'I went to a small village school, and we had no uniforms there.' All the other speakers mention wearing a uniform.
 - A and C
We hear 'I can see some good points, too.' (A) and 'I sometimes think it would be easier and definitely much cheaper.' (C)
 - C
We hear 'I never complained about my uniform'.
 - D
We hear 'The freedom to choose their own clothes allows young people to express their personalities'. The psychological effect of wearing uniforms is suppressing individuality.
 - B
We hear 'This talk about covering the financial differences is rubbish'.

14 TRANSCRIPT

Speaker A

Thank goodness, we don't have to wear uniforms at my school now, but when I was at elementary school, I had to wear an awful navy blue jacket; I hated it more than anything else. I don't think I'd like it if they made us wear uniforms now, but I can see some good points, too. There would be far less showing off, and the girls who can't afford fancy clothes would feel much better.

Speaker B

We had to wear uniform until last year. It was horrible. You should be able to wear things you feel comfortable in. And all this talk about covering up the financial differences is rubbish. If you have a lot of money, it shows whatever you're wearing.

Speaker C

I really don't know... When I was Sandra's age, I never complained about my uniform, I just took it for granted I had to wear one. Now it's completely different. Sandra spends hours on end choosing her clothes before she leaves in the morning. I sometimes think it would be easier and definitely much cheaper if she just had one skirt and cardigan for school use.

Speaker D

The school where I work is uniform-free. I'm sure that the freedom to choose their own clothes allows young people to express their personalities more fully. I'm happy I had the same chance when I was a student. I went to a small village school, and we had no uniforms there.

Use of English

- our:** teacher, age
interested in: surfing the Internet, pentathlon
meet you at: the airport, 6 o'clock
she: is 18, lives in Paris
could you: repeat the sentence, try harder
exceptionally: smart, badly
NOTE: This is an unusual type of task but it should help you remember what different kinds of words go together with other types of words.
- Public schools (which are actually private schools in Britain). Very positive (see Key to exercise 11 below).
- Possible answers:
The writer says 'they have much to offer', 'challenging for unusually clever students', they appreciate 'less academically-gifted personalities', 'they are exciting and ... successful'. He also mentions that they 'have more success in realising their objectives'.
- USE OF ENGLISH EXAM**
 - their
The possessive adjective links 'excellence' to 'public schools'.
 - being
They are criticised because they are a symbol of privilege. An *-ing* form is used after 'for'.
 - are
We need the verb 'be' to introduce the adjectives which describe the schools.
 - of
The adjective 'appreciative' usually goes together with 'of'.
 - at
The idiom is 'at the same time'.
 - in
The idiom is 'in (some kind of) terms'.
 - these/those/most
More than one answer is possible, depending on what you want to say.
 - to
We need an infinitive with 'to' after 'seem'.
 - than
We use 'than' to compare things that are different.

Writing

Writing an argumentative essay

- Possible answers:
 - One positive aspect of shopping centres is convenience, we can find everything ... under the same roof. / Shopping centres offer entertainment facilities ... with an enormous range of things to buy and to do.
 - ... smaller local shops ... are closing down because they cannot keep up with the competition.
... they offer bland, uniform products all over the world - local character is disappearing.
 - ... everything from groceries to electronics ...
... entertainment facilities, like cinemas or bowling alleys ...
 - In fact, we are losing places that were once important in our lives. To summarise, on the one hand, they offer a more comfortable shopping experience, but on the other hand, they make us all the same.
- on the one hand, in addition, for one thing
 - however, in contrast, but, conversely, in fact
 - such as
 - furthermore
 - to sum up, in other words
 - as far as I'm concerned, in my own experience

15 WRITING EXAM

TIPS: You must write about the four aspects of the question that the exam task specifies.

You can either come to a clear conclusion one way or the other (for example, 'you should start a career') or you can present a compromise conclusion (for example, 'it depends on...').

Before you start writing, you need to make sure that you have enough ideas for the required length of essay (up to 250 words). One way to build up your essay is to use examples. Another useful way is to think about contrasting situations – for example, an 18-year-old who has three older brothers and sisters and an 18-year-old who is an only child.

It is important that you make good use of linking words and phrases to hold your arguments together.

Speaking

Picture-based discussion

16 1 b 2 b 3 a 4 c 5 b 6 b

17 1 C

'For example' introduces an example that represents 'obvious differences'.

2 A

'For one thing' links to 'some important similarities'.

3 B

'In addition to this connection' builds on 'either of them...'

TIP: A, B and C are all useful ways of introducing an example of something, within the structure of 'general statement → example'.

18 SPEAKING EXAM

TIPS: You must talk within the context required by the exam task: 'different kinds of learning'.

You need to describe what you see in the pictures and then to evaluate and react to these things.

Learning itself is invisible, so you need to speculate about you think is happening.

Your conclusion will be which image is closer to your own experience. This gives you lots of opportunities to talk about your own experiences of education and learning, in and out of school.

Debate

19 Possible answers:

1 yes 2 no 3 no 4 yes 5 no 6 not sure

20 Your own ideas.

21 SPEAKING EXAM

TIP: You can get more points for using a variety of different ways of expressing your opinion. Try to use convincing arguments, but don't forget it's equally important to show how well you can communicate them.

7 Work

Reading

1 1 B 2 D 3 A 4 B

TIP: It's always important to read the instructions carefully. In this exercise, you need to select the only wrong answer, not the correct one.

- 2 1 consequently
2 additionally
3 like
4 still

TIP: It's a good idea to record linking words that have the same or similar meaning together.

3 READING EXAM

1 H

'During this period' after the gap refers back to the 'difficult training period' in the missing sentence.

2 E

Sentence E introduces the 'extreme physical discomfort' that the speaker goes on describing after the gap.

3 C

The linking word 'Therefore' links the training drivers' decision to keep their previous jobs to the reason: 'Learner drivers are not allowed to ... earn money as drivers'.

4 A

The 'tip' is mentioned both in sentence A and before the gap. The sentences after the gap continue describing the risks of the job that the missing sentence mentions.

5 B

The phrase 'this system' after the gap refers back to what sentence B describes.

6 G

The linking word 'However' contrasts sentence G with the previous sentence.

7 D

The word 'this' refers to 'Talking and driving at the same time' mentioned before the gap.

Listening

4 1 Four.

2 How they earn some pocket money.

3 No.

4 The task here is to find out what job each speaker does.

TIP: Always read instructions carefully. It's easier to understand the information in the recording if you know what to expect.

5 A

put to bed, wash, tell stories, feed, look after

B trees, fruit crates, farm, pick fruit

C get tips, customers, serve meals, bring the bill

D morning paper, front door, do a round, neighbourhood

E blow-dry, get tips, customers, wash, haircut, perm

6 LISTENING EXAM

A 1

We hear 'I had a five-year-old to look after'.

B

doesn't appear in the recording.

C 3

There are many small clues, including 'earn £15 plus tips', or 'stop at a table and chat', which don't really match the other jobs.

D 2

We hear 'do a round' and 'leave the stuff at the front door'.

E 4

We hear 'I am not allowed to do the cutting, but I help with perming and blow-drying and I do the washing myself'.

15 TRANSCRIPT

Speaker 1

I have to think about school first of all, because my parents wouldn't let me work if my grades suffered, so I only work during the holidays. Last year I had a five-year-old to look after three times a week. I had to feed her and then put her to bed. She was all right; a bit difficult sometimes, but I liked to play with her and tell her stories.

Speaker 2

It doesn't pay too well, but I'm too young to do any other job. I do a round of about twenty houses in the neighbourhood on my bike. It's only a minute to stop and leave the stuff at the front door, but still, I have to get up around six if I want to finish in time for the school bus. The only problem is when there's very heavy rain or when it's really cold.

Speaker 3

It's a nice place and it's always full, so you really have to be quick. I work for five hours on Saturday afternoons and earn £15 plus tips. It's not bad, and I like the job because I meet a lot of people all the time. Of course, I have no time to stop at a table and chat, but that doesn't seem to be a problem. Sometimes you can have a really nasty customer, but that's very rare.

Speaker 4

I work on Saturdays from 8 in the morning till 5. I'm on my feet all day, and it can be tiring, but I really enjoy it here. Of course I'm not allowed to do the cutting, but I help with perming and blow-drying and I do the washing myself. I'd love to do the job when I leave school.

Use of English

7 1 a

To see that this is the correct answer, try looking at the sentence with the words in a different order: 'I go to Northtown School, which is well known for sport.' Both 'to' and 'which' are necessary.

2 a

You need the Present Perfect of 'be successful'.

3 a

Completes the structure we use for comparing experiences 'as (many) as (somebody)'.

4 c

You are 'responsible for something'; you are 'responsible to' someone, for example your boss.

5 b

'Do' is the correct auxiliary for making questions.

8 When I think about the future, I realise I really have no idea what I'm going to do. What I want to do is to enjoy the present and live for the moment. When my brother was my age, all he did was make plans. He knew where he wanted to go to university, what course to take – everything. Even as a teenager, he had decided on his job. And, let me tell you, my brother is very boring! I'm going to live my life differently.

9 USE OF ENGLISH EXAM

- 1 a
The indefinite article 'a' is needed to introduce the 'crowd'.
- 2 as
Completes the structure we use for comparing people 'as (high) as (somebody)'.
- 3 than
Completes the comparison with 'more'.
- 4 who/that
Both these words are possible to link this defining relative clause to the 'people' it describes.
- 5 do
'Do' is used to form the question here with 'you'.
- 6 to
Completes the structure 'ask (someone) to' + verb.
- 7 has
Completes the Present Perfect verb form here of the verb 'be'.
- 8 On
Completes the phrases 'on the other hand', used to introduce a contrast.

Writing

Writing a formal letter

- 10 Your own ideas.
 - 11 Your own ideas.
 - 12 1 like
Completes the structure 'would like' + infinitive with 'to'.
 - 2 wondering
Completes the structure 'be wondering if'.
 - 3 hope
The verb 'hope' is usually followed by a 'that' clause.
 - 4 interested
Completes the structure 'be interested' + infinitive with 'to'. (This shouldn't be confused with 'be interested in' + *-ing* form, which has a different meaning.)
- NOTE:** All of these structures are used to request information.

13 Your own ideas.

14 WRITING EXAM

TIPS: You must address the required points in this rather specific exam task. Your letter needs to have a suitable opening and closing. It needs to be clear who you are, and why you are writing this letter. It needs to cover the three points listed in the advertisement. The first two points in fact consist of at least two sub-points. Make sure you include enough detail. For example, for the first point you need to say:

- what you are studying and where you are studying
- what you have achieved, in terms of exam results, membership of teams, etc.
- what you are interested in, for example your hobbies.

You should use a suitable formal style throughout.

Speaking

Situational role-play

- 15 1 done
Completes the Present Perfect verb form.
- 2 relevant
These words often appear together when we talk about jobs: 'relevant experience'.
- 3 organised
Completes the Present Perfect verb form.
- 4 clear
The phrase is 'have a clear idea', meaning 'to know exactly'.
- 5 working
The *-ing* form completes the the phrase 'working with people'. This is a frequently asked question when you apply for a job.
- 6 prefer
We use 'prefer' to talk about what we like to do.
- 7 Tell
Completes the imperative.

- 16 1 b
Completes the structure 'try' + *-ing* form.
- 2 a
'Should' is used for making suggestions like this.
- 3 a
A job in this case is like a place, the literal meaning of 'a position'.
- 4 c
Completes the structure 'be (possible) + for (someone/something) + infinitive with 'to'. As well as 'possible', this structure can be used with words such as 'impossible', 'easy', 'difficult', etc.
- 5 b
Businesses 'have' staff, offices, managers, profits, etc, in the same way that schools 'have' teachers, students, classrooms, good exam results, etc.

17 SPEAKING EXAM

TIPS: There is quite a lot to do in this task, so it's important to think carefully about it all before you start. You need to understand the five jobs advertised. You need to think how to ask correct questions about the four points in the exam task. For the first one, you could ask, 'What kind of work experience do you have?', and so on. You should be ready to ask follow-up questions, such as, 'Why is that?' or 'Could you tell me more about that?'. For the fourth point, you need to relate your partner's experience and interests to one or more of the jobs advertised.

Picture-based discussion

- | | |
|-------------------|--------------|
| 18 1 white-collar | 8 training |
| 2 manual | 9 assistant |
| 3 office | 10 promotion |
| 4 unskilled | 11 commute |
| 5 skilled | 12 stressful |
| 6 highly skilled | 13 holidays |
| 7 qualified | 14 pension |

TIP: This exercise introduces a lot of useful vocabulary to talk about jobs in general.

- 19 1 d
'Better at' must be followed by a noun or an *-ing* form.
- 2 a
'Very' is followed by an adjective.
- 3 e
You need to think about the logic of this sentence to find the correct answer.
- 4 c
The phrase is 'involved in (something)'.
- 5 b
We need a clause that contrast with 'works very hard physically' because of 'Although' at the start of the sentence: 'not ... too stressful'.

20 SPEAKING EXAM

TIPS: You must talk about the three questions included in the exam task. You can talk about them in any order that you want, although the order in the list is perhaps a good, logical order to talk about them in. There should be a quite a lot of things you can say about the pictures, as well as answering the questions. Use your imagination: think about what hours these people probably work, what they are making, or what skills they need, and so on.

Higher level

Reading

1 B is true.

We read 'one in twenty employers (5%) agreed that appearance was a decisive factor', which is the same as saying that 95% didn't agree with this statement.

2 READING EXAM

1 d

We read 'the telephone conversation I'd had with one of them beforehand suggested ... the interview was just a formality'.

2 b

We read 'I knew I'd lost immediately because of the way they looked at me'.

3 a

We read 'Some are turned down for jobs, others miss out on promotion'. The second group of people mentioned are not applying for new jobs.

4 c

We read 'Discrimination claims involving alleged lookism are surging in the US.' The verb 'surge' means 'increase suddenly'. Note that answer b is also true, but the information is not given in the article, so it's not the correct answer here!

5 b

The interviewee says 'it's only a matter of time before some kind of beauty bias legislation comes into play'. The noun 'bias' means 'strong feeling in favour of or against a certain group of people'. The phrase 'come into play' means 'appear'.

Listening

3 Your own ideas.

4 LISTENING EXAM

1 B

We hear 'Two-income couples often get used to perks, and ... when ... they have children, they have to cut back. We never had that so we don't feel deprived'.

2 B

The statement is really a summary of what she's saying. She says 'I really hope I live long enough to see my great-grandchildren', and also says 'when you're old and dying, you don't think about what you did at work, do you?' – suggesting you'd think of your family.

3 D

We hear 'The only thing you can do is decide what you want to achieve by a certain point in your life, and plan backwards from there'. She also mentions changing jobs so she can return to a higher position after having children (see note for 6).

4 is not mentioned.

5 A

We hear 'Tim had to work extra hours to help us make ends meet'.

