WORKBOOK WITHOUT KEY

WITH DIGITAL WORKBOOK & ACCESS TO AUDIO



# READY FOR

JEREMY DAY

macmillan education

B1 PRELIMINARY

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MELAL LANGUAGE INSTITUTE

Macmillan Education Limited
4 Crinan Street
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# 1 IN STYLE

## Reading Part 1 Multiple choice

**Read texts 1–5 and choose the correct answer (A, B or C).**

**Don't forget!**

- There are five short texts with a three-option question for each text.
- For each question, think about why the 'wrong' options are incorrect.
- The correct option will often use different words than the text but with the same meaning.

**1**




At the afterparty, you can

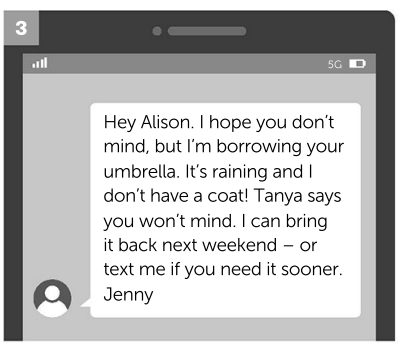
**A** wear whatever you want.
**B** eat and drink.
**C** win an award.

**2**




**A** It's better if you've done similar work before.
**B** Send your CV by email.
**C** You have to work the same times every week

**3**




Jenny is writing to

**A** apologise for taking something.
**B** arrange a time to return the item.
**C** explain why she made a decision.

4

## FASHION SHOWS RAISE £1 500 FOR LOCAL CHARITY

This week, young designers from the Technical College are hosting fashion shows to collect money for sick children who need help. The event is already a huge success having taken £300 from entry tickets and £1,200 in sales so far.

**A** All the money is going to the charity.
**B** The clothes aren't for sale.
**C** It is free to attend the show.

5

## Multi-use gift card £50

Use this card as many times as you like whenever you spend £10 or more in our stores.

No change given. No refunds.

Use by Dec 31st.

**A** You can get your money back later.
**B** You can't use the card after the end of the year.
**C** You can use the card to buy items for less than £10.

## Vocabulary Clothing

**1** **Complete the accessories with the missing letters. Some of the letters in each word are provided in bold. There is an example at the beginning (0).**

0 My trousers are too loose. I need a new **b** e l t to hold them up.
1 'What's the time?' 'Sorry – I don't have a **w** ____ ____ ____ ____.'
2 I love matching jewellery! The diamonds on the **n** ____ ____ ____ ____ ____ ____ ____ around my neck match those on the **e** ____ ____ ____ ____ ____ ____ **s** in my ears, the **b** ____ ____ ____ ____ ____ ____ ____ around my wrist, and even the **r** ____ ____ ____ on my finger.
3 I keep my phone, purse and keys in my **h** ____ ____ ____ ____ ____ ____, plus some make-up.
4 When it's cold, I wear a **s** ____ ____ ____ ____ around my neck and **g** ____ ____ ____ ____ **s** on my hands.
5 It's an informal meeting, so there's no need to wear a **t** ____ ____.
6 When it's sunny, I wear a **c** ____ ____ on my head and **s** ____ ____ ____ ____ ____ ____ ____ ____ **s** to protect my eyes.



**2** **Complete the sentences with the correct form of the verbs in the box. There is an example at the beginning (0).**

dress up fit match put on take off try on wear wear out

0 Your shoes are *wearing out*. There are holes in the bottom!
1 Your socks don't _____! One is red and the other is blue!
2 I always _____ before I go to an expensive restaurant. I love wearing stylish clothes.
3 Why are you _____ that thick jumper? It's really hot today!
4 Don't forget to _____ your muddy shoes before you enter the house.
5 Sandy's in the changing room now. She's _____ a new skirt to see if it's the right size.
6 That T-shirt is too small. It doesn't _____ you anymore.
7 I'm almost ready to leave the house. I'm _____ my shoes right now.

## Prepositions of time

**1** **Complete the sentences with *in*, *on* or *at*. There is an example at the beginning (0).**

0 We always go on holiday *in* July or August.
1 The performance starts _____ 7 pm _____ Monday. Don't be late!
2 I'm busy _____ the morning, but we can meet _____ lunchtime if you like.
3 Instead of worrying about what happened _____ the past, think about what's going to happen _____ the future!
4 If you go out _____ midday _____ summer, make sure you wear sunscreen!
5 The wedding's _____ three weeks' time, _____ 25th January.
6 _____ weekdays, the alarm on my phone goes off _____ six o'clock _____ the morning.
7 The shops are always busy _____ the weekend and _____ the holiday season, when most people are free.
8 My exam is _____ the evening! And it's _____ my birthday!

**2** **Complete the blog post with the phrases from the box.**

at a time at first at once at the end at the moment at the thought of

HOME BLOG ARCHIVE ABOUT

# MAKING JEWELLERY



I love making necklaces and earrings. **(1)** _____, I just made things for myself, but now I sell my designs all over the world. I didn't become successful **(2)** _____. In fact, it took years and years to learn my skills and build my business. Making jewellery takes a lot of time and hard work, but I love the feeling **(3)** _____, when I know I've made something amazing. I usually make several pieces **(4)** _____ – like a necklace and some matching earrings – so I can make sure they look fantastic together. But **(5)** _____, I'm just making one thing: a ring for a Hollywood actor's wedding! I always feel a little nervous **(6)** _____ making something so expensive – one tiny mistake could spoil it!

## Language focus Present simple and present continuous

**1** **Choose the correct verb forms to complete the telephone conversation. There is an example at the beginning (0).**

**Jake:** Hey, Ben. What's up?

**Ben:** Hi, Jake. I **(0)** *need* / *'m needing* your help. I'm at Carla's house for her Halloween party.

**Jake:** Nice! She **(1)** *never invites* / *'s never inviting* me to her parties! **(2)** *Do you enjoy* / *Are you enjoying* it?

**Ben:** No! I'm not inside the house. I **(3)** *hide* / *'m hiding* in her front garden.

**Jake:** Really? Why **(4)** *do you do* / *are you doing* that?

**Ben:** Because I **(5)** *wear* / *'m wearing* a monster costume! I thought it was a fancy dress party!

**Jake:** Oh no! What **(6)** *does everyone else wear* / *'s everyone else wearing*?

**Ben:** Most people **(7)** *wear* / *are wearing* very formal clothes. Can you drive here and bring my suit? I **(8)** *keep* / *'m keeping* it in my wardrobe.

**Jake:** Sure. No problem. Give me ten minutes. Don't scare any of the neighbours!



**2** **Complete the sentences and questions using the present simple or present continuous form of the verb in brackets. There is an example at the beginning (0).**

**0** I _____*wear*_____ (*wear*) a cap whenever it's sunny.

**1** You can't wear your jeans today. They _____ (*dry*) outside at the moment.

**2** That's a nice blouse. _____ (*it* / *be*) new?

**3** Lucy _____ (*not wear*) glasses. She has perfect eyesight.

**4** _____ (*you* / *buy*) a lot of clothes every month?

**5** I _____ (*not have*) enough clothes! I need to buy more!

**6** Why _____ (*you* / *wear*) that hat? Are you cold?

**7** You don't need a raincoat today. It _____ (*not rain*).

**8** How much _____ (*this jacket* / *cost*)? I hope it's not too expensive.

## Adverbs of frequency

**1** **Use an X to mark the best position in the sentences for the words and phrases in brackets. There is an example at the beginning (0).**

**0** These shoes X cost £40, but today they're only £20. (*usually*)

**1** This shop is closed. (*often*)

**2** Charles asks me for money. (*all the time*)

**3** Deborah pays by credit card. (*always*)

**4** Robert wears a tie. (*hardly ever*)

**5** We go to the shopping centre. (*every day*)

**6** There are enough sales assistants in that shop. (*never*)

**2** **Match the phrases with similar meanings. There is an example at the beginning (0).**

~~always~~ every six months hardly ever once a month once in a while twice an hour

**0** all the time _____*always*_____

**1** almost never _____

**2** every month _____

**3** every 30 minutes _____

**4** not often _____

**5** twice a year _____

## Reading Part 5 Multiple-choice cloze

**Don't forget!**

- Read the whole text first.
- When you're choosing the options, pay attention to the words before and after the gap.
- Read the whole text again at the end to check your answers.

Read the text. For questions 1–6, choose which answer (A, B, C or D) best fits each gap.

# HOW DO COLOURS AFFECT YOUR MOOD?



Next time you're getting dressed, **(1)** ..... a minute to think about how your choice of colours can affect how you feel – and how others feel about you!

Green, for example, is great for creativity. If you need new ideas, try **(2)** ..... on something green. Research suggests it also has a calming effect – it makes your positive emotions stronger and your negative ones **(3)** .....

Red, on the other hand, seems to have the **(4)** ..... effect. It isn't all bad, though. As red **(5)** ..... us think of danger, it can give us energy. Red clothes can even make us look more attractive to others.

Bright blue wakes us up when we're sleepy. It may even help with depression. A blue T-shirt can't **(6)** ..... all your problems, but it might lift your mood.

| | | | | |
|---|---|---|---|---|
| 1 | A spend | B wait | C hold | D take |
| 2 | A getting | B putting | C dressing | D wearing |
| 3 | A narrower | B deeper | C weaker | D softer |
| 4 | A opposite | B various | C similar | D different |
| 5 | A makes | B suggests | C connects | D reminds |
| 6 | A increase | B relax | C repair | D solve |

## Listening Part 1 Multiple choice

**Don't forget!**

- In the exam, you hear seven short recordings. Choose the picture that matches what you hear.
- You will hear something connected with all three pictures, but only one is correct.

**1** You will hear people talking in seven different situations. For questions 1–7, choose the best answer (A, B or C).

1 Why does the man need the shoes?



A



B



C

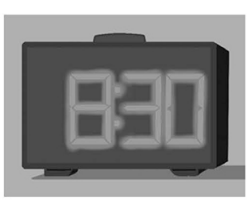
2 What time does the woman decide to leave home?




A




B

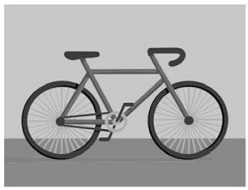



C



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3 What does the man want to borrow?


A


B


C

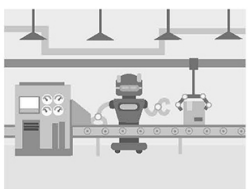
4 Which earrings does the woman buy?

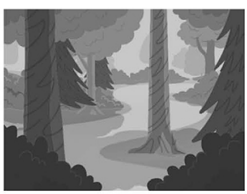

A


B


C

5 Where does the designer get his original ideas?


A


B


C

6 Which cat is the man looking for?


A


B


C

7 How much does the handbag cost?



A



B



C



## Writing Part 1 Email

**1** **Read the following Writing Part 1 task. What four points do you have to include in your email?**

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

From: James
Subject: Suzie's birthday
Hi,
How are you? Not too busy, I hope!
I've just realised it's Suzie's birthday next week. Shall we buy something together, or do you want to buy your own present for her?
To be honest, I have no idea what to buy her. Any thoughts?
Anyway, we must meet up some time! How about this week?
All the best,
James

Yes, very busy!
I prefer ...
Suggest ...
No, because ...

**Write your email to James using all the notes. Write your answer in about 100 words.**

**Don't forget!**

- Read the email and the notes carefully.
- Include all the notes from the task. It's a good idea to write one short paragraph for each note.
- Don't copy words and phrases directly from the email – use you own words.
- Write about 100 words.

**2** **Read the following model answer. Does Tania respond to all the notes?**

Hi James,
Great to hear from you! I'm actually pretty busy right now – too much work! But I can't complain. You know I love my new job. What about you?
Thanks for reminding me about Suzie's birthday. I love your idea of buying a present together. Let's do that.
What about buying a matching scarf and hat? Winter is coming, so that'll be useful, I think. What do you think? I can buy them tomorrow if you like.
I've got a cold at the moment, so can we meet up another time? What are your plans for next week?
All the best,
Tania

**3** Tanya uses her own words to address the notes and gives more information. Write what she says for each note.

Yes, very busy!: *I'm actually pretty busy right now – too much work!*

I prefer: _____

Suggest ...: _____

No, because ...: _____

**4** Complete the Useful language box with the underlined phrases from the model answer.

**Useful language**

**Showing interest by asking questions**

1 *What about you?*

2 _____

3 _____

**Being positive**

4 _____

5 _____

**Offering to help**

6 _____

**5** Match the sentence beginnings (1–10) to the endings (a–j) to make sentences that are useful for writing emails.

| | | | |
|---|---|---|---|
| 1 | Thanks | a | we buy her a necklace? |
| 2 | See | b | you soon. |
| 3 | Great to | c | best. |
| 4 | Take | d | email. |
| 5 | Thanks for | e | for writing. |
| 6 | All the | f | hear from you. |
| 7 | Why don't | g | reminding me. |
| 8 | Let's | h | for now. |
| 9 | Thanks for your | i | do that. |
| 10 | Bye | j | care. |

**6** Write an answer to the Writing Part 1 task below.

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

From: Laura

Subject: Visit

Hi,

Guess what? – I'm coming to your country for a week in August! ← Excellent!

It's a work trip, but I hope I'll have time to explore the country when I'm there. What would you recommend visiting? ← Recommend …

I'm not sure what clothes to pack – I don't want to be too hot … or too cold. But I also don't want to pack too much. Any thoughts? ← Suggest …

It would be great to see you when I'm there. Will you be around between the 8th and the 15th? ← Only on …

Take care!

Laura

Write your **email** to Laura using **all the notes**. Write your answer in about **100** words.

# 2 TAKING IT EASY

## Reading Part 2 Matching

**Don't forget!**

- In this part of the exam, you match five people with eight texts. There are three texts that don't match any of the people.
- There may be several texts that match *some* information about each person, but only one text mentions *all* the information.
- Don't rush to make a decision because something feels 'half-right'. Read carefully to make sure.

**The people below all want to join a club. On the opposite page, there are descriptions of eight clubs. For each person (1–5), decide which club (A–H) would be the most suitable.**

**1**



Henry enjoys making things with his hands, but he doesn't like getting dirty. He wants to keep the objects he makes. He gets pleasure from making high-quality things.

**2**



Rosa is looking for an activity that she can enjoy with her teenage children, but not at weekends. They all enjoy walking and learning new things.

**3**



Dan wants to help his local area by doing useful work in his free time. He enjoys spending time outside and making friends with people who share his interests.

**4**



Samantha wants to spend time relaxing and making friends with others. She lived in France for a long time, and now she feels sad because she can't speak the language as well as she could.

**5**



Micah is good at making beautiful pots and other things with his hands. He wants to turn his hobby into a business. Unfortunately, nobody wants to buy the things he makes.

# CLUBS FOR ALL!

## A INTERNATIONAL CLUB

The perfect club for people who love languages but want more opportunity to practise and improve their level. Club members have conversations together in Spanish, French and German in a relaxed atmosphere over coffee and snacks. Don't worry if you're not confident to speak – you're welcome to just sit and listen.

## B POTTERY FOR BEGINNERS

Learn to make pots and other beautiful objects from clay. Suitable for complete beginners. It doesn't matter if your pots look like a five-year-old made them – it's all about having fun and learning new skills with friends. Just bring a change of clothing because you're going to get covered in muddy clay!

## C CRAFT CLUB

Would you like to make money by selling objects that you've made yourself? Join our club to learn how the experts do it. We'll teach you a range of craft techniques that people of all ages can learn quickly. You'll also learn where and how to sell your work so you can earn a little extra cash from your hobby.

## D LITTER PICKERS

Do you hate seeing rubbish all over our beautiful town? Join us every Wednesday evening to pick up rubbish from local parks, woods and streets. It's a great way to meet new people, from kids to grandparents, and it's fantastic exercise, too. Best of all, you'll make a huge difference to our community.

## E WILDLIFE CLUB

We're a group of middle-aged wildlife lovers and we enjoy learning about plants and animals. Once a month, we go into the forest to study the natural world around us. Regular guest speakers give talks about local and exotic wildlife. And we take action to protect local ecosystems from damage.