6 D

We hear 'I decided to take a big pay cut and moved from *Elle* to a smaller magazine so that I could get to a higher position in my job'.

7 C

We hear 'I work as an administrative assistant and raise the children on my own'.

8 A

We hear 'We didn't want to be old parents ... when the children finished high school'.

16 TRANSCRIPT

Starting a family early usually means giving something up. I asked a few women who had children early in their lives what the decision meant for them and what price they had to pay. Listen to what they told me.

Tara Hastings

We didn't want to be old parents. We thought it would be great to be still full of energy when the children finished high school. But when I left my job as a manager to be with the children, it affected me more than I'd expected. You become miserable when you stay at home all the time, and when you start losing respect for yourself, your partner loses respect for you. On the other hand, Tim had to work extra hours to help us make ends meet, and that obviously deprived him of time to spend with the kids and also created distance between us. Our marriage suffered, we separated, and it was really tough for both of us. Now, I'm back at work, and we're back together, but it wasn't all easy.

Janice Pepper

Having my first child at 22 meant tightening the belt. Now we have three daughters, and we're still far from well off. We still have to get by on

cheap dinners, we drive a second-hand car, and Jason freelances as a computer specialist in addition to his regular job.

Two-income couples often get used to perks like expensive cars, dinners out and overseas vacations, and then when they have children, they have to cut back. We never had that so we don't feel deprived.

I didn't even try to make a career, but then ... when you're old and dying, you don't think about what you did at work, do you? And do you know what I look forward to? I really hope to live long enough to see my great-grandchildren.

Linda Stern

I dropped out of college when I got married, and my daughter was born when I was 23. Two years later I had my second child, and soon after that my husband and I split up. I work as an administrative assistant and raise the children on my own. The truth is I envy those couples who waited to become established. They bought homes and put some money aside. We were always behind; we started off with much less and never managed to catch up. My children are a great joy to me, but I'd advise my daughter to wait until she's 28 or 30.

Vanessa Carroll

It's a general problem – the best years for having children are also the best time for establishing a career. The only thing you can do is decide what you want to achieve by a certain point in your life, and plan backwards from there. I was determined not to end up as a 35-year-old assistant. I decided to take a big pay cut and moved from *Elle* to a smaller magazine so that I could get to a higher position in my job. That'll help when I get back to work.

Use of English

5 1 i 2 f 3 j 4 e 5 d 6 a 7 b 8 h 9 g 10 c

6 The text mentions: A, B, E, F.

The first two appear in the second paragraph, the others in the last two paragraphs.

7 USE OF ENGLISH EXAM

1 those

'Those' here refers to 'people who are (looking for a job)'.

2 why not

This phrase is used to give advice, in the form of a question.

3 even

The words 'even if' often appear together to talk about a condition or particular circumstances.

4 for

We use 'for' after 'apply'.

5 this kind of

The phrase here refers to the kind of work you're applying for.

6 to

Completes the structure 'be afraid to (do something)'.

7 being

The phrase 'being greedy' is the subject of the sentence, so it needs an -ing form.

8 something

Completes the structure 'something' + adjective, which has the same meaning as 'something that is' + adjective.

Writing

Writing a formal letter/job application

8 1 a 2 b 3 a 4 b 5 b 6 a

TIP: You need to use suitable formal language in a job application. The meaning of each pair of sentences is very similar, but in a situation like this you should pay attention to how you're phrasing what you want to say.

9 WRITING EXAM

TIP: Your letter must cover the required information in the advertisement.

You need to:

- introduce yourself and explain the purpose of your letter
- explain yourself in relation to the three points the advertisement requires guides to have
- close the letter in an appropriate way.

You should use a suitable formal style.

Try to use a range of grammatical structures – for example, you can use different verb tenses when talking about yourself.

Speaking

Picture-based discussion

10 Your own ideas.

11 Your own ideas.

12 SPEAKING EXAM

TIPS: You must address the questions in the exam task, in relation to the picture.

You need to use your imagination, and to speculate about the picture. For example, you could say: 'Of course, I don't know exactly where this picture was taken, but it looks as if the woman is perhaps repairing some kind of old wooden structure. I expect this is on a farm...'

You need to create a link from the picture to the more general opinion-based part of the speaking task.

You could say something like: 'I suppose you might be more likely to see a man doing this kind of work than a woman. But that doesn't mean that women are any less able to do this kind of work – it's just a question of tradition. However, I think it's possible to say that some jobs...'

8 Health

Reading

1 1 b/e 2 e/b 3 g 4 d 5 h 6 a/b/e 7 f 8 c

NOTE: Some phrases can be matched with more than one verb.

2 1 b 2 d 3 c 4 a

3 READING EXAM

1 D

Completes the structure 'increase (somebody's) chance of' + noun or *-ing* form.

2 I

We need a noun after the possessive adjective 'your' and before the preposition 'of'. The meaning of 'intake' is 'amount that your body receives'.

3 A

The second half of the phrasal verb 'work out' is after the gap.

4 H

The sentence after the gap, 'Exercise should be a pleasure' refers to something you 'enjoy doing'.

5 F

The second half of the phrasal verb 'get up' is after the gap. The form of 'walking' later in the sentence is also a clue, as we use 'try' with the *-ing* form.

6 C

The missing phrase, 'keep calm' gives the same advice you read before the gap: 'Don't get stressed'. (Grammatically, G is also possible.)

7 E

The meaning of the missing phrase helps you decide here.

8 G

The previous sentence mentions one extreme of being 'a fitness fanatic'. The missing phrase contrasts with this. (Grammatically, C is also possible.)

Listening

4 The correct answer is b.

TIP: Always read the instructions carefully so you know what you should expect to hear.

5 1 T

You find the information in question 1.

2 F

Question 2 tells us he's been married once, twice or three times.

3 T

Question 3 tells us he's got six, ten or twelve grandchildren.

4 T

We read in question 4 different things that happened when Mr Sinclair 'was young'.

5 F

Question 5 tells us Mr Sinclair had brothers and sisters.

6 T

Question 6 tells us what Mr Sinclair believes to be important.

7 T

Question 7 mentions Mr Sinclair giving up smoking.

TIP: Notice that you can find out a lot about Mr Sinclair from the questions before you even hear the recording. This will help you focus on specific information as you listen.

6 LISTENING EXAM

1 b

We hear 'my birthday is in two weeks' time'.

2 c

He mentions the mothers of his six children: 'two by my second wife and four by my third'.

3 c

We hear 'ten out of my twelve grandchildren'.

4 a

We hear 'the work on the farm was hard and we spent all day outdoors'. He contradicts the other two options: 'we had no idea what a healthy diet was' and 'There was no need to take any exercise'.

5 b

We hear 'I lost one brother and one sister ... but those that survived lived into old age'.

6 c

We hear 'What you can do is ... have a positive attitude'.

7 b

He mentions giving up smoking a pipe: 'after a week or so my wife couldn't stand it, so I threw the pipe away'.



Radio presenter

Good afternoon, listeners. Today, in our programme 'People Around Us' Helen Crow is talking to Mr Alistair Sinclair, a farmer from Carston who's one hundred years old.

Helen Crow

Mr Sinclair, how does it feel to be one hundred?

Alistair Sinclair

Well, actually, I'm not one hundred yet. I was born on 10 September, so my birthday's in two weeks' time. I couldn't forget about it, everybody is making so much fuss.

Helen Crow

You have such a big family, how many people are coming to celebrate?

Mr Sinclair

I've had six children, two by my second wife and four by my third. Four of them are still alive and they're all coming, together with ten out of my twelve grandchildren and most of my great-grandchildren. My eldest great-granddaughter's expecting a baby, so you could say there'll be five generations present.

Helen Crow

You're in perfect shape, what do you do to keep fit?

Mr Sinclair

Nowadays, people seem crazy about having a healthy lifestyle. When I was young, nobody thought about such things. I was one of ten children in my family; we had no idea what a healthy diet was, we were happy if we had enough to eat. There was no need to take any exercise, the work on the farm was hard, and we spent all day outdoors. You had to be strong; I lost one brother and one sister quite early, but those that survived lived into old age. We all probably took after my father, who died at the age of ninety-four. I don't think you can do anything to guarantee a long life, it just happens to you. You can't avoid hardship, even tragedies, because that's what life is like. What you can do is be as active as possible and have a positive attitude.

Helen Crow

Have you ever smoked?

Mr Sinclair

Well, I haven't tried cigarettes, no. But once I thought I'd look interesting with a pipe, so I tried that. But after a week or so my wife couldn't stand it, so I threw the pipe away. Actually, she left me a few months later, but I didn't start smoking again.

Helen Crow

Thank you, Mr Sinclair, on behalf of our listeners I wish you all the best and a very happy birthday.

Mr Sinclair

Thank you.

Use of English

7 prepositions: into, from, in, as, below

modal verbs: may, could, should have, will, is going to

pronouns: we, him, that, herself, it

articles: the, an, (some)

determiners: much, a lot of, some

linking words: however, that, although, but, nevertheless

And your own answers.

8 USE OF ENGLISH EXAM

- 1 been
Completes the Present Perfect verb form.
- 2 able
'Be able to' is used to express ability.
- 3 that/which
Either word is possible to introduce a defining relative clause.
- 4 than
The meaning of the sentence helps decide this is a comparative structure, which we could rephrase as 'the British have only ever got as far as breakfast'.
- 5 order
The phrase 'in order to' introduces an infinitive of purpose.
- 6 are
Completes the Present Continuous verb form. (Present Perfect Continuous, 'have been changing' would be possible grammatically, but the task requires that you write only one word.)
- 7 up
Completes the phrasal verb 'turn up', meaning 'arrive (spontaneously)'.
- 8 likely
Meaning 'it's more likely that you'll be given curry or stir-fry than roast beef'.

Writing

Writing an informal letter

- 9 Your own ideas.
- 10
- 1 delicious
 - 2 sophisticated
 - 3 atmosphere
 - 4 vegetarians
 - 5 fashionable

TIP: Read the completed sentences to check that they make sense logically.

- 11 1 B 2 A 3 B 4 B

TIP: It's important to focus on using the appropriate style and vocabulary, not just on meaning.

12 Formal opening and closing

Dear Sir/Madam/Director → Yours faithfully
When you don't know the name of the person you're writing to.
Dear Ms Bowles → Yours sincerely
When you know the name of the person you're writing to.

Informal opening and closing

Dear Jessica → All the best/Lots of love
Depending on how well you know the person you're writing to.

13 WRITING EXAM

TIPS: You must answer all the questions in the letter you have been sent.

You must make sure you produce an appropriate informal letter: it must have a suitable opening and closing.

Make sure you see what you need to do:

- identify the national dishes
- explain which ones are your favourites
- say when you have your main meal
- discuss any changes that are happening to food and eating.

You should think carefully about how many words you will use on each section.

Make the most of opportunities to show how much language you know. Don't just name foods (after all, that won't be in English anyway). Explain that a dish is, for example, absolutely delicious, or very spicy, or cooked very slowly, or popular in the south of the country, or made only in winter, and so on.

Speaking

Situational role-play

- 14
- 1 Exercise regularly
 - 2 Dress sensibly
 - 3 Get enough sleep
 - 4 Eat less sugar
 - 5 Always wash your hands

- 15
- 1 so
'So that' has similar meaning to 'in order to'.
 - 2 their
We need the possessive adjective here – it's the 'energy levels' of 'people'.
 - 3 most
The superlative is presented here – 'the most important point'.
 - 4 from
Completes the structure 'protect (somebody/something) from (somebody/something else)'.
 - 5 about
We're inviting someone to give us their opinion, to tell us what they 'think about something'.

16 SPEAKING EXAM

TIPS: You must talk about all the possible ideas that are listed in the exam task.

Remember that the point throughout your discussion is how suitable they would be for use in a poster campaign – so it's really about how easily they can be communicated.

Consider all five first, and then move onto deciding which two would be most suitable for the posters.

A good way to approach each one could be to ask each other what would happen if everybody did or didn't do these things.

Remember to respond to what each other says.

Picture-based discussion

- 17
- 1 of
Completes the structure '(dis)advantage of' + noun/-ing form – compare to, for example, 'Restaurants have the disadvantage of being expensive.'
 - 2 the
Completes this useful way of introducing an idea.
 - 3 to
Completes the useful expression 'the most important thing is + infinitive with 'to'.
 - 4 with
Completes the structure 'provide (someone/something) with' + noun.
 - 5 in
This is the correct preposition: the flavours are in the dishes.
- 18
- 1 If you have to work late, you can eat a fast food dinner on your way home.
 - 2 For young people, fast food is a cheap alternative to a restaurant.
 - 3 Let's face it, some people don't like cooking and fast food means they don't have to do it.
 - 4 If you need to provide a large group with a meal, fast food is an easy way to do it.

19 SPEAKING EXAM

TIPS: You must deal with the questions that the exam task includes. You can use the questions to provide you with a structure for your talk.

For this level, the questions are rather straightforward, so you should try to introduce ideas of your own.

Try to think of different ways in which you can compare – and contrast – the foods shown in the pictures.

You can expand apparently simple questions. For example, when you are asked 'Which would you prefer?', take the opportunity to talk about your eating habits in general. You can explain that you often eat traditional food, but that you are quite health-conscious, and so you also eat a lot of salads. However, if you go out to the cinema with friends in the evening, you are quite likely to get some fast food to share before the film starts, and so on.

Higher level

Listening

- 1
- 1 Three.
 - 2 About medical problems they have experienced.
 - 3 One word in each gap.

TIP: Always read the instructions carefully to make sure you understand exactly what you need to do.

- 2
- 1 mountain (noun)
 - 2 smoke (verb)
 - 3 roast chicken (noun)
 - 4 running (-ing form of verb)
 - 5 money (noun)
 - 6 basketball (noun)
 - 7 dangerous (adjective)
 - 8 dairy products (noun)
- 3 Your own ideas.

4 LISTENING EXAM

- ladder
The ball was in the tree so John went on a ladder to try to get it.
- worry
John says the doctor said 'I shouldn't worry'. She also said John should do some exercise.
- soup
He says he 'loves' soup 'when he's not well'.
- skiing
Remember the answer must be one word. You cannot answer with 'on holiday' or 'going the wrong way' etc.
- insurance
Grammatically, it cannot be 'insured', and 'bills' would not make sense.
- swimming
She 'loves' swimming, and not being able to 'was the worst thing'.
- funny
He thought they were 'funny'; it was his parents who were 'worried', and Agneta who thought them 'strange'.
- strawberries
He says he 'must never have any strawberries'. David's allergic to strawberries.

18 TRANSCRIPT

David
Hi Agneta, hi John.

Agneta
Hi David.

John
Hi David.

David
Did you hurt your foot?

Agneta
It looks terrible!

John
Yes, it doesn't look good, does it? Oh, I was so stupid. I was playing with a ball, and it got stuck up a tree. The only way to get it back was to go up the tree, I thought, so I got my dad's ladder, and started climbing up that, but then I slipped, and so me and the ladder came crashing down. I landed badly on my foot, and so here we are.

David
Oh dear! And is it broken? Will the damage be permanent?

Agneta
What did the doctor say?

John
She said it's not actually broken, and basically said I shouldn't worry – it will fully recover. In the meantime I have to do some gentle exercise. So I have to rest a lot. But it's OK, I can watch TV a lot. And eat, too. I always love having soup when I'm not well – it's really nice. Anyway, didn't you damage your foot last year, Agneta?

Agneta
Er, my leg, not foot, but yes, it was horrible. It ruined my holiday. We were skiing, and I went the wrong way suddenly somehow – I don't know, but, crack, that was that.

John
Awful. And I suppose the holiday was expensive...

Agneta
Yes, and to make matters worse my dad, my silly dad, hadn't remembered to renew my travel insurance, so I wasn't insured at all. We had to pay really big hospital bills.

John
Oh no.

David
How long were you out of action?

Agneta
I don't know, it was weeks and weeks and weeks. I hated it because I couldn't really do anything.

John
I wouldn't mind!

Agneta
Yes, but I couldn't even go for a walk, and you know how I really love swimming, so it was completely awful not being able to go – that was the worst thing.

John
At least you've never broken anything, David.

David
Yes, I'm glad about that.

Agneta
But on the other hand you had that skin thing.

John
Oh, yes, your amazing spots.

David
Last month, yes. There were so many – they seemed funny to me, but I

know my parents were worried.

Agneta
I remember I thought they were pretty strange.

John
And is it right they were part of an allergy?

David
Yes, a bad allergic reaction. So now I must never have any strawberries. As long as I don't, I'm OK.

Agneta
Ooh, that's not fair. Strawberries are the best fruit!

David
Well, I've never been crazy about them anyway...

Use of English

- 5
- False.
We read 'cooler weather doesn't cause cold'.
 - True.
We read 'dry air makes the nasal cavity more susceptible to bugs'.
 - True.
We read 'cases of colds and flu surge between the beginning of autumn and spring'.
 - False.
We read 'two to four respiratory infections a year; children even more'.
 - True.
You also have to read the four possible answers to decide this, as the gap is where a key verb would be (positive or negative). All four options seem to encourage you to avoid physical contact. You may be able to decide without reading the answers if you read the whole paragraph instead, but it's less obvious.
 - False.
We read 'kissing and shaking hands are sure ways to catch a cold'.

6 USE OF ENGLISH EXAM

- b
The phrasal verb 'brush up (on something)' means to 'revise/recall what you know (about something)'.
- a
The phrase is 'contrary to popular belief', meaning 'many people believe it but it's not actually true'.
- d
Using 'a chance' would also be correct, but not without the indefinite article 'a'.
- d
Completes the phrase 'associated with', meaning 'connected to'.
- a
Completes the phrase 'the average (adult)', used to give a typical example to illustrate the point you're making.
- a
This is the only word that fits the context logically as well as grammatically.
- c
You don't have to avoid people with a cold completely, but you need to be careful around them so you don't catch a virus from them.
- c
Completes the phrase 'keep (a/one's) distance'.

Reading

- 7
- Because of this
 - so
 - Although
 - as a result of
- TIP:** Note the connection between cause and effect, and the various ways in which you can express this.
- 8
- True.
 - False.
They suffered from 'scurvy', not seasickness.
 - True.
 - True.
 - False.
A varied diet is mentioned, but weight loss is not connected to this.
 - False.
We read 'It has a long history'.
 - True.
 - False.
He introduced a new measurement for the 'heat value' of foods – to measure how much energy they contain.
 - False.
There's no mention of Vitamin C in the paragraph.

9 READING EXAM

- 1 A
This paragraph introduces the topic and the general idea of diets and dieting.
- 2 G
This paragraph goes on to explain the 'different kind' of diets introduced in the previous paragraph.
- 3 F
This paragraph picks up 'all these' – the list of kinds in the previous paragraph – and focuses on the modern meaning.
- 4 C
This paragraph begins with 'it', meaning the 'history' at the end of the previous paragraph.
- 5 E
This paragraph links to 'William the Conqueror' in the previous paragraph with 'him'.
- 6 B
This paragraph talks about 'these', linking back to 'different things our bodies need' in the previous paragraph.
- 7 D
This paragraph links 'the discovery' to the realisation about Vitamin C in the previous paragraph.
- 8 H
This paragraph moves on from the previous one – 'nobody knew' – to the work of Atwater.
- 9 I
This paragraph links 'this measurement' to the 'calorie' ('measure the heat value...') in the previous paragraph.

Writing

Writing a letter from the editor (of a student magazine)

- 10
 - 1 c
Completes the structure: adjective + 'for (someone)' + infinitive with 'to'. For example, 'it was exciting for us to visit Australia.'
 - 2 a
Putting 'What' at the front like this is a useful way of making your focus clear. For example, 'What I find really difficult in English is the phrasal verbs.'
 - 3 a
Completes the expression 'give a point of view', meaning to 'say/write what you think. To 'have a point of view' is simply what you think.
 - 4 c
Completes the phrase 'as long as', which means 'if'.
 - 5 b
Completes the 'be going to' future form.
- 11 Your own ideas.
- 12 **WRITING EXAM**

TIPS: Your letter must include all four points in the list that the exam task specifies.

Your letter needs to have an opening and closing, such as 'Dear Rita', and it needs to sign off from you as editor. However, it wouldn't be appropriate to write comments like 'See you soon,' as you probably don't know the person well (or at all).

The main part of your letter needs to respond to what Rita has written, and then to make your own suggestions.

The first and fourth points listed can probably be written in one or two sentences each.

Think carefully about how many words and sentences you will need to prepare to write for the main two points.

Write in an appropriate neutral style throughout. Remember that your reply is meant to be read by all the students who read the magazine.

Speaking

Picture-based discussion

- 13
 - 1 d
This is the first conditional, here used to make a recommendation.
 - 2 f
'Fluoride in your toothpaste' is the subject of the verb 'makes'.
 - 3 a
'Should' is for clear advice; the time phrase 'every two or three months' works like an adverb on the verb 'change'.
 - 4 b
The first conditional here communicates a warning of the bad outcomes of eating certain foods.

- 5 c
The passive is used with the verb 'cause'; note the position of the adverb 'often'.
 - 6 e
'It's a good idea' + infinitive with 'to' is a good structure for making suggestions and recommendations in a positive way.
- 14 Your own ideas.

15 SPEAKING EXAM

TIPS: The exam task makes its requirements clear, and you must talk about the points it mentions.

The best approach is probably to begin by describing the pictures. There are opportunities here for you to show some of the language you know by describing them in interesting detail.

Don't forget that you can speculate a little: What treatment is the young woman having? Why do you think it is needed?

Think about the language functions required for the two questions in the exam task. The first requires you to explain things, the second to use appropriate ways to make suggestions or recommendations.

Debate

- 16 Possible answers:

Healthy: gyms, cycle paths, commuting to work/school by public transport

Unhealthy: fast food, surfing the Internet, living in cities, soft drinks (The categorisation depends on your own opinion.)

- 17 Your own ideas.

18 SPEAKING EXAM

TIPS: First think about what ideas are involved: there are actually two separate statements: our modern lifestyle is unhealthy, and we live longer than 100 years ago.

Think of things that are unhealthy about the way we live to support the first statement. Try to think of counter-arguments, as well: what are the healthy aspects of modern living?

Now consider what you know about life 100 years ago, and how much has changed since about the way we live. Don't forget: you're not tested on how much you know about the early 20th century, but about how well you express yourself in English!

If you don't know something for certain, you can say so, for example 'I'm not sure if it's true but maybe people ate more meat and less vegetables'. Or, you can speculate about the changes 'Working out and exercising may have become more popular in the last 100 years'. Look at the Speaking Bank on page 128 for some useful phrases for the debate task.

9 Sport

Reading

- 1 The best summary is b.
- 2 Possible answers:
 - 1 He saw Everton play Liverpool with his dad on TV at his uncle's house.
 - 2 He played in the school team.
 - 3 He won a swimming competition.
 - 4 He buys a season ticket.
 - 5 Liverpool won the Champions' League.
 - 6 Their car broke down on the motorway.

3 READING EXAM

- 1 F
We read 'My father and my older brother support Everton, but I support Liverpool'.
- 2 B
He tells the story of the first Liverpool game he watched on television, when he 'loved the way the Reds played' (the Reds is the nickname for Liverpool, after the colour of their team shirt) and decided 'to become a Liverpool player'.
- 3 A
He answers 'I've never played for a serious team', although he also mentions having played for his school team.
- 4 D
His answer includes 'I go along to all the home games', and 'I wear red every Saturday'.
- 5 C
He refers to watching his team winning the Champions' League as 'amazing', some he 'still can't believe'.
- 6 G
He tells the story of how he wanted to go to the FA Cup Final to Cardiff with his friend, but their car broke down.

Listening

- 4 Possible answer:
The recording is about a famous sportsperson, Muhammad Ali, who was a boxer.
- 5 1 a and c
Statement *b* is about Muhammad Ali's opinion about his daughter's boxing. 'Alike' means 'similar'.
- 2 a and b
'By (a certain time)' and 'before (a certain time)' are similar in meaning – they refer to the period starting before, then finishing at his 25th birthday.
- 3 a and c
Statement *b* has the exact opposite meaning. If something takes you less time to do, you can do it earlier than expected.

6 LISTENING EXAM

- 1 d
We hear 'he was known ... for his poetry'. He didn't win three Olympic gold medals, but became the heavyweight boxing world champion three times. He wasn't actually a 'rapper', the text only says his ability could have made him one.
- 2 a
The recording refers to 'a local policeman Joe Martin', and in the next sentence mentions that 'Martin was the boxing coach'.
- 3 b
We hear that 'he signed a lucrative professional contract' very soon after his Olympic victory at the age of 18. He was an amateur boxer for only 6 years, won most of his matches, and 'became a celebrity', so none of the other options are correct.
- 4 c
We hear 'He refused to serve in the American army ... and, as a result, he lost his championship belt' (the belt being the symbol of the champion). His five-year sentence that's mentioned in the recording 'was cancelled by the Supreme Court'.
- 5 d
We hear 'he has not been forgotten'. The recording contradicts all the other three answers.

19 TRANSCRIPT

You must have heard about Muhammad Ali – probably the most famous athlete and one of the best-known people in the world. But what do you actually know about his life?

He was the first three-time heavyweight boxing champion of the world. He was known for his powerful fists as well as for his poetry. His ability to compose rhymes on the run could easily qualify him as the first rapper. He won an Olympic gold medal and later threw it into a river in protest against racism in America.

Ali's interest in boxing began when he was 12. He was living in a poor black neighbourhood in Louisville, together with his parents and brother Rudy. One day, when his new bicycle got stolen, Ali reported the fact to a local policeman Joe Martin. He was furious and said that he was going to beat up the thief. Martin was the boxing coach at the Louisville's Club and he also had a TV show called 'Tomorrow's Champions'. Seeing Ali's determination, he suggested that the boy learned to fight.

Ali passionately devoted himself to amateur boxing. He trained hard and soon became a celebrity in his hometown. Within the next few years, he won 100 of his 108 matches. At 18, he became Olympic gold medallist and very soon he signed a lucrative professional contract.

In the 1960s, Ali became one of the most controversial figures in his country. He refused to serve in the American army in Vietnam for religious reasons and, as a result, he lost his championship belt. He was also sentenced to five years in prison, but later the sentence was cancelled by the Supreme Court.

Muhammad Ali retired from boxing in 1981 and soon afterwards he was diagnosed with Parkinson's disease. However, he remained active in various fields and he has not been forgotten. In 1999, he was named Sportsman of the Century by one of the biggest sports magazines. In the same year, Ali's daughter Laila made her debut as a boxer despite her father's earlier comments against female boxing.

Use of English

- 7 1 watch
We normally say 'watch (something) on TV'.
- 2 compete
Completes the phrase 'compete for (a prize)'.
- 3 score
You can win matches, but goals or points are scored.
- 4 play
It's a good idea to memorise which sports and games we 'play', 'do' and which we refer to with 'go' + *-ing* form.
- 5 does
See the note for 4.

- 6 hit
Don't confuse how you get points in competitive sports with the result. You hit the ball to score a point.
- 7 sailed
We normally use 'sail' to refer to travelling by boat.
- 8 is played
Passive is needed here.

8 USE OF ENGLISH EXAM

- 1 The first modern Olympic Games were held in Athens in 1896. Grammatically 'in 1896 in Athens' would also be correct, but the full stop is given at the end of year.
- 2 The winner of each competition wins a gold medal.
- 3 When the winners receive their medal, their national anthem is played.
- 4 There has also been a Winter Olympics every four years since 1924.
- 5 Before 1988 only amateurs could compete in the Olympic Games. 'Only' logically refers to 'amateurs' here, so its place is not between the two parts of the verb.
- 6 Over 3.5 billion people watched the Sydney Olympics on television.
- 7 More than eleven thousand competitors took part in 2004 in the Sydney Summer Olympics.
You have to use two 'in' prepositions, so 'in the 2004 Sydney Summer Olympics' cannot be correct.
- 8 The large number of people who take part makes it difficult and expensive for the host cities to organise Olympics.

TIP: Sentence 8 is difficult because of the large number of words. Cross out each one as you've used it, then re-read the sentence to see where any words that are left over could logically fit.

Writing

Writing an email

- 9 1 Basketball is played by almost every boy in my region.
2 Olympic champions are admired by everyone.
3 A total of ten gold medals were won by our country in the last Olympic Games.
4 Sport will be played by fewer young people in the future, I'm afraid. / I'm afraid sport will be played by fewer young people in the future.
5 The league championship final was watched by over 20 million people.
- 10 There's nobody in the world as mad on sport as my sister. She wakes up talking about it, and plays it every second she can of the day. I think she dreams about it at night. Her bedroom walls are/bedroom wall is covered in posters of famous sportspeople. All her friends are just the same. I'm totally different. I can take it or leave it. I watch a game of football occasionally, but only if there isn't a good film on.

11 WRITING EXAM

TIPS: You must write about exactly what the exam task asks you to write about.

Make sure you notice the words 'in your region', and that you make this the focus of your message.

You only have up to 50 words for your message, and there is a lot to say – three points altogether. Plan how many words to spend on each point before you start writing.

If you miss a point out, you will lose marks.

If you include some reasons for what you say, you will get more marks.

Write in a neutral style, as you don't know the people you're writing to.