## F BALL GAMES FOR EVERYONE

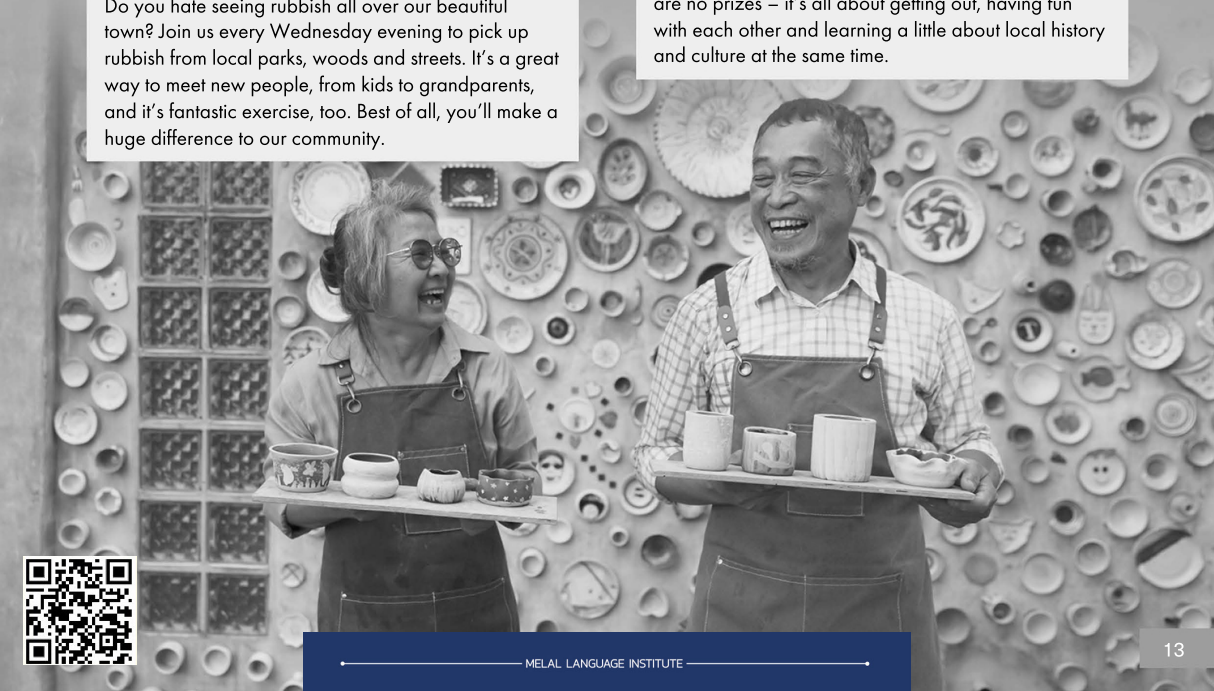
Do you like football, basketball and other ball games, but have nobody to play with? Do you want to learn to play some new games? Join us every Saturday morning for two hours of ball-game fun. All ages welcome.

## G WOODWORK CLUB

Come and learn how to make beautiful, useful objects from wood. You'll learn techniques such as cutting pieces safely and accurately and joining them securely to make furniture that lasts a lifetime. Due to the dangerous machines we use, the club is for over 18s only.

## H TOWN HUNTING

Work in teams to explore different parts of the town, solve puzzles and spot clues. It's not a race and there are no prizes – it's all about getting out, having fun with each other and learning a little about local history and culture at the same time.



## Vocabulary *-ed* and *-ing* adjectives

**1 Match the beginnings (1–7) to the endings (a–g) to make dialogues. Think about the words in bold. There is an example at the beginning (0).**

| | | | |
|---|---|---|---|
| 0 | Were you sad when you lost the match? | a | Oh no! How **frustrating**! |
| 1 | Do you understand these instructions? | b | Yes. I wasn't **surprised** – he loves it! |
| 2 | Are you nervous about tomorrow's exam? | c | I know. It's so **satisfying**, isn't it? |
| 3 | I said, 'Hi, Lisa', and she said, 'It's Lia.' | d | Do you? I find it really **frightening**. |
| 4 | My laptop just crashed, and I lost my essay. | e | Not at all. I'm quite **relaxed** about it. |
| 5 | Did you know Tom is top of his class? | f | No, I don't. They're really **confusing**! |
| 6 | I love standing on the top of tall buildings. | g | Oh dear! Were you **embarrassed**? |
| 7 | It feels great to meet a project deadline. | h | Yes. We were all very **disappointed**. |

**2 Complete the text with the adjective form of the verbs in brackets. There is an example at the beginning (0).**



# FIVE BENEFITS OF **HOBBIES**

Hobbies seem like a bit of fun, but they have many **(0)** *surprising* (*surprise*) benefits for your physical and mental health.

First, modern life can be very stressful, so it's important to do **(1)** _____ (*relax*) activities regularly, to help you to stay calm.

Second, hobbies improve our concentration. This may help our brains to manage all the **(2)** _____ (*confuse*) information we see, hear and read every day.

Third, you may be **(3)** _____ (*surprise*) to learn that hobbies are good for your physical health if they get you off the sofa and out of the house!

Fourth, many of us are **(4)** _____ (*embarrass*) to speak with strangers, and the idea of trying to make new friends can feel almost **(5)** _____ (*frighten*). But when you share a hobby with someone, you'll always have something to talk about.

Finally, learning a new skill can be very **(6)** _____ (*satisfy*). Of course, you might feel **(7)** _____ (*frustrate*) at first, but it feels great when you make real progress.

So, take up a new hobby today! You won't be **(8)** _____ (*disappoint*)!

## Leisure activities

**1 Complete the sentences with the correct form of the verbs in the box.**

attend do eat out go (x3) play read see spend take use

1 I check my phone to _____ the news, but I don't _____ social media very much.
2 I usually _____ time with my friends after work. We _____ at restaurants or _____ films at the cinema.
3 I'm a big fan of live music. I try to _____ at least one concert each month.
4 I don't _____ much exercise. I prefer to _____ video games at home.
5 I _____ shopping all the time. Even if I don't buy anything, I find it relaxing.
6 I love being outdoors. I _____ for a walk in the park every day, and at weekends I _____ hiking in the mountains and _____ photographs of the views.

**2 Complete the sentences with one word. The first letter of the missing word is given in bold.**

1 I can't live **w** _____ music. I love it.
2 I'm not really **i** _____ poetry. I don't really like it.
3 I really **e** _____ making model railways. I love it.
4 I like walking a **l** _____. It's my favourite hobby.
5 I don't like social media at **a** _____. In fact, I hate it.
6 I'm a big **f** _____ of mystery books. I read them all the time.

## Language focus Past simple and *used to*

**1 Complete the sentences with the past simple form of the verbs in brackets. There is an example at the beginning (0).**

0 I *took* (*take*) a great photo when I *was* (*be*) on the beach earlier.
1 I'm sorry that we _____ (*not be*) at home when you _____ (*come*) to visit us.
2 _____ (*you / enjoy*) yourself at cookery club? What _____ (*you / cook*)?
3 _____ (*Jack / be*) happy with his present? I hope he _____ (*not be*) disappointed.
4 I _____ (*not speak*) to anyone at the club because I _____ (*be*) too shy.
5 I _____ (*forget*) my umbrella, so I _____ (*get*) very wet on my way home!
6 What time _____ (*you / arrive*)? How _____ (*be*) your journey?

**2 Complete the sentences with the correct form of the verb in brackets and *used to* where possible. If you can't use *used to*, use the past simple. There is an example at the beginning (0).**

0 When I was a child, I *used to collect* (*collect*) model cars.
1 Simon _____ (*ride*) his bike every day, but it's broken now.
2 I _____ (*see*) an amazing butterfly in the forest this morning.
3 I _____ (*not like*) running when I was younger, but I do now.
4 What time _____ (*you / get up*) when you were a student?
5 How many times _____ (*you / go*) swimming last month?
6 Karen _____ (*speak*) excellent Japanese, but she's forgotten most of it now.
7 We _____ (*have*) a wonderful holiday last year.
8 Where _____ (*you / live*) when you were a child?

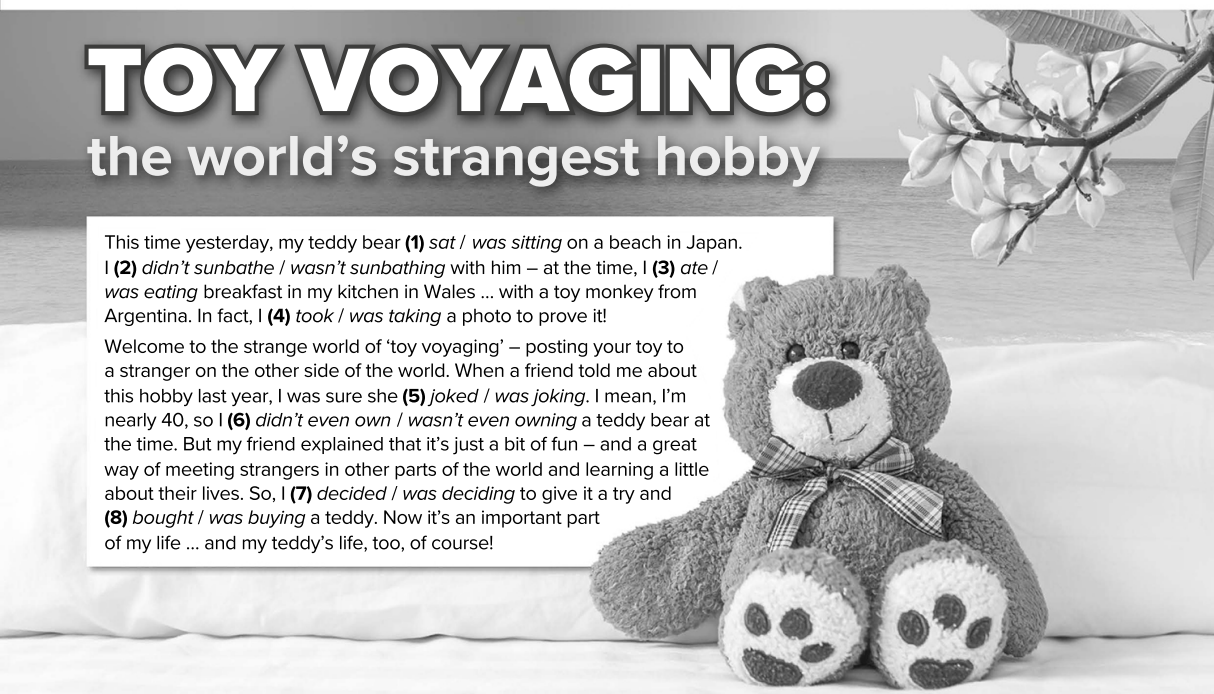
### Past simple and past continuous

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

# TOY VOYAGING: the world's strangest hobby

This time yesterday, my teddy bear **(1)** *sat* / *was sitting* on a beach in Japan. I **(2)** *didn't sunbathe* / *wasn't sunbathing* with him – at the time, I **(3)** *ate* / *was eating* breakfast in my kitchen in Wales ... with a toy monkey from Argentina. In fact, I **(4)** *took* / *was taking* a photo to prove it!

Welcome to the strange world of 'toy voyaging' – posting your toy to a stranger on the other side of the world. When a friend told me about this hobby last year, I was sure she **(5)** *joked* / *was joking*. I mean, I'm nearly 40, so I **(6)** *didn't even own* / *wasn't even owning* a teddy bear at the time. But my friend explained that it's just a bit of fun – and a great way of meeting strangers in other parts of the world and learning a little about their lives. So, I **(7)** *decided* / *was deciding* to give it a try and **(8)** *bought* / *was buying* a teddy. Now it's an important part of my life ... and my teddy's life, too, of course!



**2** Complete the sentences and questions with the past simple or past continuous form of the verb in brackets. There is an example at the beginning (0).

0 We *decided* (*decide*) not to go for a walk because it *was raining* (*rain*).

1 Why _____ (*you / wear*) that big yellow hat when I _____ (*see*) you earlier?

2 Sorry I _____ (*not hear*) the phone when you called. I _____ (*listen*) to music.

3 When we _____ (*arrive*) at their house for dinner, they _____ (*still / cook*).

4 I _____ (*not check*) my social media all day yesterday because my phone _____ (*not / work*).

5 'What _____ (*you / do*) this time last week?' 'I _____ (*take*) my exam.'

6 Last night, while I _____ (*lie*) in bed, I _____ (*hear*) a strange noise outside.

7 Fiona _____ (*hurt*) her head when she _____ (*fall*) off her bike because she _____ (*not wear*) a helmet.

## Reading Part 6 Open cloze

**Don't forget!**

- There is always exactly one word in each space – never two – and never a contraction (e.g. *don't*).
- The missing words are usually 'grammar words', parts of phrasal verbs, or other fixed expressions.

**For questions 1–6, read the text below and think of the word which best fits each gap. Use only one word in each gap.**

# WHAT MAKES A GREAT BOARD GAME?

Every year, thousands of new board games come **(1)** _____. But why do some become successful, while others fail?

Above **(2)** _____, a great board game needs a clear and simple aim: what are the players trying to achieve? Without this, the game won't work.

Another key factor is combinations. There should be just a **(3)** _____ simple game pieces and rules. But those rules and game pieces should combine in millions of possible ways, so it **(4)** _____ gets boring.

Finally, all players must believe they have a chance of winning (or losing) during the whole game. If one player is a long **(5)** _____ ahead of everyone else, it must still be possible for others to catch them up, even right **(6)** _____ the end.



## Listening Part 2 Multiple choice

**2 You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C).**

1 You will hear two friends talking about a new video game.
What does the man find disappointing about the game?
A The graphics aren't realistic.
B The story is too complicated.
C It's too similar to another game.

2 You will hear a woman telling a friend about a visitor.
The woman thinks the visitor
A is enjoying her visit.
B wants to go home.
C doesn't like where she's sleeping.

3 You will hear two friends talking about an unusual collection.
They agree that the collection
A is a waste of money.
B uses too much space.
C is more valuable than it looks.

4 You will hear two friends talking about a music concert.
What did they enjoy most about it?
A The light show was amazing.
B The singer sang all their favourite songs.
C Everyone in the audience was singing along.

5 You will hear two friends talking during a walk in the forest.
The man thinks he can see
A a rare bird.
B an unusual plant.
C his lost keys.

6 You will hear a man telling a friend about a course.
Why did he choose this course?
A Because he's only available one day per week.
B Because another friend recommended it.
C Because it was the only option that was convenient for him.

**Don't forget!**

- In the exam, you hear six short dialogues.
- The questions are about your general understanding of the dialogue, e.g. What was it about? What did the people agree? etc.



## Writing Part 2 Story

**Don't forget!**

- Your story must start with the sentence given. Think carefully about all the information in the sentence.
- Your story needs a strong beginning, middle and end. Plan these before you start writing.
- Write about 100 words. The first sentence doesn't count towards this total.

**1** Read the following Writing Part 2 task below and answer the questions.

1 Who is the main character in the story?
2 What do you know about his hobby?
3 Why did he take up this hobby?

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

> **Ravi was bored with his life, so he decided to take up an unusual new hobby.**

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

**2** Think about the questions below. Make notes of your ideas.

1 Why was Ravi bored? What part(s) of his life did he find boring?
2 What are some unusual hobbies for Ravi?
3 What might be a good ending to the story?