Writing an informal letter

- 12 1 for
Completes the structure 'be good/bad for (someone/something)'.
- 2 at
Completes the phrase 'at least', meaning 'a minimum of'.
- 3 what
'What' here means 'the things that'.
- 4 in
'In' always follows 'interested' in this kind of context.
- 5 or
These are all alternatives, within a negative list.
- 6 to
Completes the structure 'can't wait to (do something)' This is not the same as 'wait for (someone/something)', for example, 'I'm waiting for the bus', or 'He waited for her in the park'.

- 13 1 D
First conditional sentence: 'if' + Present Simple followed by 'will'.
- 2 A
The collocation is 'attitude to (something/somebody)'.
- 3 C
The second half gives the condition for the higher achievements: being 'part of a team'.
- 4 F
Completes the phrase 'make (somebody) do (something)'.
- 5 B
The first half is the subject of the complete sentence expressed in an *-ing* form.
- 6 E
Completes the structure 'a (adjective) way' + infinitive with 'to'.

14 WRITING EXAM

TIPS: Your letter must cover all the required points in enough detail. You need to spend at least 60 words on average on each point. Make sure you have enough ideas prepared – don't just start writing and hope the ideas will come. (Even if they do come, they won't come in the right order.)

For the first point, don't just list the names of a few sports. Give this some interest, and use different verb tenses, by saying which sports you used to play (but don't now), which sports you play better, or worse, or with whom, what time of year, and so on.

For the second point, really try to explain your reasons. Whatever your attitude, it isn't right or wrong – but it does need to be made clear.

For the third point, try to think in different ways. Health may be the obvious aspect to mention, but there are all sorts of other aspects too, from discipline, to psychology.

Write your letter in a friendly, informal way to your penfriend.

Speaking

Situational role-play

- 15 1 Are you more interested in playing or watching/watching or playing sports?
Note the word order 'are you' for questions, and 'interested' + 'in'.
- 2 Why do you find that more interesting?
'Do' is used to make the question form, and 'that' is a pronoun, used to represent the thing the other person just said. 'More' is part of a comparative adjective.
- 3 Do you currently watch or play/play or watch some kind of sport?
'Do' is the auxiliary for the question form here. Notice the word order for the position of the adverb 'currently'.
- 4 What is it that you like about that sport?
This is a more focused way of asking, 'What do you like about sport?'
- 5 How much time do you have available for a new sport?
'Do' is used for the question form, and notice how the question is divided across 'much time' and 'available for' – 'for' always follows 'available' in this kind of context.

- 16 1 A and C 3 A and C 5 B and D
2 B and D 4 A and C 6 B and D

TIP: Remember which ways of making suggestions we use with an infinitive without 'to', and which with an *-ing* form.

17 SPEAKING EXAM

TIPS: There are four things you must do in this exam task, and they are clearly listed for you.

For the discussion to be interesting and effective, you need to develop the ideas. Ask your partner to give reasons, to explain why he or she says what he or she says. In the same way, when you get to the final part of the discussion, you must make sure that you give your reasons for choosing to recommend the sports that you do.

Picture-based discussion

- 18 1 She's wearing a black belt, so she must be really good.
Either you 'dress in clothes' or, more usually, you 'wear clothes'. A girl might 'dress' her doll, and the nurse or doctor might 'dress' your injury with a bandage. (A black belt in martial arts is the symbol of a master.) We need the adjective 'good' here to refer to her martial skills.
- 2 All four of them are about the same age.
Remember, in English we say 'be an age', not 'have an age' like in some other languages.
- 3 is correct.
- 4 You can see that they're really pleased with themselves.
Correctly completes the structure 'be pleased with (someone/something)' – also works with many other adjectives of feeling, for example, 'I'm very angry with him.' Don't confuse this with 'be proud' + 'of'.
- 5 is correct.

- 19 1 just 3 together 5 better
2 soon 4 very 6 long

20 SPEAKING EXAM

TIPS: You must talk about all five of the aspects that the exam task specifies.

With two pictures and five things to consider, you have a useful structure provided for you to talk about.

You should probably begin by describing the two photos in a fairly straightforward way, while you collect your thoughts. Then you can move on to the discussion side of the task.

You can express your own opinions, as long as you also show you are aware that there are other ways of considering the subject. For example, you could say something like: 'Personally, I'm very happy just to be playing sport. I'm not too worried about winning, or losing. But I can see that these three girls look very happy, and I think that this may be because they have just won a race. So I guess that winning is really important for them...'

Higher level

Reading

- 1 The best answer is 2.

In the second paragraph, we read 'Experiments involving overweight children ... showed that those who had to pedal when they wanted to watch their favourite programmes ... watched far less television'.

- 2 Possible answers:

- 2 Experiments involving overweight children aged between eight and twelve showed that those who had to pedal when they wanted to watch their favourite programmes not only watched far less television, but also recorded impressive loss of fat. (paragraph 2)
- 3 But there are other things we could do that are only limited by our imaginations. (the last line in paragraph 3)
- 4 Mr Allison once proposed that people should be charged to travel in lifts in an effort to encourage them to use the stairs. (the first sentence in paragraph 4)
- 5 Mr Allison ... said that 13% of American children were considered seriously overweight. (second sentence in paragraph 4)
- 6 Children who had the 'couch potato TV sets' watched on average one hour of television a week while children in a second 'control' group watched more than twenty hours. (last sentence in the article)

TIP: Notice that the order of true/false statements follows the order of information in the article.

3 READING EXAM

- 1 T 2 F 3 F 4 T 5 F 6 F

NOTE: Compare the information found in exercise 2 with the statements to decide if they are true or false.

Listening

- 4 Your own ideas.

- 5 1 a 2 e 3 b 4 d 5 c

TIP: Make sure the sentence halves match logically as well as grammatically.

- 6 B and D.

The language used in the other sentences is stronger than in these two. B, in particular, is quite gentle – 'I think you could'. However, don't forget that the effect of what someone says can be as much from the way they speak as from the actual words they use.

7 LISTENING EXAM

- 1 clothes

We hear 'making sure you're wearing the proper clothes. You need them to protect you...'

- 2 attitude

We're told to 'build up the right attitude.' This is explained to us: 'If you don't expect to win, don't believe you're going to, then you won't.' We must put a noun in the gap, so we can't write 'believe', for example.

- 3 ambition

We 'need ambition' to develop performance – 'to get better and stronger and faster.'

- 4 relax

Because 'tension can be a real enemy,' we must learn how to – 'make sure you know how to' – 'relax' when not training – 'in the time when you're not on your bike.'

- 5 eat
The trainer says, 'You must *eat* properly, all the right foods and none of the wrong foods.' If not, our performance will decrease – 'without the right stuff going in, your body won't give of its best.'
- 6 healthy
We should stay – 'keep' – healthy.

11 USE OF ENGLISH EXAM

- use
We need a noun after 'the'.
- necessitates
The long clause before the verb is the subject 'The use ... of substances ... considered as doping', and 'disciplinary action' is the subject. The meaning is: 'Doping makes it necessary to take disciplinary action', in other words 'to punish' people for doping.
- refusal
We need a noun after 'the'.
- offences
You have to think about the meaning here. What you 'repeat' are the unacceptable actions, in other words 'offences'. You'll need to use the plural form, as we're referring to repeated occasions.
- disqualification
We know it must be a noun because it follows the indefinite article 'a'. The context makes it clear the word refers to the punishment that people who use doping receive.
- insufficient
You need to read the whole paragraph to make sure we need a negative adjective here. The text suggests the problem is even more complex than it first appears.
- competitors
The meaning is important here. The sentence talks about people wanting to achieve more than the people they are competing against, more than their 'competitors'.
- spectacular
We need an adjective to tell us what kind of 'results'.

Writing

Writing an argumentative essay

- 12 Your own ideas.
- 13 Possible answers:
Definition of sport:
organised physical activity in competition
Advantages of sport:
helps you concentrate on studying
encourages team building
keeps you fit
makes people feel proud
Disadvantages of sport:
too competitive
makes people who don't like it feel excluded
creates conflict
And your own ideas.

14 WRITING EXAM

TIPS: You must carefully construct a clear and logical argument for this exam task. The content is up to you – the ideas need to be your own.
You need to give your essay a strong structure, so that the reader can easily follow what you want to say.
Use facts, and then build arguments up. For example, describe the situation regarding Physical Education in your school. Say how much there is, and what you do. Then say whether it is useful or not and why. Say what it's like for people who aren't good at it. Say, moving on, what could happen if you didn't all do it. Say how these other things would and wouldn't be useful for individuals and the school.
Use an appropriate formal style throughout your essay.

Speaking

- 15 1 nervous 4 independent
2 feeling 5 social
3 motivated

TIP: Make sure the words fit the sentences logically as well as grammatically.

- 16 To be honest, I don't really enjoy looking at these images! Sport isn't something that interests me much. I mean, of course I can see that lots of people like it. Some people are completely obsessed with it – my brother, for example. I think the problem for me is that I was bad at sport when I started school, and the sports teacher made it very clear that this was true! So we never really had a close conversation like/such as the one here, because I was never in the team. Sport always makes me feel left out of things, not as good as other people.

20 TRANSCRIPT

Cycling trainer

Good evening everyone. Now, we'll be going through to the gym in a minute, but I'll just say a few words about training and race preparation first. There are many factors to consider. The first thing of all is your machine. Choosing the right bike for you is where it all kicks off from. But no less important than that is making sure you're wearing the proper clothes. You need them to protect you from the elements and also in the event of falling off your bike. OK, but it's not all visible things that count. You can have the best bike in the world, but you won't win anything unless you build up the right attitude. If you don't expect to win, don't believe you're going to, then you won't. And an integral part of this is wanting to get better – you need ambition if you're going to get better and stronger and faster. And you also need a bit of intelligence to go with it. So educate yourself, learn about the technical side of racing – study a bit of physics, check the details of the race course, what gear to use where, and so on. Right, well, the rest of my advice concerns what you do off the bike – which is very important too. Tension can be a real enemy. Make sure you know how to relax in the time when you're not on your bike. Then you re-charge your batteries. Stressed out riders don't win – they just get to the doctors quicker! Related to this is diet. You must eat properly, all the right foods and none of the wrong foods. Without the right stuff going in, your body won't give off its best. Your body is as much of a machine as your bike, so look after it. Don't smoke, drink, stay up late – always keep healthy. Well, those are the basics. Let's go through now and then you can see what...

Use of English

- 8 1 harmful
We need an adjective after the adverb.
- 2 facilitate
We need a verb here. The 'to' is part of the infinitive, not a preposition.
- 3 identify
We could use either word after 'help' but we would need 'of' after the noun 'identification', and the definite article 'the' before it.
- 4 important, an unnecessary
The first word must be an adjective to complete the statement. For the second word, you must consider what the statement means: an 'intrusion' is a negative thing, something that affects people's lives in a way they don't want.
- 5 decided, prestige
The first word must be the third form of the verb to complete a passive sentence. The meaning of 'decisive' is 'very important for the final result', which doesn't suit the context. The second word is a noun because it comes after the article 'the'.
- 6 disagree
Both are possible grammatically, but the statement only makes sense if you use the negative verb.

9/10 Possible answers:

verbs	nouns	adjectives	adverbs
use disuse	use usage user disuse	useful useless used disused	usefully uselessly
necessitate	necessity	necessary unnecessary	necessarily unnecessarily
refuse	refusal	-	-
offend	offence offender	offensive	offensively
qualify disqualify	qualification qualifier quality disqualification	qualifying disqualifying	-
suffice	(sufficiency) (insufficiency)	sufficient insufficient	sufficiently insufficiently
compete	competition competitor competitiveness incompetence	competitive	competitively
(spectate)	spectacle spectator	spectacular	spectacularly

17 SPEAKING EXAM

TIPS: You must discuss fully the comparisons and contrasts that the exam task requires of you here.
You need to speculate quite a lot so that you can respond to the task. Say what you imagine the different people might be talking about, or what they might be feeling.
Bring in your own relevant experiences. It doesn't matter whether your experiences are positive or negative – you can use them here.

Debate

18 Possible answers:

For: risk, adrenaline rush, challenging your body, doing something different, you need reliable equipment, danger is exciting, sense of achievement, fun

Against: risk, you need reliable equipment, accidents
And your own ideas.

19 SPEAKING EXAM

TIP: In this task type, you often find a statement that takes an extreme viewpoint, so it's easier for you to take sides for or against it. First of all, decide if you agree or disagree.

Use the ideas generated by exercise 18 to start planning your arguments.

Look at the Speaking Bank on page 128, so you can use a range of different phrases to respond to your partner's arguments.

Success in this task is measured by how well you communicated your own ideas, and how well you responded to your partner's ideas – not by who persuaded whom in the end.

10 Free time and culture

Reading

1 Possible answers:

- Newspapers have existed in Britain for 300 years, but tabloids are twice as popular as 'quality' newspapers.
- Tabloids are characterised by the type of news they feature – very often focusing on celebrities.
- There are many questionable aspects of tabloid journalism.
- Gossip is popular, and the main aim of tabloids is to entertain, not to inform.

2 The best answer is b.

This is the only sentence that connects the sentence before and the one after the gap.

3 READING EXAM

- F
The 'new newspaper' that everyone could buy mentioned in this sentence is contrasted with earlier newspapers that 'only a tiny minority' read in the previous sentence.
- C
The sentence goes on to explain what 'size and format' characterise tabloids.
- B
The sentence gives an example of what 'certain kinds' of news you find in a tabloid.
- H
'Them' and 'their' here refer to the 'celebrities' mentioned before the gap.
- G
The sentence mentions 'these accusations' which refers to the things that tabloids were accused of, mentioned before the gap.
- A
We read after the gap about 'a consequence of this attitude', referring to the tabloids' view 'that the public has the right to know anything and everything, but celebrities have no rights to privacy at all'.
- D
'Maybe the reason' begins the answer to the question before the gap: 'Why ... does Britain ... consume tabloids like chocolate?'

Listening

- 1 the 6 anything/something
- 2 or 7 by
- 3 to 8 the
- 4 with 9 other/many
- 5 about 10 have/use/include

5 Your own ideas.

- 1 same
'Turn out' means 'become'.
- 2 same
If you're 'hungry', it's because you 'want something to eat'.

3 different

In B, the thing that you 'prefer' is the thing that you think is better or more interesting.

4 different

If you 'wonder', you really don't know, but if you 'expect' something to happen you believe that it will happen.

7 LISTENING EXAM

1 F

Anna says that it wasn't her 'kind of film' – so she wasn't looking forward to it. She had a nice time, though: 'However, it turned out pretty well'.

2 T

Maria says: 'I'd forgotten to eat before we went, so I kept wanting it to end, so I could go and get something to eat.'

3 T

David says: 'it's true it was long, but that's because it needed to be, I think. It's a complicated story.'

4 F

The important thing here is to be clear about exactly what Maria thought was interesting. Following on from David, she says that the story being complicated 'doesn't make it a good one.' But she did like 'the setting of the film' – this 'kept you involved'. However, that's different from the story; in fact, she says the film was interesting 'in spite of the story.'

5 T

She's read the book and she's seen the film, and she says, 'the book remains the more interesting version.'

6 F

The important thing here is what he decides in the end. He does think about the DVD as a present for his sister: 'I wondered about the DVD for my sister's birthday, which is coming up soon.' However, there's a problem: 'She doesn't like the small screen, so I'm going to buy her a couple of tickets instead.'

21 TRANSCRIPT

Maria

So, Anna, what did you think of the film?

Anna

Well, Maria, when David suggested going...

David

Oh I see, blame me, is it?

Anna

Oh no, I agreed to come, although, generally speaking, it's just not my kind of film, you know, historical. However, it turned out pretty well, as far as I'm concerned.

David

That's a relief, then. What about you, Maria?

Maria

Not bad, I guess. Actually, you know, I'd forgotten to eat before we went, so I kept wanting it to end, so I could go and get something to eat – very silly. It stopped me concentrating properly – the film seemed to go on too long.

Anna

And you, David?

David

Well, it's true it was long, but that's because it needed to be, I think. It's a complicated story.

Maria

Hm, which doesn't make it a good one, I'm afraid. But the setting of the film, and the changes between locations were all good, and kept you involved – actually, in spite of the story, if you see what I mean.

Anna

Maybe you should do what I did then...

David

Which is...?

Anna

Read the book. I read it I suppose a year ago and loved it. That was the other thing that made me want to go. But the book is still the more interesting version. So, do try it, Maria.

Maria

OK, maybe I will.

David

I don't know about the book, though I wondered about the DVD for my sister's birthday, which is coming up soon. But she doesn't like the small screen, so I'm going to buy her a couple of tickets instead.

Maria

She should like that.

Anna

Yeah.

David

Now, what about seeing if...

Use of English

- 8 1 Romantic fantasy.
You find the information in line 2.
- 2 The main actors are Nicolas Cage and Meg Ryan.
You find the information in lines 3 to 5.
- 3 Escorting the spirits of the dying to Heaven and helping the living cope with their daily problems.
You find this information in lines 7 to 9.
- 4 Seth falls in love with Maggie.
You find the information in lines 10 and 11.
- 5 He must choose between his immortality and becoming human.
You find the information in lines 11 to 13.
- 6 He thinks the dialogues are simplistic.
You find the information in lines 15 and 16.
- 7 Each close-up is very meaningful ('steeped in meaning') and will evoke deep emotions in every sensitive viewer.
You find out what the reviewer thinks about the photography in the last four lines of the third paragraph.
- 8 To anyone who likes watching good and engrossing films.
You find the information in lines 23 and 24.

NOTE: Notice that the information is given in the review in the same order as the questions.

9 USE OF ENGLISH EXAM

- 1 I
Actors 'play' their roles. We only use 'perform' when talking about a specific performance in a theatre: 'Sir Ian McKellen often performs on stage'.
- 2 E
When we use 'along' before 'with, it means 'together with' – it doesn't refer to movement or space (like in 'we walked along the river').
- 3 G
When you must choose between two possibilities, you can talk about them using the structure 'either (something) or (something else)'. This is more emphatic than simply using 'or' between the two things.
- 4 F
We often use 'what I like/liked about (something) is/was' to make a stronger statement about a particular aspect of our experience than just saying 'I liked (something)'.
- 5 H
'Although' introduces a contrast between something the reviewer didn't like, 'the dialogues' and something he liked a lot, 'the emotions seen in the actors' faces'.
- 6 C
The phrase is used to introduce additional information that further supports a statement.
- 7 D
We need an adjective before the noun, 'what kind of' or 'which' 'scenes'.
- 8 A
Referring back to 'good and engrossing films' in the previous sentence.

Writing

Writing an email

- 10 There's a wonderful statue in City Park, which is only a few minutes' walk from where I live. It's absolutely fascinating. It's by George Frin, a local sculptor. It looks like Henry Moore made it. I don't know very much about it, except that it was put in the park when I was still in a pushchair. These days, I love going/to go there with my book, and then I sit next to it and read and look up at it and smile.
- 11 1 old, older, the oldest
2 important, more important, the most important
3 frequently visited, more frequently visited, the most frequently visited
4 well known, better known, the best known
5 beautiful, more beautiful, the most beautiful
6 popular, more popular, the most popular
7 architecturally significant, more architecturally significant, the most architecturally significant
8 photographed, more photographed, the most photographed,
9 written about, more written about, the most written about

12 WRITING EXAM

TIPS: You must answer the questions that your penfriend asks you. If you don't, you'll lose marks.

Remember the purpose your penfriend has in asking these questions – to find out about the best loved work of art. If you don't write about this subject, you won't be helping.

Don't worry if you feel you don't know very much. Your penfriend asks, 'How much do you know about its history?' You can say that you don't know much.

You only have about 50 words. Don't write any less than 40 or more than 60, and try hard to write between 45 and 55. (You can lose points for writing too much!)

Remember you also need to open and close your email to your penfriend, so make sure you can fit everything you want to say into this rather short space.

Writing an informal letter

- 13 1 It was really good to hear from you.
This is a useful opening sentence for informal letters.
- 2 I always enjoy hearing your news.
You can use this structure in other situations too – for example, 'I always love going to the beach.'
- 3 I'm glad we've managed to stay in touch for so long.
Notice the use of the Present Perfect tense, and the expression to 'stay in touch (with someone)'.
- 4 Thank you very much for the enclosed photos.
You can also use the structure in different ways – thanking someone for the money they sent or the present they enclosed.
- 5 Sorry I didn't reply sooner but I've been so busy.
This is a useful way of apologising for being late in writing.
- 14 1 I'd better stop and get back to my homework.
Note the structure 'had better' + verb' = and the phrasal verb 'get back to', meaning 'return to'.
- 2 Please write again soon.
Note the correct position 'again' and 'soon'.
- 3 I hope you can come and visit me one day.
Note the position of 'one day'.
- 4 Please give my regards to your parents.
This is a polite way of sending a greeting. From friends to friends, you might say, 'Please give (Adrian) my love.'
- 5 Looking forward to seeing you later in the summer.
Note the position of 'later in the summer'.
- 15 1 f 2 a 3 e 4 b/c/g 5 c/g/b 6 g/c/b 7 d
4, 5 and 6 all relate to 'what you liked about it'.

16 WRITING EXAM

TIPS: There are five things listed which you must include in this informal review of a performance.

You can write about them in any order you choose.

Don't forget to include a suitable opening and closing for your letter.

The last two points in the list give the opportunity to show some interesting vocabulary and a good range of structures.

Try to include sentences like, 'What I found really impressive about the performance was (the way that the musicians seemed to play as one)' or 'I have to say that I was a little disappointed by (the lack of atmosphere at the concert)'.

Speaking

Situational role-play

- 17 • OK, we need to discuss these. Where shall we start?
• We could say first the ones we think we should definitely not choose.
• Yes, that seems a good way to do it.
• Well, then I'd say the tennis and the games aren't any good.
• Oh, why's that?
• They're not special, I mean, they're not typical of our town, are they?
• You mean because you can play tennis anywhere?
• Yes, I do, exactly that.
• And I agree with you.

NOTE: See the note after the Key to exercise 18.

- 18 • Now, the first one which we should definitely organise is the guided tour.
• Do you think they'll find it interesting?
• Yes, because they'll learn about our history.
• But they could learn about that in the museum.
• Well, they wouldn't be able to enjoy fresh air at the same time, would they?
• Or the lovely rain.
• Don't be pessimistic. Anyway, what else?
• They'll be hungry after all that walking, so the restaurant.
• That's good idea – with local specialities.

TIP: Notice how in both exercises 17 and 18 the sentences always have something that refers back the sentence they are responding to. First look through the lists, looking for these clues. When you've completed the task, read through the dialogues again to check they make sense.

19 SPEAKING EXAM

TIPS: You must talk about all the seven things that are listed in the exam task. You must also choose three as the events to organise. It's important to get the balance right here. You don't want to rush through everything, and fail to show that you can speak in a complex way. On the other hand, you don't want to discuss the first few things in too much detail, and then run out of time. As a minimum, you need to think of one positive thing and one negative thing to say about each item on the list. You should also react to what your partner says.

Picture-based discussion

- 20** 1 I think the girl enjoys being by herself.
 2 It looks like (~~that~~) she's really interested in her book.
 3 She's sitting outside, and she's wearing a T-shirt, so it's probably in the summer.
 4 This is probably a group of friends, or colleagues perhaps, having a meal together.
 5 Somebody just told a joke, I think, because they're all laughing.
 6 I can't see exactly what's on their plates, but it's probably quite tasty.
 We use 'taste' to talk about food as well as more abstract things. A picture, or story can be 'tasteful', or the way you dress – but the food is usually 'tasty'.
 7 Personally, I find the restaurant photo more attractive, because they're clearly having fun.

- 21** 1 depends 4 gets 6 need
 2 like 5 change 7 go
 3 take

TIP: Make sure the words fit the gaps logically as well as grammatically.

22 SPEAKING EXAM

TIPS: There are really three stages to this task, and you must talk about all three of them.
 Firstly, you need to describe the pictures. Try to see them in relation to each other, rather than as separate independent things.
 Secondly, you need to express your opinion about which one is more appealing to you.
 Thirdly, you need to explain something about your own ways of spending your free time.
 Use your imagination. Speculate as much as you can: Why are these people there? What were they doing before? How long will this scene last?
 Find appropriate phrases for speculating in the Speaking Bank on page 128.

- 3 A
 None of the other phrases fit the context. The sentence contrasts the way 'modern psychiatry would consider' his visions with how 'real' they were to Blake himself.
 4 D
 Blake 'often lived near to poverty' because his 'eccentric reputation ... did little to help to commercial success'.
 5 G
 The sentence compares how Blake's work was received in his time ('he was often out of step with his time') with how his ability was regarded ('few ... doubted his technical ability').
 6 E
 'Which' refers back to the two books mentioned before the gap.

Listening

- 4** 1 doing
 We use an *-ing* form after 'enjoy'.
 2 just
 Meaning 'simply'.
 3 out
 The two phrasal verbs with opposite meanings are 'stay in' and 'go out'.
 4 with
 Completes the phrase 'spend time with (somebody)'.
 5 before
 Completes the phrase 'a long time before'.
 6 of
 We often use 'of' to say what kind of 'examples' we're talking about.
 5 Your own ideas.
 6 Your own ideas.
 7 Your own ideas.

8 LISTENING EXAM

- 1 E
 The speaker says that 'there's always a good choice [of sport] on TV, isn't there?'
 2 B
 The speaker says that 'it's important to me to keep fit, so I always do plenty of running, and ... tennis or swimming.'
 3 F
 This speaker says, 'most of the time I'm completely tired' and so 'I end up staying in, being very lazy, maybe just watching a bit of TV, a film on DVD, something like that.'
 4 A
 The speaker says that, 'I just want to see what my friends suggest. I just want to be with them, doing whatever.'
 5 D
 This speaker says 'I tend to be more active in the winter, actually.'

TIP: As well as understanding why the correct answer is the correct answer in each case, you should also make sure you understand why the incorrect answers are incorrect. Do this by reading carefully through the transcript of the recording below and comparing the information to the statements in the task.

Higher level

Reading

- 1/2** 1 f
 Sentence *f* gives details about his family: 'his father' and 'his mother' and what they did for a living.
 2 a
 First he was an apprentice, then he 'became a professional engraver himself'. The reflexive pronoun 'himself' only makes sense if 'engraver' is mentioned in the previous sentence.
 3 e
 'The institution' that sentence *e* refers to is the Royal Academy.
 4 c
 'These skills' refers to reading and writing mentioned in 4.
 5 d
 The phrase 'his worsening condition' refers to the illness mentioned in 5.
 6 b
 'It' can only refer to the Blake Prize in 6, as we learn it is 'awarded annually'.

3 READING EXAM

- 1 F
 There is a contrast between how Blake 'is today regarded' and the fact that 'during his lifetime he was largely ignored'.
 2 B
 The sentence after the gap goes on to describe how Blake's 'visionary powers transformed' the city in his imagination. Grammatically, D might be possible, but it doesn't link in with the description that follows.

22 TRANSCRIPT

Speaker 1

Weekends? They're great. In fact, I spend all week waiting for the weekend. Having said that, once it's arrived, I don't necessarily do anything particularly special with it. I might see a friend or two, especially if there's some sport to watch, then we can watch a match together – there's always a good choice on TV, isn't there?

Speaker 2

Well, I try to make the most of my weekends, especially in the summer, when you've got more chance to get outside. I know some people like seeing films or concerts, but it's important to me to keep fit, so I always do plenty of running, and, say, tennis or swimming. There are usually some friends around to join in.

Speaker 3

The truth is, I really look forward to the weekend, and then when it finally arrives, most of the time I'm completely exhausted. So then when all my friends start calling up, 'where are we going tonight' and so on, I end up staying in, being very lazy, maybe just watching a bit of TV, a film on DVD, something like that.

Speaker 4

School's OK, it really is. I don't mind it at all. But the weekends are of course much better, aren't they? You can do what you want. I never have an opinion about what we do. I'm not that into films or anything – I just want to see what my friends suggest. I just want to be with them, doing whatever.

Speaker 5

I'm studying so hard at the moment for my exams that I can't go wild at the weekends. But I like hanging around the park with my friends sometimes, or maybe going for a bike ride by myself. It depends. I tend to be more active in the winter, actually – going to the gym, or helping my dad with stuff in the house.

Use of English

- 9 1 b
We're talking about a person, so we need 'who' to introduce the non-defining relative clause.
- 2 a
'Free of charge' means there is no admission fee, you don't have to pay to go in the Museum.
- 3 c
We need Past Perfect to say what had happened before another event in the past: 'when he decided to sell them'.
- 4 c
Completes the structure 'make (something)' + adjective.
- 5 a
We normally use 'for' after 'reason'.

10 Possible answers:

- 1 A large collection of Greek sculptures.
- 2 In the Duveen Gallery, in the British Museum.
- 3 From the Parthenon in Athens. (A few pieces come from other temples on the Acropolis.)
- 4 They were made between 447 and 432 BC.
- 5 Lord Elgin, the British Ambassador to Greece.
- 6 The Greeks.

NOTE: Some of the information appears in both exercise 9 and the travel guide extract, some only appear in one of these.

11 USE OF ENGLISH EXAM

- 1 with
Completes the phrase 'be familiar with (something)' meaning 'know (something) well'.
- 2 one
There are other key exhibits in the Museum, and the Elgin Marbles are one of these.
- 3 on
The phrase 'on show' means 'that are shown/that can be seen'.
- 4 come/originate
The sentence tells us about the origins of the Marbles, using 'come from'. 'Originate from' is more formal.
- 5 reason
'For that reason' means 'because of that'.
- 6 to
We normally use 'to' after 'refer'.
- 7 be
Completes the phrase 'considered to be'.
- 8 when
The sentence talks about the time the Marbles were made.
- 9 been
Completes the Past Perfect passive sentence.
- 10 consists
Completes the phrase 'consist of'. We need a third person singular form after 'the collection'.