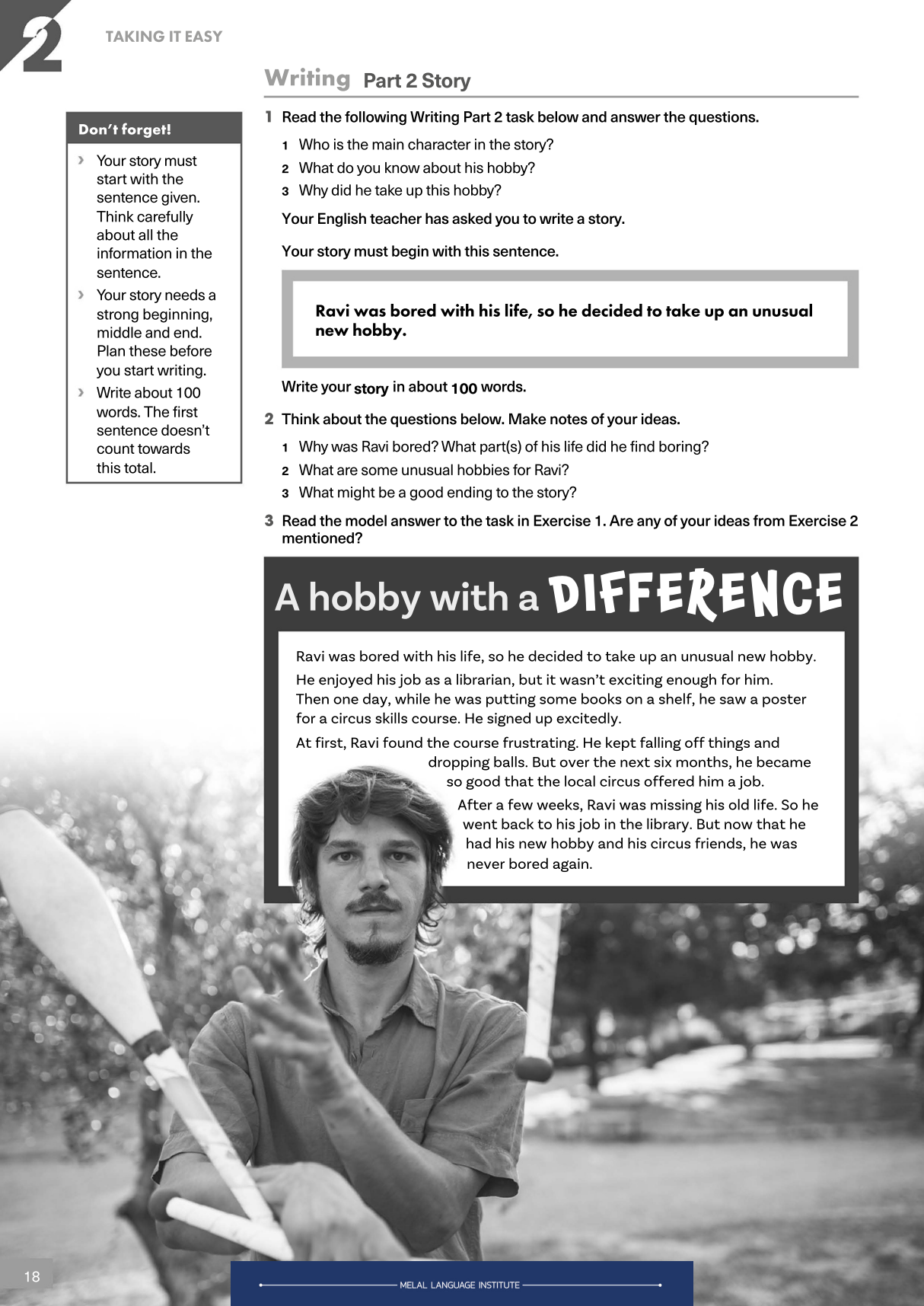
**3** Read the model answer to the task in Exercise 1. Are any of your ideas from Exercise 2 mentioned?

### A hobby with a DIFFERENCE

Ravi was bored with his life, so he decided to take up an unusual new hobby. He enjoyed his job as a librarian, but it wasn't exciting enough for him. Then one day, while he was putting some books on a shelf, he saw a poster for a circus skills course. He signed up excitedly.

At first, Ravi found the course frustrating. He kept falling off things and dropping balls. But over the next six months, he became so good that the local circus offered him a job.

After a few weeks, Ravi was missing his old life. So he went back to his job in the library. But now that he had his new hobby and his circus friends, he was never bored again.



**4** Match the parts of the story (1–3) to the advice (a–c). Use the model answer to help you.

1 Beginning
2 Middle
3 Ending

a Add a surprising twist to the story – something the reader isn't expecting.
b Give some background information to make the character feel real, and to make the reader care about them.
c Tell the main events of the story. Show how the situation changed over time.

**5** What two emotions did Ravi experience in each paragraph of the model answer? Use your imagination if necessary.

**6** Read the model answer in Exercise 3 again. Answer the questions below.

1 What tense does the writer use to tell the main events in the story?
2 Find two examples of another tense. Why does the writer use this tense?

**7** Complete the Useful language box with words from the model answer.

**Useful language**

**Beginnings**

*At* [1] _____, ...

*On his/her first day, he/she ...*

**Changes over time**

*But* [2] _____ *the next six months, ...*

[3] _____ *a few weeks, ...*

*Gradually, ...*

**Main events**

*Then* [4] _____ *day, while he/she was ... -ing*

*So he/she went* [5] _____ *to ...*

*Now* [6] _____ *he/she ...*

**8** Complete the sentences with words from the box.

at back first gradually now one over

1 On Zoe's _____ day as a cook, she was terrible, but _____, she got better.
2 Davide felt frustrated with his life as an accountant. Then _____ day, while he was listening to a podcast, he had an idea.
3 Suzie realised she missed her old life as a student, so she went _____ to university to finish her course.
4 Aneta joined the club. _____ first, she felt very nervous. But _____ the next few weeks, she became a lot more confident.
5 After leaving his job, Tarek's new life wasn't easy. But _____ that he was free to travel, he felt much happier.

**9** Write an answer to the Writing Part 2 task below.

Your English teacher has asked you to write a story. Your story must begin with this sentence.

**At first, everybody at Elena's new club seemed very friendly.**

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

# 3 YOU ARE WHAT YOU EAT

## Reading Part 3 Multiple choice

**1** Read the article. For questions 1–5, choose the correct answer (A, B, C or D).

# CRICKET PASTA, ANYONE?



In many parts of the world, insects have always been an important part of people's diets. In fact, around two billion people eat insects regularly. But in Europe, many people find the idea disgusting: insects make them think of dirt and disease. Until recently, companies in the European Union weren't allowed to produce and sell food made from insects. Luckily, that all changed in 2021, when the first insect products became legal. Insect farms are already appearing across Europe.

Insects are an excellent way of eating things that our bodies need to stay healthy. For example, flour made from crickets is packed with vitamins and minerals. It contains more iron (which we need for our blood) and magnesium (important for healthy bones) than a high-quality steak. It's also very tasty. When I tried some pasta made from cricket flour, I enjoyed its pleasant nutty flavour. As for people's fears of dirt and disease, it's important to remember that insects themselves are clean. As long as they live in a clean environment, there's nothing to worry about.

Above all, insect foods are far more environmentally friendly than meat. Fourteen percent of the world's greenhouse gases come from farm animals. To save the planet, we must find a better way of producing food. Cricket farming produces 75% less carbon dioxide than chicken farming and uses only a tiny amount of water: about 12 litres for each kilogram of cricket flour, while meat farming needs thousands of litres per kilogram. But for me, the greatest benefit of insect-based food is how little land it uses. You can produce a huge quantity of food in a small space, with no need to destroy forests to make space for huge meat-producing farms.

So will we all start eating insects soon? Probably not. Unfortunately, most people still refuse to eat insects, although that does depend on the country. In France, 25% of people said they might eat food made from insects. Germany and Denmark weren't far behind, with 24% and 22% willing to try it. In other countries, however, the figures were much lower: with 18% for Poland and Italy even lower. So, there's still a long way to go before Europeans are ready to eat insects instead of their favourite meat, but I'm sure attitudes will start changing when people realise how safe, healthy and tasty insect-based foods can be.

**What to expect in the exam**

- This part of the exam has a longer text for you to read – usually around four paragraphs.
- There are five multiple-choice questions, with four options each (A, B, C and D). These questions usually focus on the writer's attitude and the opinions expressed in the text.
- The first four questions match the order of information in the text. In most cases, there is one question for each paragraph.
- The fifth question is about the whole text, to check you've understood what it's about.

1 In the past, people in Europe didn't eat insect-based food because
   - A they thought it was dangerous.
   - B all the insect farms were closed.
   - C they expected it to taste bad.
   - D it was impossible to buy it.

2 In the second paragraph, what information about insect-based food does the writer present as an opinion, not a fact?
   - A its health benefits
   - B the iron and magnesium in it
   - C the way it tastes
   - D how clean and safe it is

3 Which benefit of insect-based food does the writer consider to be the most important?
   - A It uses less water.
   - B We can protect forests.
   - C It produces less carbon dioxide.
   - D Farms can be much bigger.