Writing

OPTIONS

In this unit, you can choose to write a book review or a literary essay. Read through the two exam tasks on pages 104 and 105, and decide which one you would like to concentrate on.

Writing a book review

- 12 1 set
2 price
3 twist
4 description
5 interruption

13 WRITING EXAM (OPTION 1): A BOOK REVIEW

TIPS: You must follow the instructions in the exam task. If you don't, you will lose marks.

Be careful that you don't spend too much of the review on the second point, the 'brief outline'. You should say enough for the reader of your review to get some idea of the content, but don't try to re-tell the story.

The third and fourth points are opportunities for you to show some of the complex English you know, in terms of vocabulary and grammar.

It's very important that you give reasons, and give them clearly.

The final point could be a certain kind of person, or people with a certain interest, or it might be people on holiday, for example, who have lots of time to enjoy reading a long book.

Writing a literary essay

- 14 1 b 2 g 3 d 4 h 5 f 6 e 7 a 8 c

TIP: These are all key words for a literary essay, so it's worth learning them.

15 WRITING EXAM (OPTION 2): A LITERARY ESSAY

TIPS: Decide on a book that you know and remember well because you have to recall quite a lot of key details accurately.

Plan your writing first. Make brief notes on each of the points in the instructions. Choose one or two of the most important things for each point that you would like to focus on.

Expand your notes into paragraphs. Don't forget to make it clear in the opening sentence of a paragraph what you're going to discuss. When you're moving on a new idea, start a new paragraph - don't try to make too many points at the same time.

After you have finished, check that you have written between 200 and 250 words. Check that you have discussed all five of the points from the instructions. Check for any spelling or grammar mistakes, too.

Speaking

Picture-based discussion

- 16 Your own ideas.

- 17 1 C 2 A 3 F 4 G 5 E 6 D 7 B

TIP: Make sure the sentence halves match logically as well as grammatically.

18 SPEAKING EXAM

TIP: You must talk about the three questions that the exam task includes.

Remember that there aren't really right and wrong answers here. If you don't understand the statistics in the graphs and say things that are factually wrong, the examiner won't mind. The exam is a language exam.

It's probably a good approach to treat the graphs as if they were pictures. Describe what you can see as you look at them – don't sit for a long time in silence, trying to understand all the numbers before you start speaking. The examiner cannot give you marks for being silent.

Notice that the three questions are all about your opinions – the answers to these questions aren't to be found in the numbers, but in your ideas.

You can also be open about what you don't know. For example, you can say, 'I have to say that I've never really thought about exactly how much time I spend on things like this before. So I don't know if I spend this average amount of 30% of my free time sleeping. But to be honest, I'm sure I go out more than 10% of the time.'

11 Travel

Reading

- 1 The correct ending is a.

- 2 1 nature reserves
2 resorts
3 tour operator
4 tour guides
5 off-the-beaten-track holiday
6 domestic tourism
7 beach holiday (or, possibly, sun-and-sea tourism)
8 cruises

3 Possible answers:

- A 'Back in the 1980s and early 1990s .. Africans ... built big concrete hotels on the beaches of ... overcrowded resorts that that were trying to look like the Mediterranean.'
- B 'Tourists ... expecting to enjoy the comforts of home ... packed into overcrowded resorts.'
- C 'Today's tourists are leaving the European-style hotels for more authentic experiences ... offered by ... the Xhosa themselves, through a small, locally run firm called Amadiba Adventures.'
- D 'The money they earn will provide Xhosa tour guides with an income two and a half times the average local wage.'
- E 'Despite difficulties, international and domestic tourism is expected to grow fast over the next two decades.'
- F '... the number of Asian, and particularly Chinese, tourists is predicted to explode.'
- G '... sun-and-sea tourism still dominates.'
- H 'Americans and Europeans are now taking shorter but more varied trips, causing the rapid development of adventure travel, ecotourism, cultural tours, spa holidays, cruises and sports vacations in ever more distant places: China, the Maldives, Botswana ... Local governments and firms are trying hard to satisfy this new demand.'

4 READING EXAM

A F B T C F D F E F F T G T H F

TIP: Compare the statements with the information gathered in exercise 2.

5 Possible answers:

- 1 They realised that tourism might be a way out of poverty.
- 2 They were trying to look like the Mediterranean.
- 3 Tourists are trying more authentic experiences, and adventure travel, ecotourism, cultural tours, spa holidays, cruises and sports vacations are becoming popular.
- 4 A global recession and the terrorist attacks of 9/11.
- 5 A rise in global wealth, improving transport technology, cheaper flights and the use of the Internet as a travel tool.
- 6 People will take shorter, but more varied trips instead of a two-week beach holiday. Western tourists will choose more exotic, individualised experiences.

Listening

- 6 1 Two women. They are friends. One of them is called Paula.
- 2 Paula's holiday in France.

TIP: It's easier to understand the information in a recording if you know what to expect, so it's always a good idea to read through the instructions and the task quickly before the recording starts.

- 7 1 Same. 4 Different. 6 Different.
- 2 Same. 5 Different. 7 Same.
- 3 Different.

TIP: Think about what different ways you can use to express the same ideas.

8 LISTENING EXAM

- 1 c
We hear 'It's great to see you!' When Meg asks Paula: 'Have you been ill?', she replies 'No'. Before this Meg also says: 'You look fantastic!' - so both other answers are wrong.
- 2 a
We hear 'I was so excited, I just couldn't wait to go'.
- 3 b
We hear 'Sheila ... promised to come over to our place to feed the hamster'.
- 4 b
We hear 'the weather turned stormy, and I was terribly seasick all the way across the Channel'.
- 5 c
We hear 'I ended up shopping for clothes. That's about the only thing I can't complain about'.
- 6 c
We hear 'we decided to shorten our stay and left after just ten days'. When Paula mentions that their flat was flooded, she refers to the fridge that had broken down, not 'a flood'. When we say 'a flood', we usually mean a natural disaster, a river flood.

TIP: Read through the transcript below carefully to see why the incorrect answers are wrong. All of the things mentioned in these answers are in the recording, but what you hear usually contradicts the statements about them.

23 TRANSCRIPT

Paula
Hi Meg!

Meg
Paula! It's great to see you! You look fantastic!

Paula
Oh, do I? That's strange. I should be looking awful.

Meg
Why? Have you been ill?

Paula
No, not that. It's just that trip to Paris. It was a nightmare!

Meg
Really? You must be joking! Don't tell me you didn't have a good time. When you told me you were going I was green with envy.

Paula
No wonder, I was so excited I just couldn't wait to go. Now I wish we'd gone to the Lake District or even just stayed at home.

Meg
But what was so bad about it?

Paula
Well, in the beginning everything looked all right. Mark's boss gave him two weeks off without too much trouble, the children went to stay with Mark's mother, and Sheila - you know, my younger sister - promised to come over to our place to feed the hamster. So we packed our suitcases and set off.

Meg
Sounds all right so far.

Paula
Yes, but in Dover it turned out that the ferry terminal workers had gone on strike, and we had to wait over eight hours before we could board a ferry.

Meg
Oh no!

Paula
And that was just the beginning. During the passage the weather turned stormy, and I was terribly sea-sick all the way across the Channel.

Meg
Oh, poor you!

Paula
Yeah, it was horrid. Then, when we arrived in Calais, it was so late that we had to look for somewhere to spend the night.

Meg
Oh dear!

Paula
Yes, but that's not all! On the way to Paris the next day we had a puncture, so Mark had to change the tyre, the hotel where we'd booked a room turned out to be terribly noisy, it was pouring with rain most of the time, and some of the galleries I wanted to visit were closed.

Meg
Oh no! So what did you do, then?

Paula
Well, I ended up shopping for clothes. That's about the only thing I can't complain about, but, obviously, it wasn't cheap, so Mark got furious.

Meg
No surprise there!

Paula
Hmmm, so in the end, we decided to shorten our stay and left after just ten days. You can imagine our return trip - I was unhappy, Mark was mad at me because of the money, and, when we got home, the flat was flooded.

Meg
Flooded?

Paula
Yes, we couldn't believe it! When we were away, Sheila let the hamster out of the cage for a while, and the horrid creature bit through the fridge cable. Of course, she didn't even notice, but when we got back, there was water all over the kitchen floor and all the food in the fridge had gone off.

Meg
What a nightmare!

Use of English

- 9 1 A guest and a receptionist. At a hotel.
- 2 His room is noisy and he couldn't sleep.
- 3 It's on the top floor, and it's small.
- 4 It's cheaper.
- 5 A complimentary meal in their restaurant.

TIP: Notice that the order of the questions follows the order of information in the dialogue.

10 USE OF ENGLISH EXAM

- longer
'Any longer' means 'any more'.
- noisier
We need a comparative form here before 'than'.
- the worst
We need a superlative form here. We often use the superlative with phrases like 'in/of my (entire/whole) life', or 'in/of the whole/entire world'.
- quieter/quiet
The comparative form is better because it links the question back to the complaint that comes before it. But 'quiet' is not wrong, either.
- more difficult
We need a comparative form here before 'than'.
- practically
We need an adverb here to say that there 'almost no' rooms left.
- smaller
We need a comparative here to contrast the new room with the old one. The comparison continues in the second part of the sentence.
- as comfortable
Completes the structure 'as' + adjective + 'as (something)', which we use for comparing things.
- better
We normally use a comparative before 'than'.
- significantly
We need an adverb to say 'how much' lower the price will be.
- Certainly
This is a polite way of saying yes, and has the same meaning as 'Of course'.

Writing

Writing an argumentative essay

- Your own ideas.
- Your own ideas.
- 1 Many people prefer to drive to work, despite the fact that they often spend a long time sitting in traffic jams
2 People spend large sums of money on cars in order to have status and privacy.
3 Green activists don't understand that many people don't believe how bad the environmental situation is.
4 Public transport is slow and uncomfortable, with the result that people often prefer to use their cars.
5 Unless the government takes action, the transport situation will get worse.
- 1 the 2 the 3 a 4 the 5 the
6 a 7 - 8 the 9 a 10 a

15 WRITING EXAM

TIPS: You must present a series of clear and logical arguments in order to answer this exam task.

There isn't a right or wrong answer. But there are satisfactory and unsatisfactory ways of presenting your ideas for this kind of exam task.

You need to show awareness of both sides of the question, and then you need to come to your conclusion(s).

You need to provide examples of what you criticise or propose.

Although the exam task doesn't specify it as a requirement, it would be a very good idea here to consider the past and the future as well as the present situation.

The exam task mentions cars, public transport, cycling and walking. If you miss out any of these, you will lose marks.

You also need to consider carefully what is meant by 'encouraged'.

Speaking

Situational role-play

- 1 What's the last holiday you had?
'The' is needed to specify or define which holiday. Holiday is a countable noun, so in the singular it will always need an article of some sort.
- 2 Had you been ~~to~~ there before?
'To' isn't necessary – you wouldn't say, 'How do I go to there?'
- 3 is correct.
- 4 What preparations did you make before leaving/you left?
The *-ing* form always follows 'before', 'after', 'when', etc. Alternatively, we need a subject and the correct verb form.
- 5 Where are you going for your next holiday?
'Next' as an adjective describes the holiday in terms of time, and the possessive adjective 'your' must go before the two words together.

- Your own ideas.

- 1 B 2 A 3 C 4 F 5 D 6 E

TIP: Make sure the sentence halves match logically as well as grammatically.

19 SPEAKING EXAM

TIPS: You must follow the exam task requirements here and discuss everything that is specified – in other words, you need to talk together about each holiday in the list, and discuss the issues. Everything you need to talk about is either provided – the advertisements – or should come from your imagination – your ideas and opinions.

A good approach is probably to work with your partner in a way that will generate as much conversation as possible.

For example, take the first holiday in the list. You could open the game by saying something like, 'I'm not sure that this one would appeal to me. My idea of a good holiday is relaxing, doing as little as possible. But this one just sounds like a lot of hard work. Don't you agree?' This should mean that your partner can react, perhaps by saying, 'Oh, but wouldn't you like to be a little adventurous? You have all your life to spend sitting around being lazy, but on this holiday you could have experiences that are different? Wouldn't that be great?'

Picture-based discussion

- 1 Right. B
2 Wrong. A
It's a newspaper, not a magazine.
3 Right. B
4 Right. A
5 Wrong. B
Both cyclists are looking ahead.
6 Right. A
7 Wrong. C
There is a traffic jam on the near side of the road, the cars are travelling freely on the other side.
8 Wrong. B
The person in the dark jacket is cycling outside the lane, marked by the yellow line and the symbol.

- Your own ideas.

- Your own ideas.

23 SPEAKING EXAM

TIPS: You must consider the issues that the exam task requires of you here.

You should probably spend the first couple of minutes describing the pictures from the point of view of the two questions..

Talk about what you see and how you feel about it.

There are no right or wrong answers.

After you have talked about the pictures here, you need to move your discussion on to forms of transport which aren't pictured here, so make sure you talk about several, and think of good and bad things about them.

Higher level

Reading

- 1 B 2 F 3 D 4 E 5 A 6 C

2 READING EXAM

- c
We read about Andrew's '7,000-mile walk from the south of Italy' in the first paragraph, and in the next paragraph he mentions that 'I might never have left that pleasant Mediterranean beach', his starting point.
- a
We read 'The wildlife kept me on my toes'. The phrase 'keep someone on their toes' means 'make sure that they are ready to deal with anything unexpected', in other words that they are 'alert and ready'.
- c
We read 'the temperatures reached the mid-thirties, and there was little water'. Later he also mentions that he was 'in great need of a shower'.
- c
You find the correct answer to this question by finding the information about the other three answers that contradicts each of them: 'Mosquitoes and barking dogs kept me awake at night', 'the temperatures reached the mid-thirties ... I finished each day bathed in sweat', 'I was footsore and exhausted'.

Listening

3 1 d 2 b 3 a 4 e 5 c

4 1 d 2 e 3 c 4 b 5 a

NOTE: Notice that the task here is the opposite of exercise 3! You need to find expressions that mean the opposite.

5 LISTENING EXAM

Possible answers:

- 1 going to Spain/going on holiday
- 2 sucked out/drawn out
- 3 lost consciousness/suffered several injuries
- 4 able to fly/a pilot
- 5 (yet) been published/(yet) been released

NOTE: As long as your answers are no longer than the 3 words specified in the instructions and true, the answers are correct.

24 TRANSCRIPT

Radio presenter

The pilot who spent nearly twenty minutes clinging to the outside of his aircraft at 23,000 ft has returned to flying. Hugh Owen reports from Birmingham Airport.

Hugh Owen

On 13 June Captain Timothy Lancaster took off from Birmingham with eighty passengers aboard. Most of the passengers were going to Spain on holiday. The window of the jet just in front of the captain's seat had been fitted at Birmingham Airport the day before. As the jet gained height, pressure in the cabin gradually increased, and at 23,000 ft the windscreen suddenly blew out. The captain, who was still strapped into his seat with a lap belt, was sucked forward and almost disappeared through the hole where the window had been. There was a loud noise as air escaped from the cabin, taking papers, trays and loose objects with it.

The flight crew, like all British Airways pilots, had been instructed in reacting to an explosive decompression. Mr Alistair Aitchison, the co-pilot, immediately took control and headed for the nearest airfield to make an emergency landing.

For nearly twenty minutes Captain Lancaster was half in and half out of the cockpit. His cabin crew held onto him desperately to prevent him from falling off the plane. He lost consciousness and suffered frostbite and a broken arm, wrist and thumb, but miraculously he survived. He was transported to hospital immediately. His condition was serious. However, he was soon well enough to have visitors, including the cabin crew. Today, only six months later, Captain Lancaster has made his first operational flight since the accident, and he's here with me now. Tim, did you ever worry about getting back into the pilot's seat?

Captain Lancaster

Probably in hospital when I was lying in bed, not terribly well, it did cross my mind that I might not get back to flying. But I improved slowly throughout the summer, and here I am.

Hugh Owen

And what did you feel when you were up there today?

Captain Lancaster

Fine. It was busy. So, you know, I was just thinking about the flying side of it. I didn't have time for other thoughts.

Hugh Owen

You didn't think about the accident?

Captain Lancaster

I've compensated for the accident by basically forgetting about it. It came back to me when I met members of the crew afterwards, but over the summer, my brain has just blanked it out.

Hugh Owen

So if I were to ask you to describe it to me now, you couldn't.

Captain Lancaster

Well, I was unconscious throughout most of it anyway, so ...

Hugh Owen

The plane involved in the accident was a 10-year-old BAC 1-11 jet, regarded by pilots as one of the safest in the world. It's thought that the accident was caused by the wrong-sized bolts being used to fit the windscreen during a routine service of the aircraft. The results of a full investigation have not yet been published.

Use of English

- 6 1 talk (someone) into
You find this in the first line of the second paragraph.
- 2 run down
You find this in line 6 of the second paragraph.
- 3 pull up
You find this in line 10 of the second paragraph.
- 4 hand out
You find this in line 12 of the second paragraph.
- 5 fill up
You find this in line 17 of the second paragraph.
- 6 get on
You find this in line 4 of the third paragraph.

7 USE OF ENGLISH EXAM

- 1 D
'Knock down' means 'hit (so that you fall)'.
- 2 A
'Set off' means 'leave'.
- 3 I
Completes the phrase 'leave the lights on', meaning 'forget to switch off the lights'.
- 4 B
'Speed up' means 'accelerate' or 'drive faster'.
- 5 C
'Catch up with (someone)' means 'reach someone who is ahead by going faster'.
- 6 H
We 'get into' the car when we start driving, and we 'get out of' the car when we arrive.
- 7 E
This means 'we soon discovered that we had run out of petrol'.
- 8 F
Completes the phrase 'run out of', which we use to refer to fuel (petrol or gas, for example).

Writing

Writing a student magazine article

- 8 Your own ideas.
- 9 1 What predictions would you make for the future?
2 What are the main problems we're facing today?
3 How likely do you think it is that these solutions will be applied?
4 What are the causes?
5 What are the possible solutions?
- 10 currently = at present
depressed = (too) pessimistic
key problems = main issues
time ahead = years to come
raise = increase
decrease = reduce
used = put into effect
face facts = be realistic
method = way
beginning = origin

11 WRITING EXAM

TIPS: You must follow the specific requirements of this exam task.

The magazine wants you to answer five questions. All five questions are complex – none of them can be answered with a simple list. You also need to provide an introduction and a conclusion (have you ever read an article that didn't have these?).

You need to prepare your ideas very carefully and make sure that you have enough – and not too much – to say for each of the five questions.

Everything in your article is, basically, your opinion. This means that you must make your reasons for what you say very clear.

In terms of the language structures you should use in your article, think about the meaning of what you are talking about.

The first question is a description of the current situation, and will probably involve Present Simple and Present Continuous.

The second question is about the causes, and so you may also need to include the Present Perfect here.

For all the questions, you will probably find that the passive voice will be relevant.

The other questions require you to speculate, and you should use:

modal verbs, such as 'might', 'could', and so on; conditional structures – 'if we don't deal with these problems, ...' – recommendations – 'I really believe that ...' and so on.

Read through what you have written, and check that you have presented a clear line of argument.

Speaking

Statistics-based discussion

- 12
- 1 Most holidays are booked at travel agents' offices.
 - 2 The Internet is used to book a large number of holidays.
 - 3 A lot of short break holidays are taken by people with demanding jobs.
 - 4 Honeymoons are often taken abroad.

- 13 1 E 2 A 3 B 4 F 5 D 6 C

TIP: Make sure the sentence halves match logically as well as grammatically.

14 SPEAKING EXAM

TIP: The task tells you what the information you are given is about. It asks you to talk about it, and it gives you a central question to deal with in what you say.

This is not a test about how much you know about tourism, or being a travel agent, or about statistics, etc. It is a test of your knowledge of English.

If you are doing this exam task well, you will be saying things like, 'The information we're given here shows that thirty per cent of holidays are booked by people who visit a travel agent's office. This continues to be the most popular way to book a holiday, although using the phone or Internet...'

The task requires you to talk about what you imagine might happen in the future. You can say things like, 'I have, of course, no real idea about what's going to happen in the future. I think it's possible that people will decide that the best kind of holiday, after all, is to stay at home, and relax by not working, not being in an airport, and so on. Many people in the world can't afford a holiday away, while a few people continue to fly to more and more distant places for a week's break. I think we are at a turning point in history, and it's hard to know what's going to happen.'

Debate

- 15
- 1 income, economic
The first word completes the phrase 'source of income'. This establishes the business context for us to work out what kind of opportunities the sentence might be referring to.
 - 2 Wealthy, drive up
We need an adjective that can describe people, in contrast to 'poorer countries'. The second expression completes the phrase 'drive up prices' mean 'cause the prices to rise'.
 - 3 dominance, character
'Popularity' would also be possible to the first gap, but the instructions remind you to use each word only once, and you'll need 'popularity' for 5. The second word completes the phrase 'local character'.
 - 4 awareness, local
The first word completes the phrase 'raise awareness (about)', meaning 'focus (somebody's) attention (on)'. We then need an adjective to describe 'cultures'.
 - 5 popularity, high-rise
We need to think about the logic of what we're saying to decide that 'popularity' and not 'dominance' is the word we need here. The adjective 'high-rise', meaning 'many storeys high', is the only one in the list that we use to describe buildings.

- 16 Possible answers:
Advantages: 1, 3
Disadvantages: 2, 4, 5

NOTE: You might have different views. You might consider, for example, the construction of high-rise hotels where a lot of people can spend their holidays a good thing.

17 SPEAKING EXAM

TIP: You need to consider the issue from the point of view of the local communities. The answer is, as with most complex issues, that it has both advantages and disadvantages – and you can say this in the exam. You can then go on to describe each of them, and depending on how convincing the arguments you use are, you might be able to decide (but remember that you don't have to decide) if either point of view outweighs the other.

Your success in this task doesn't depend on whether or not you've persuaded your partner or if they've persuaded you – but on how well you communicated what you think, and how well you responded to what your partner thinks.

12 Science and technology

Reading

- 1 Your own ideas.
- 2
- a compromise
You find this in paragraph A.
 - b the rush hour
You find this in paragraph B.
 - c encroach upon (or expand, or invade)
You find this (these) in paragraph C.
 - d facilities
You find this in paragraph D.
 - e hand in hand
You find this in paragraph D.
 - f fringe
You find this in paragraph E.

TIP: Read through the text quickly to check that you understand the key vocabulary. If there are any unfamiliar words, try to work out their meaning from the context. However, you don't need to understand every word in a text to be able to complete the exam task!

3/4 READING EXAM

- 1 f B
We read 'If you had to consider the impact of cars on your town, first of all you would probably think of traffic jams and ... pollution'.
- 2 a D
We read 'We all enjoy the facilities ... entertainment complexes bring – because we can use our cars to get to them'.
- 3 c D
We read 'we are saddened by the loss of our local groceries ... and neighbourhood community centres ... these changes go hand in hand'.
- 4 d A
We read 'We can go wherever we want to go, whenever we want to go'.
- 5 g E
We read 'Parking spaces are huge areas of land' that 'used to be a grassy meadow'.
- 6 b C
We read 'roads keep getting widened to accommodate the increasing volume of traffic'.

NOTE: Remember to complete both parts of this task. Notice that, unlike in most other Reading tasks, here the sentences don't follow the order of information in the text – it's your task to find where this information is.

Listening

- 5 Your own answers.
- 6 Possible answers:
- 1 Who had a lot of brothers and sisters?
 - 2 Who was given an award by a king?
 - 3 Who was born in a family that hadn't been interested in science?
 - 4 Who gained more recognition outside their own homeland?
 - 5 Who focused on a particular scientific area?
 - 6 Who wanted to choose a different profession?
 - 7 Who taught in a school?
 - 8 Whose home can tourists visit?

TIP: There are a lot of ways of rephrasing these questions, so the above are just one of the many possibilities.

7 LISTENING EXAM

- 1 B
We hear 'Maria was the third child of a family with ten children'.
- 2 C
We hear 'the King of Spain gave him an order after a silk bullet-proof vest invented by the 'Polish Edison' saved his life'.
- 3 C
We hear 'he was born in a poor uneducated family'.
- 4 C
The recording mentions his patents in Germany and England, the articles that Mark Twain, the American author wrote about Szczepanik's achievements, and the medal he received from the King of Spain.
- 5 B
The only science mentioned in the recording about Maria Mitchell is astronomy.
- 6 A
We hear 'As a teenager, Bell wanted to become an actor or a sailor'.
- 7 A
We hear 'he taught deaf people'.
- 8 B
We hear 'The house where she was born was turned into a museum'.

25 TRANSCRIPT

Alexander Graham Bell - as a young boy, the telephone inventor Alexander Graham Bell liked mathematics, and science, but he was easily bored at school. He was much more interested in experimenting and discovering things on his own. One of his first inventions was a simple machine imitating the human voice. Alexander built it with his brother Melville when they were still children.

As a teenager, Bell wanted to become an actor or a sailor. Instead, he worked, like his father, as a speech therapist, and taught deaf people. Bell's studies of the human ear and voice vibrations, and years of experiments resulted in 1876 in the first telephone conversation between Bell and his assistant Tomas Watson.

Alexander Bell's lifelong interest in nature and science also led to a variety of other invention ideas, including experiments with flight and designing aeroplanes.

Maria Mitchell - Maria Mitchell was one of the most famous American scientists of the 19th century. Born in 1818, in Massachusetts, Maria was the third child of a family with ten children. Her father was a dedicated astronomer and teacher, and he encouraged Maria's scientific interests. In 1847, when she was looking at the sky through a telescope from the roof of her parents' house, she discovered a new comet. A year later she became the first woman admitted to the American Academy of Arts and Sciences, and the first female professor of astronomy in the USA. After her death, the Maria Mitchell Astronomical Society was created as tribute to her memory. The house where she was born was turned into a museum.

Jan Szczepanik - There was an inventor who is sometimes called the 'Polish Edison'. His name was Jan Szczepanik, and he was born in a poor uneducated family in a small village in the south of Poland.

During the 54 years of his life, Szczepanik got a few hundred patents and made over fifty inventions, many of which are still used today, especially in colour photography, film production and television. He also worked on a moving wing aircraft, an airship and a submarine.

Szczepanik patented his inventions in Germany and England. The American novelist Mark Twain wrote two articles about his achievements, and the King of Spain gave him an order after a silk bullet-proof vest invented by the 'Polish Edison' saved his life.

Use of English

- 8 Possible answers:
 - 1 No, he doesn't. It's dangerous and not very useful.
 - 2 He thinks the costs are too high.
 - 3 NASA (National Aeronautics and Space Administration).
 - 4 They should forget the manned programme and look for other missions.
- 9 Possible answers:

point (noun): pointless (adjective), pointer (noun), pointlessly (adverb)
expense (noun): expensive (adjective), inexpensive (adjective), expensively (adverb), inexpensively (adverb), expend (verb)
science (noun): scientific (adjective), unscientific (adjective), scientifically (adverb), unscientifically (adverb), scientist (noun)
maintain (verb): maintenance (noun), maintainable (adjective), unmaintainable (adjective), maintainably (adverb), unmaintainably (adverb)
fly (verb): flying (adjective), flight (noun), flightless (adjective)
astronomy (noun): astronomer (noun), astronomical (adjective), astronomically (adverb)
difficult (adjective): difficulty (noun)
effect (noun): effect (verb), effective (adjective), ineffective (adjective), effectively (adverb), ineffectively (adverb)

10 USE OF ENGLISH EXAM

- 1 pointless
We need an adjective here to describe what 'people think'.
- 2 expensive
This also needs to be an adjective because it follows 'very'. The writer is putting forward arguments against space travel, and 'expensive' fits the context.
- 3 scientifically
The adverb describes 'in what way' space travel is not useful.
- 4 maintenance
We need a noun to follow the definite article 'the' and before the preposition 'of'.
- 5 flights
This must be a noun because it follows an adjective. The context ('maintaining the shuttles') helps us to decide that we need a plural form.
- 6 astronomical
We need an adjective here to describe what the costs of maintaining the shuttles are like.
- 7 difficulties
The noun is the object of the verb 'faces' and follows two adjectives. We normally use the plural form in these type of statements about problems in general.
- 8 effective
We need an adjective to complete the comparative form. It needs to be positive to contrast with the manned space flights (which the writer considers to be pointless).

Writing

Writing a student magazine article

- 11 Your own ideas.
- 12 1 say
We use 'say' without an indirect object ('They say', not *~~They say me~~).
- 2 without
This is the only word that fits the context logically.
- 3 tell
We use 'tell' with an indirect object ('They tell me (that...)', not *~~They tell (that...)~~).
- 4 there
Used to avoid repeating 'in these buildings' or 'in the libraries'.
- 5 this
Completes the phrase 'This all sounds (very) strange!'
- 6 full
Completes the phrase 'turn full circle', meaning 'return to the situation where it started'.
- 7 again
Meaningfully completes the explanation of how things will 'turn full circle'.
- 8 were
'Were' is often used after 'as if'.