4 In which country were people the least positive about insect-based food?
   - A France
   - B Germany
   - C Italy
   - D Poland

5 In general, how does the writer feel about insect-based food?
   - A confident that its popularity will increase
   - B worried about safety and disease
   - C surprised that it has so many advantages
   - D disappointed that more people don't eat it

**2 Decide if the underlined words and phrases in the extracts below present positive (+) or negative (–) attitudes and opinions.**

1 ... many people find the idea disgusting: insects make them think of dirt and disease. (+ / –)
2 It contains more iron and magnesium than a high-quality steak. (+ / –)
3 As long as they live in a clean environment, there's nothing to worry about. (+ / –)
4 Cricket farming ... uses only a tiny amount of water. (+ / –)
5 But for me, the greatest benefit of insect-based food is how little land it uses. (+ / –)
6 You can produce a huge quantity of food in a small space, with no need to destroy forests ... (+ / –)
7 Unfortunately, most people still refuse to eat insects, ... (+ / –)
8 So, there's still a long way to go before Europeans are ready ... (+ / –)

## Vocabulary Containers and amounts

**1 Complete the descriptions with the containers from the box.**

bag bottle box carton glass jar jug tin

1 You can buy drinks in it. It's usually made of glass or plastic. _____
2 It's usually made of cardboard. It's useful for holding dry food like cereal. _____
3 It's made of metal, and you can buy fruit, beans and other food in it. _____
4 It has cardboard on the outside and plastic inside. It holds juice and other drinks. _____
5 It has an open top so you can pour drinks from it easily. _____
6 It's usually made of plastic, and it's good for holding lots of small things like crisps. _____
7 You can pour a liquid into this before you drink it. _____
8 It's a glass container with a wide hole at the top – perfect for jam. _____

**2 Match the questions (1–8) to the answers (a–h). Use the bold words to help you. There is an example at the beginning (0).**

0 How much **chocolate** do you eat? — i
1 How many **bananas** shall I buy? — _____
2 Is there much **soup** left in the pot? — _____
3 Shall I buy some **bread**? — _____
4 Do you take **sugar** in your tea? — _____
5 How much **pasta** do you eat each week? — _____
6 How much **lettuce** did you buy? — _____
7 Did you eat a lot of **pizza**? — _____
8 How much **coffee** is there? — _____

a Yes. Two **spoonfuls**, please.
b Four **heads**. Is it too much?
c Enough for two **cups**, I think.
d OK. Can you get three **loaves**?
e Two small **bunches**, please.
f No. Just two **slices**.
g Yes. About four **bowls**, I'd say.
h About four **plates**.
i No more than two **bars** a day.

## Food

**1 Complete the sentences with the correct form of the verbs in the box.**

bake barbecue boil fry roast

1 We're _____ a big piece of meat in the oven. It'll be ready in an hour.
2 Can you put some water in a pan? I want to _____ some eggs for lunch.
3 Daniel never buys bread anymore – he always _____ his own.
4 It's a lovely sunny day. Let's invite some friends over and _____ some chicken in the garden.
5 First, chop the onion and _____ it in a little oil until it's soft and slightly brown.

**2 Match the sentences (1–5) to the sentences using adjectives to describe food (a–e). There is an example at the beginning (0).**

0 I don't like fizzy drinks at all. — f
1 I'm not keen on chilli or curries. — _____
2 I always put sugar in strong coffee. — _____
3 I eat a lot of lemons and limes. — _____
4 I eat crisps and peanuts all the time. — _____
5 Be careful not to make a mess when you eat that peach! — _____

a I love their sour taste.
b I don't really like spicy food.
c It's really juicy!
d I love salty snacks.
e Otherwise, it's too bitter.
f They're too sweet for me.



## Language focus Countable and uncountable nouns

**1** Decide whether the nouns are countable (C) or uncountable (U). There is an example at the beginning (0).

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | biscuit | C / U | 5 | shelf | C / U | 10 | people | C / U |
| 1 | advice | C / U | 6 | location | C / U | 11 | recipe | C / U |
| 2 | dish | C / U | 7 | money | C / U | 12 | rice | C / U |
| 3 | equipment | C / U | 8 | news | C / U | 13 | snack | C / U |
| 4 | furniture | C / U | 9 | pasta | C / U | 14 | vegetable | C / U |

**2** Choose the correct quantifiers to complete the conversation.

**A:** Do you want **(1)** *a few* / *many* / *some* pasta salad? I made it myself, so there aren't **(2)** *a few* / *any* / *much* chemicals or strange ingredients in it.

**B:** Yes, please. It looks great. Is it difficult to make?

**A:** No. It just takes **(3)** *a few* / *a little* / *any* minutes, so it's perfect if you don't have **(4)** *a little* / *much* / *some* time.

**B:** Really? So what's the recipe?

**A:** Well, boiled pasta and then anything you want really! I usually put olives, tomatoes and cheese in it. I just chop **(5)** *a lot of* / *any* / *much* tomatoes – choose any type you like. In this one, I've put cherry tomatoes and black olives. There's also quite **(6)** *a lot of* / *many* / *some* cheese. Add **(7)** *a few* / *any* / *a little* chopped garlic – not too much, because it'll be too bitter. You'll also need **(8)** *a few* / *any* / *much* nuts. You don't need **(9)** *a little* / *some* / *many* – just 20 or so. Finally, add **(10)** *a few* / *much* / *some* olive oil and mix it all up.

**B:** How **(11)** *any* / *many* / *much* olive oil do I need?

**A:** I usually start with **(12)** *a few* / *a little* / *much* oil, and then add some more if necessary. You'll know when it's right.

**B:** Mm, it's delicious!

## Articles

**1** Complete the sentences with *a/an*, *the* or no article (–).

1 I ordered soup for my starter and ice cream for dessert, but _____ soup was cold and _____ ice cream was warm!

2 I never drink _____ milk because I'm allergic to it.

3 Can you bring me _____ banana and _____ apple from the kitchen? There are some in the fruit bowl.

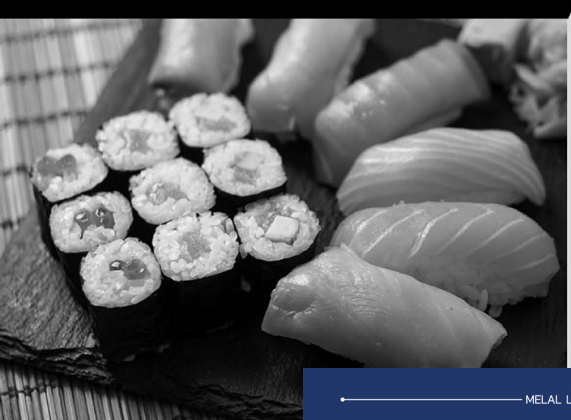
4 My flat's nice, but _____ kitchen is quite small.

5 I'd love to be _____ professional chef, but I'm terrible at cooking.

6 I always eat _____ fresh vegetables with every meal.

**2** Choose *a*, *the* or no article (–) to complete the text.

# MY FIRST SUSHI CLASS



I've always loved **(1)** *a* / *the* / – Japanese food, so when I had the chance to join **(2)** *a* / *the* / – class to learn the art of making sushi, I couldn't say no.

I used to think of sushi as **(3)** *a* / *the* / – fish dish, but in my first class, I learnt that you can make it with different types of **(4)** *a* / *the* / – meat, and you can even make vegetarian sushi. In fact, **(5)** *a* / *the* / – main ingredient is rice, and when you cook **(6)** *a* / *the* / – rice perfectly, everything else is much easier.

Another thing I learnt in **(7)** *a* / *the* / – first lesson was that you need **(8)** *a* / *the* / – really good equipment. Before the lesson, our teacher told us to buy **(9)** *a* / *the* / – rolling board and a really sharp knife. The rolling board I bought was perfect – I used it to make **(10)** *a* / *the* / – beautiful sushi roll. Unfortunately, **(11)** *a* / *the* / – knife I brought from home wasn't sharp enough, so I destroyed **(12)** *a* / *the* / – beautiful roll when I tried to cut it! I hope the second lesson will be more successful!

## Reading Part 5 Multiple-choice cloze

**Don't forget!**

› This part of the exam tests your knowledge of vocabulary, including collocations and phrasal verbs.

Read the text. For questions 1–6, choose which answer (A, B, C or D) best fits each gap.

# MOLE | the marvellous Mexican sauce

People everywhere love Mexican food, but one meal is especially important in Mexican culture: *mole*. In fact, many people **(1)** ..... mole to be Mexico's national dish.

There are dozens of different types of mole in a wide **(2)** ..... of colours: red, green, yellow, pink, white, black and, most famously, chocolate brown. Most moles contain a mixture of nuts, fruit, spices and chilli peppers. Mole tastes **(3)** ..... by itself or with meat or vegetables.

In the days before Mexican Independence Day, families spend hours preparing the **(4)** ..... for mole. Many families have their own special mole **(5)** ....., passed from generation to generation. Of course, you can buy ready-made mole, but for many people, making the sauce with their family is what makes this **(6)** ..... dish even more special.



| | | | | |
|---|---|---|---|---|
| 1 | **A** consider | **B** require | **C** wonder | **D** discover |
| 2 | **A** area | **B** difference | **C** option | **D** range |
| 3 | **A** convenient | **B** efficient | **C** delicious | **D** generous |
| 4 | **A** ingredients | **B** amounts | **C** sections | **D** refreshments |
| 5 | **A** instructions | **B** order | **C** description | **D** recipe |
| 6 | **A** traditional | **B** individual | **C** principal | **D** casual |

## Listening Part 3 Gap fill

**1** 3 You will hear a podcaster called James talking about a visit to a market in China. For questions 1–6, write the correct answer in each gap. Write one or two words, or a number or a date or a time.

### JAMES'S PODCAST: An amazing food market

James visited a market in a city called **(1)** _____.
The market started about **(2)** _____ years ago.
The animal market takes place every **(3)** _____.
Recently, the animal market moved away from the **(4)** _____ of the city.
The indoor marketplace is mainly for **(5)** _____.
In the animal market, James watched people using **(6)** _____ to pay.

**Don't forget!**

- In the exam, you hear a monologue (one person speaking). You will hear the information in the same order as the questions.
- For some questions, the speaker will spell the answer letter by letter. In those questions, you won't get a point if you make a spelling mistake.

**2** Match the words in bold in extracts from the listening (1–7) to the definitions (a–g).

1 ... the historical trading **route** between China, the Middle East, South Asia and Europe.
2 I loved seeing all the colourful **spices** ...
3 ... and the beautiful **silk**.
4 ... with fairly high prices and not much **atmosphere**, in my opinion.
5 Local people buy **everyday** things in the streets behind the indoor market.
6 Later, I visited the animal market, to get a **sense** of history.
7 You'll be pleased to hear I didn't buy any **goats**.

a animals that sometimes live on farms
b normal, not special
c an expensive material for making beautiful clothes
d a feeling that helps you to understand something
e a way to travel from one place to another
f a positive feeling in a place with a lot of people
g food that gives other food a strong flavour



## Writing Part 2 Article

**1** Read the following Writing Part 2 task. Choose the best title for the article. Why are the other titles not correct?

1 MY FAVOURITE RESTAURANT

2 WHY I LOVE MY GRANDFATHER'S COOKING

3 THE BEST COOK I KNOW AND WHAT MAKES THEIR DISHES SPECIAL

You see this notice on an English-language website.

> **Articles wanted!**
> **Great cooks**
> - Who is the best cook that you know?
> - What makes their dishes so special?
>
> **Write an article answering these questions and we will put it on our website!**

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

**Don't forget!**

- The task always includes two or three questions. Your article must answer all the questions.
- Include a title that makes people want to read your article.

**2** Read the model answer. Match the correct topic sentence (a–c) to each paragraph (1–3).

a He loves mixing unusual ingredients together.

b The best thing about his cooking is that he isn't afraid to try new things and make mistakes.

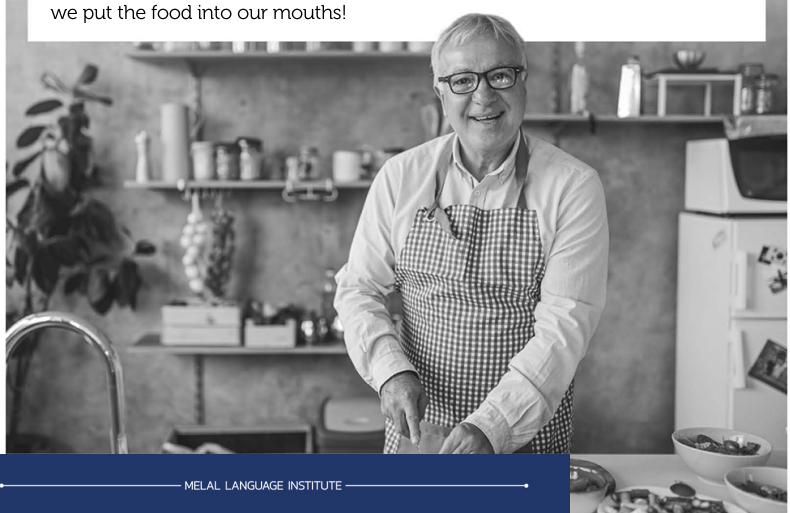
c One of my favourite places to visit is my grandparents' house.

# MY FAVOURITE COOK

**(1)** _____ Why do I love it? Because my grandfather is such a wonderful cook.

**(2)** _____ For example, he uses a lot of exotic spices and herbs in his cooking, as well as fruit, vegetables, nuts and many other things. So there are always a lot of amazing colours and flavours.

**(3)** _____ That means sometimes his dishes taste strange, and sometimes they're really terrible. But sometimes they're delicious, and we never know what to expect until we put the food into our mouths!



**3** Complete the table with adjectives from the model answer. Why has the writer used a mixture of positive and negative adjectives?

| Positive adjectives | Adjectives that can be positive or negative | Negative adjectives |
|---|---|---|
| | | |

**4** Complete the words and phrases in the Useful Language box with words from the topic sentences and model answer in Exercise 2.

**Useful language**

**Topic sentences**

*One of my* [1]_____ *places to visit is ...*

*There are three good reasons to ...*

*So what's the secret/solution/problem?*

*To be honest, I find (cooking) a bit (boring).*

*The* [2]_____ *thing about ... is that ...*

*My advice is: ...*

**Powerful adjectives**

[3]a_____ [6]t_____

[4]d_____ [7]u_____

[5]e_____ [8]w_____

**5** Match each topic sentence (1–6) to the rest of the paragraph (a–f).

1 To be honest, I find cooking a bit boring.
2 My advice is: always ask somebody to help you in the kitchen.
3 There are three good reasons to learn to cook.
4 One of my favourite places to visit is our local food market.
5 So what's the problem?
6 The best thing about living in a hot country is that we have delicious vegetables all year round.

a The problem is that you can't buy exotic ingredients in my small village.
b You'll save a lot of time, and it's more fun when you have someone to talk to.
c We have amazing tomatoes, wonderful lettuce and incredible olives.
d Washing and cutting vegetables takes so much time, doesn't it?
e The atmosphere is amazing, and the food smells delicious.
f First of all, you'll save money. Second, ...

**6** Write an answer to the Writing Part 2 task below. Remember to use topic sentences to introduce the main idea in each paragraph.

You see this notice on an English-language website.

**Articles wanted!**

**The perfect snack**

- What snack do you make when you're hungry between meals?
- What's so great about it?

**Write an article answering these questions and we will put it on our website!**

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

# 4 WHAT'S ON

## Reading Part 4 Gapped text

**Don't forget!**

- Read the whole text first to understand what it's about.
- When you match the sentences with the gaps, pay attention to pronouns (e.g. *it*, *they*) and other words that are connected with parts of the text (e.g. *but*, *too*, *in fact*, *more seriously*, etc.).
- Read the whole text again at the end, with the gapped sentences, to check it makes sense.