13 WRITING EXAM

TIPS: The exam task includes three questions and you must discuss all of them. If you miss any out, you will lose marks. When you are preparing your ideas, think carefully about the function of what you need to write. In the first section, you need to describe the current situation. You should provide facts. In the second section, you need to evaluate the situation. You should offer opinions. In the third section, you need to predict, to speculate about the future situation. You should make suggestions. You need to use a range of language structures to communicate all these ideas. You have about 200 words, so make sure you plan how much you want to write in each section.

Speaking

Situational role-play

- 14 Your own ideas.
- 15 Your own ideas.
- 16
- Now, what do you think we should start off with?
 - Why don't we begin here? I mean, with the question of education.
 - Yes, why not? We all have that in common. How shall we do it?
 - Could we ask your mother how to do it? She is a science teacher, after all.
 - She is, yes, but this is supposed to be our own ideas.
 - That's true. We could make a chart showing the different possibilities for qualifications.
 - That would be effective – nice and clear.
 - Then we could ask the class if people in their families have those qualifications.
 - Yes, that would make everyone feel directly involved.

TIP: Each sentence contains a word or phrase that connects it to what the other person says before or after. Find these links first to work out the order of the sentences.

17 SPEAKING EXAM

TIPS: The exam task specifies four issues for discussion very clearly. You must make sure you talk about all of them. Your discussion has two levels – you need to discuss what the topic is in each case and you need to discuss how you will deal with the topic in your presentation. You don't have to follow the order in the task. Some of the topics – 'in the home' and 'education' – may be close to your own experience, while others – 'workplace' and 'the future' – may not. Show that you have language you can use for every situation. For example, you could say, 'Well, neither of us has direct experience of the workplace, because we're still studying at school. But I understand from talking to my father that robots have completely changed the way cars are manufactured in factories. It means that fewer people are employed on the production line, and so...'

Picture-based discussion

- 18 1 b 2 a 3 a 4 c 5 b 6 c 7 a

TIP: Make sure the missing words fit the gaps logically as well as grammatically.

- 19
- 1 B
The phrase is 'either of these (things)'.
 - 2 E
The phrase is 'say (something) about (something)'.
 - 3 A
Present Perfect verb form.
 - 4 C
The verb 'be' is the first part of the Present Continuous verb form after the modal verb 'might' – used for speculating about the image.
 - 5 D
'The ones' refers back to the 'letters'.

20 SPEAKING EXAM

TIPS: You must talk about the areas that the exam task requires. There are three stages to your task. Firstly, you should talk about what you can see in the pictures, and what these images represent. You should compare things: for example, they are both about communication, and contrast them: for example, spoken and written communication. Secondly, you should relate these pictures and activities to your own life: Which do you use more often? For what purposes? What do you like and dislike about each? Thirdly, you should explain your ideas about the future of technology. Throughout this task, there are no right or wrong answers, and the way you talk should reflect this. Use phrases and expressions such as 'It's hard to say, but perhaps...', 'I'm not really an expert, and so I can only guess that...', 'My own feeling about this is...', and so on. You can find useful phrases for speculating and giving your opinion in the Speaking Bank on page 128.

Higher level

Listening

- 1
- 1 deaf
'Deaf people' are mentioned in statements 2, 5, 7 and 10.
 - 2 in a restaurant
The information is in statement 1, and statement 2 continues with the same context. (Of course, we don't know at this stage if they are true or false.)
 - 3 sign language
This fits the context better. The device is called 'Sign Language Translator' according to statement 4, and 'sign language' is also mentioned in statements 5 and 7.
- 2 LISTENING EXAM
- 1 T
We hear 'I was waiting to be served at our local Burger King and ... I thought it would make things easier if they had an electronic interpreter'.
 - 2 F
We hear 'They communicated with a speaking interpreter and he relayed their choices to a cashier'. 'Relay' in this sense means 'pass on'.
 - 3 T
We hear 'I remembered the idea later, when I was thinking of a new project for a science competition'.
 - 4 F
We hear 'the receiver has a screen similar to those on cell phones' – it doesn't say the receiver is a cell phone. 'Cell phone' is the American term for a 'mobile phone'.
 - 5 F
We hear 'people can read the words, even if they don't understand sign language, and people who use sign language can communicate without an interpreter'.
 - 6 T
We hear 'The project received top honours, along with a \$100,000 college scholarship for the young inventor'.
 - 7 T
We hear 'I started with researching how sign language works'.
 - 8 F
We hear 'I've always had an interest in electronics. I've liked wiring things together since I was four years old. I also had hands-on experience from my part-time job at a robotic-equipment lab'.
 - 9 T
We hear 'I also had to try on many different gloves'.
 - 10 F
We hear 'What I have now isn't ready for production ... But I do hope to see it on the market one day', meaning the Sign Language Translator is not yet being sold.

26 TRANSCRIPT

Kathie Holmes

Good afternoon, this is Kathie Holmes in our programme, 'Young and Brainy'. Today I'm going to be speaking to Ryan Patterson, a teenager whose invention may bridge the communication gap between the deaf and those that can hear. Ryan, tell us how it all started.

Ryan Patterson

It was two years ago. I was waiting to be served at our local Burger King and I noticed a group of customers using sign language to place an order. They were obviously deaf. They communicated with a speaking interpreter and he relayed their choices to a cashier. I thought it would make things easier if they had an electronic interpreter instead. I remembered the idea later, when I was thinking of a new project for a science competition. I called it Sign Language Translator.

It consists of a glove which is lined with ten sensors. The sensors detect the hand positions that are used to shape the alphabet of American Sign Language. Then a microprocessor transmits the information to a small portable receiver. The receiver has a screen similar to those on cell phones, and this screen displays the words, letter by letter. In this way people can read the words, even if they don't understand sign language, and people who use sign language can communicate without an interpreter.

Kathie

Are you impressed? So were judges at the 2001 Siemens Science and Technology Competition. The project received top honours, along with a \$100,000 college scholarship for the young inventor. And now Ryan's project is already patented.

Ryan, how long did you experiment with the invention before you finally produced the prototype?

Ryan

Around nine months. I started with researching how sign language works. Then I had to figure out how to translate all that electronically. Fortunately, I've always had an interest in electronics. I've liked wiring things together since I was four years old. I also had hands-on experience from my part-time job at a robotic-equipment lab.

Kathie

Did you have problems finding appropriate materials?

Ryan

I'm used to hunting for hardware to build competition robots, but for this project I also had to try on many different gloves. A golf glove turned out to be the best solution. It's soft and flexible and fits closely.

Kathie

According to the National Institute of Deafness, one to two million people in the U.S. are profoundly deaf. And most of them use sign language to communicate. Will your invention make an impact?

Ryan

There was a demonstration at our local deaf community centre and the people were interested. What I have now isn't ready for production. I'm sure it'll be very different by the time it's actually manufactured. But I do hope to see it on the market one day.

Use of English

- 3 1 should be deleted.
'As well' is enough: it means 'also' or 'too'.
2 is correct.
3 'That' here refers to what we know about pollution. Using 'this' would also be correct.
4 is correct.
5 should be deleted.
'Damage' is uncountable. It is a general idea here. In another different sentence, you could say something like, 'The damage that cars cause to our cities is terrible.'
6 should be deleted.
You say 'some of' when you are identifying a few things from a larger group of countable things. 'Some of the world's problems are caused by people, and some of them are natural.' You say just 'some' when you mean a part, not the total or maximum. 'I'd like some rice.'

- 4 1 C
'Electricity' is a single, large and general thing – it is uncountable and doesn't need to be specified here.
2 C
We only need one preposition, 'in' here.
3 A
The phrasal verb, 'keep up with (something/someone)' means 'go at the same speed as', or 'continue to understand'. All three parts are necessary.
4 B
When you 'wonder', you don't know. It's an open question, so you say 'if', as you would in 'I don't know if...'
5 C
We already have the verb here ('there's') so we don't need it again.

5 USE OF ENGLISH EXAM

- 0 ✓
00 was
We don't need a passive; 'the history' 'started' is fine.
1 on
The phrase is 'take (a period of time) to (happen)'.
2 ✓
3 of
Don't confuse two different structures: 'either (something) or (something else)' and 'neither (something) nor (something else)' follow the same structure, which is the correct option here. There's also 'either/neither of (them)', but that's used differently.
4 been
We don't need to make a passive here.
5 that
You can say, 'There are records that show the Mongols used...' and you can say, 'There are records showing that the Mongols used...' – but you can't mix the two possibilities together.
6 ✓

Reading

- 6 1 a 2 c

NOTE: You can usually work out the meaning of unfamiliar words from the context.

7 Possible answers:

- the process of questioning a number of people to get an idea about the general opinion
- a telephone line connected to the network by wires (as opposed to mobile phones)
- allow a bill to reach a large amount
- the introduction of new things or ways of doing things
- bring closer
- disadvantage, negative aspect

8 READING EXAM

- 1 c
We read about 'men with mobile phones (72% of all men)' – which is more than the figures given for teenagers (below 70%), people between 40 and 50 (below 70%), or women (67%).
2 b
We read 'the survey shows that the average amount of time they spend on the phone ... has gone down from sixty-three minutes before they got a mobile to fifty-five minutes now'.
3 a
We read 'Innovation in mobile phones has been happening so fast that it's difficult for consumers to change their behaviour'.
4 d
We read 'Mobile phone take-up among the poor has actually been far quicker than it was in the case of ... computers'.
5 a
You find the answer to this question by checking the information about the other answers and making sure the text mentions them: 'mobile phones now account for a third of all street robberies', 'mobile users are two and a half times more likely to develop cancer' and 'don't forget about all the accidents waiting to happen as people drive with a mobile in one hand'.

Writing

Writing a discursive essay

9 Your own ideas.

- 10
- | | | |
|------------|---------------|-----------------|
| 1 This is | 3 Thus | 5 The result of |
| 2 Moreover | 4 In contrast | 6 However |

TIP: These are all useful linking words you can use in your essay. You can find more useful ideas in the Writing Bank on page 136.

11 The statement that this essay is based on is a pessimistic one. It has been issued by someone with a completely negative attitude to technology. I will begin my essay by considering what is meant by the statement. I will then move on to look at a number of counter-arguments. Finally, I will deliver my conclusion. This is basically that the action we need to take is to increase greatly the level of technological education generally available.

12 WRITING EXAM

TIPS: Your essay must be a response to the topic given in the exam task. If you don't connect or relate what you write to the task, you will lose marks.

You need to look carefully at the ideas in the task, so that you can make comments about them.

There isn't a 'correct' way to approach this – the ideas will be your own.

Use the task to give you a plan or structure for your essay:

Do we understand how technology is changing, in terms of

- work/education?
- leisure?
- communication?
- relationships?
- any other areas you can think of?

What's going to happen in the future? Are we preparing a better world for the next generation?

Try to give examples, or details or explanations of everything you write about.

If you present one idea, and then present an argument against it, you will be able to write more, and what you write will have a clear structure.

Speaking

Picture-based discussion

- 13
- 1 She's sitting on some old stone steps outside.
The verb needs to be completed first. Note the correct order of the adjectives. You could also put 'outside' between 'sitting' and 'on'.
 - 2 I guess she was walking along when she suddenly remembered she hadn't sent an important email.
'Walking along' sets the scene: this is what was happening (Past Continuous) when the other action occurred (Past Simple). Notice the position of the adverb 'suddenly' and the use of the Past Perfect tense with the negative, 'hadn't sent'.
 - 3 Perhaps she's trying to send an email to her colleague before he takes a plane.
The Present Continuous is used here to describe an action taking place at the time of speaking. The Present Simple is used here to describe to describe a future action that is 'timetabled'.
 - 4 Of course, she might be a writer who just had a moment of inspiration.
This is a useful way to introduce another idea. Notice the position of 'just', and the phrase, 'a moment of inspiration'.
 - 5 I don't think she's going to stay long because it's quite uncomfortable.
'Be going to' is used for the future here, where you are basing what you say on the evidence you can see – 'it's quite uncomfortable'. Remember that in English we refer to our thinking in the negative form, 'I don't think she's going to' – rather than the action, '*I think she's not going to...'

- 14
- 1 means
Completes the phrase 'means to an end', meaning a solution or method suitable for its purpose – but not the purpose itself.
 - 2 more
Completes the phrase 'nothing more'.
 - 3 themselves
Completes the phrase 'in themselves', meaning 'in isolation', here 'without considering other aspects of the issue'.
 - 4 such
Completes the phrase 'such as' used to give examples.
 - 5 with
We use 'help (someone)' + 'with' to talk about the task they help them do.
 - 6 with
Meaning 'in the case of'.
 - 7 totally
Used to make the adjective stronger, not just 'different', but 'totally different' (meaning 'there are no similarities at all').
 - 8 actually
Meaning 'despite all the evidence'.

15 SPEAKING EXAM

TIPS: You must talk about all the five questions the exam task asks you.

You should probably describe the picture in general terms briefly first, and then move on to the questions.

You don't have to follow the questions in the same order as in the task, although it is probably the most logical order.

The first three questions require you to guess, and you should reflect this in the answers you give. Try to say, for example, 'I imagine that she might be writing an email,' rather than 'She's typing an email.' You can find useful phrases for speculating about a picture in the Speaking Bank on page 128.

The fourth question asks you about your life, and to compare this with what you see in the picture.

The final question requires you to give an opinion. There is no right or wrong answer. What's important is that you explain your reasons for your opinion.

Debate

16 Your own ideas.

17 SPEAKING EXAM

TIPS: Decide if you want to argue for or against the statement first. Then think of examples for both sides: inventions that do make our lives easier, and inventions that only generate products we must buy. Prepare some arguments to explain why you think so, about each of the examples.

Remember, the situation is usually more complex than this, and most things belong to both categories.

When you're doing the task, use examples to illustrate each point you make.

Make sure you respond to what your partner is saying (you can find useful phrases for this in the Speaking Bank on page 128) – rather than keep repeating your own arguments.

Don't be afraid to admit if you haven't thought of a certain issue – you're not expected to be an expert on technological innovations, you're only tested on how well you use English.

Don't forget, you can always change your mind about the statement during the discussion – as long as you use a good variety of English phrases to say so, for example: 'Now that you've mentioned this, I think I'd like to reconsider my position.'

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UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

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First published 2006

2010 2009 2008 2007 2006

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ISBN-10: 0 19 443000 6

ISBN-13: 978 0 19 443002 9 (international pack)

ISBN-10: 0 19 443002 2

ISBN-13: 978 0 19 443003 6 (Hungary book)

ISBN-10: 0 19 443003 0

ISBN-13: 978 0 19 443004 3 (Hungary pack)

ISBN-10: 0 19 443004 9

Printed in Spain by Just Colour Graphic, S.L.

ACKNOWLEDGEMENTS

The publishers would like to thank the following people for their contribution to the
development of *Oxford Exam Excellence*: Ela Rudniak, Huw Egginton, Dorota
Holowiak, Sally Cooke, Xanthe Sturt Taylor, Juliet Evans.

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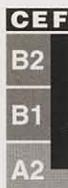
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