**Five sentences have been removed from the text below. Choose from the sentences (A–H) the one which best fits each gap (1–5). There are three extra sentences which you do not need to use.**

### ARE THEATRE AUDIENCES TOO NOISY?

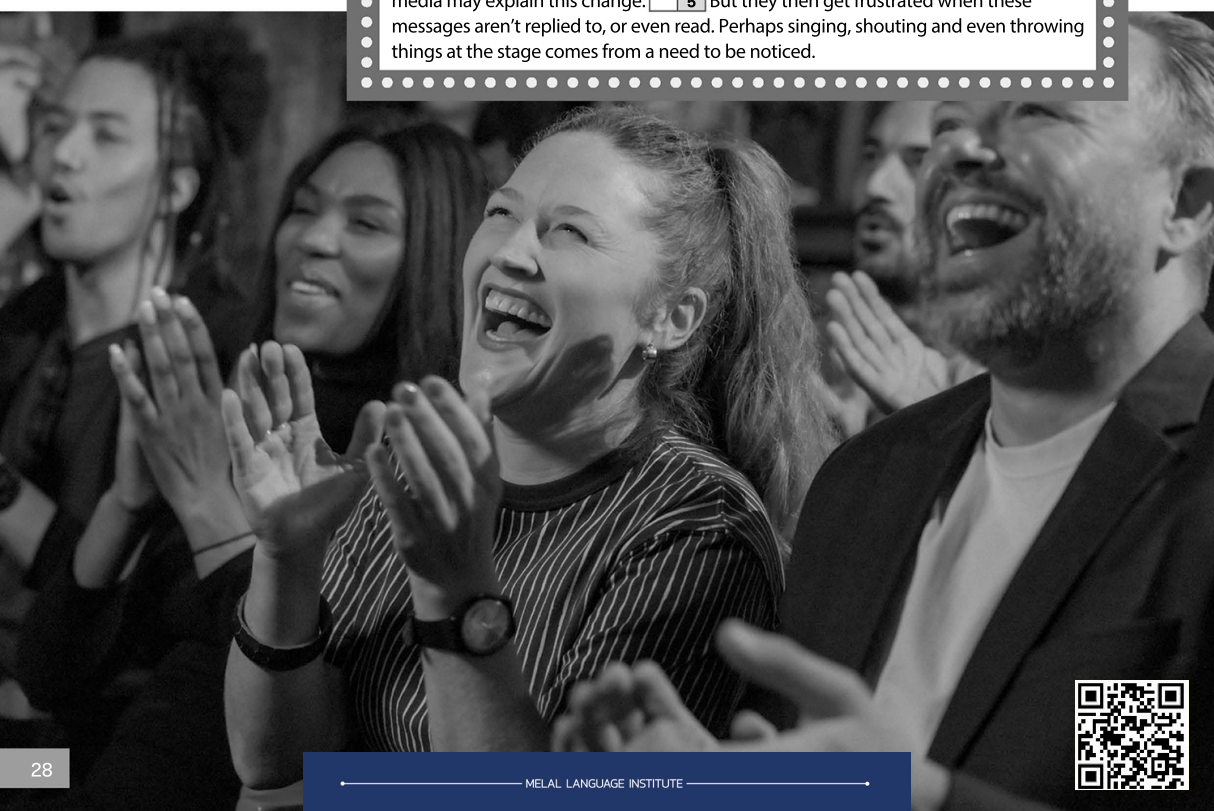
Most people who go to the theatre behave very well. They sit in silence most of the time. [ 1 ] And they stay in their seats for the whole performance, apart from right at the end, when they stand up to clap and cheer.

But these days, it seems, more and more audience members are breaking these old rules. During musicals, they want to sing along with the actors on the stage. [ 2 ] When the actors say something they disagree with, they like to shout back. And when other audience members ask them to be quiet or sit down, they may become angry. Nowadays, it isn't unusual for the police to be called to deal with bad behaviour in theatres from London's West End to New York's Broadway.

An even worse problem affects music concerts, where the latest trend seems to be to throw objects to hit the performers on the stage. [ 3 ] More seriously, another had to go to hospital after somebody threw a mobile phone at her.

So what's going on? In some ways, this problem has always existed. [ 4 ] And during Shakespeare's time, it was normal for audiences to eat – and throw – food during performances.

But in recent years, the problem has clearly got worse. Some experts believe social media may explain this change. [ 5 ] But they then get frustrated when these messages aren't replied to, or even read. Perhaps singing, shouting and even throwing things at the stage comes from a need to be noticed.



**A** One of the actors had to leave the stage because it was dangerous.
**B** In Ancient Greece, Plato complained about the behaviour of theatre audiences.
**C** Many theatres don't allow mobile phones at all.
**D** It allows everybody to communicate directly with celebrities.
**E** They want to dance, too, even if the people sitting behind them can't see.
**F** In fact, many prefer watching performances at home.
**G** Sometimes they laugh, but in general, they're as quiet as mice.
**H** One pop star was recently hit by a tomato during a concert.

## Vocabulary Live entertainment

**1 Complete the conversation with words from the box.**

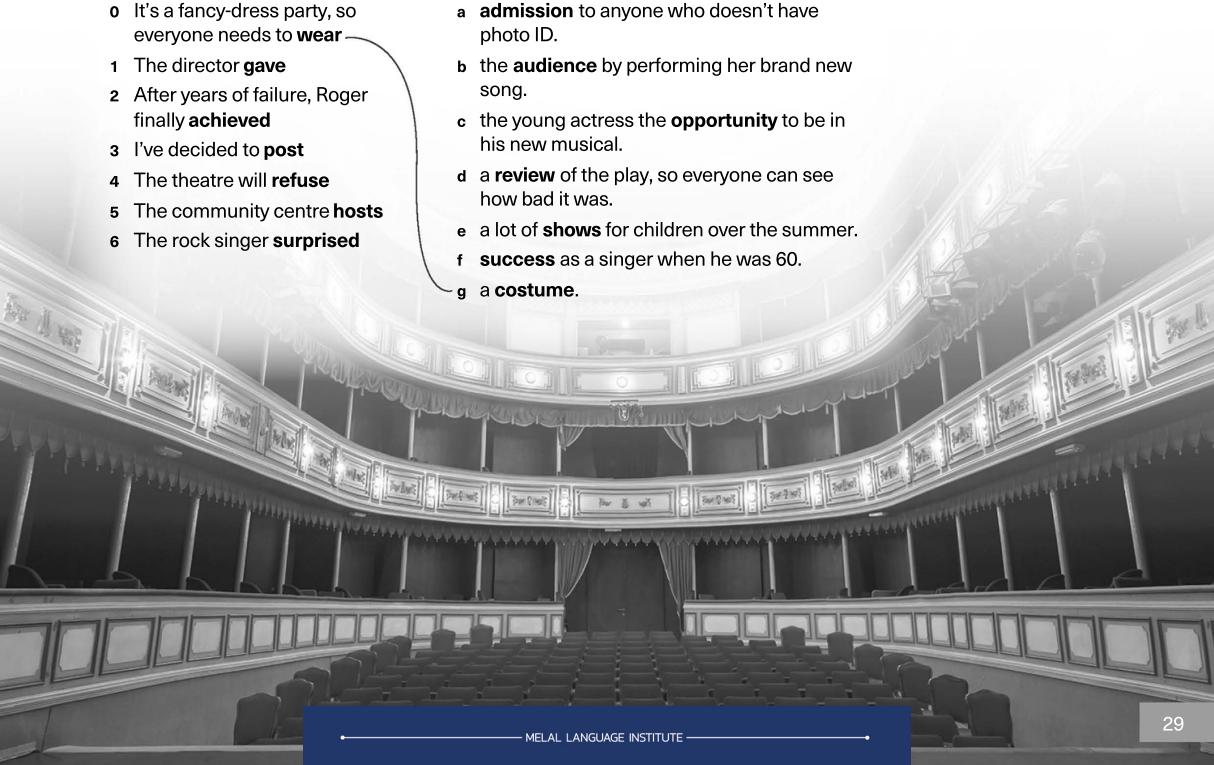
admission audience costumes opportunity reviews show success

**A:** Do you want to go and see a musical with me this weekend? It's called *Singing on the Farm*. According to all the online **(1)** _____, it's an excellent night out.
**B:** Hmm, it's not really my kind of thing.
**A:** Oh, come on. Apparently, the **(2)** _____ are amazing – the actors are all dressed as farm animals. Plus the music is great, and everyone in the **(3)** _____ can sing and dance as much as they like. I think it'll be a fantastic **(4)** _____.
**B:** Farm animals? Seriously?
**A:** Yes! It's already had a lot of **(5)** _____ on Broadway, but this is the first **(6)** _____ to see it in this country. It's very exciting.
**B:** I'm still not sure.
**A:** Oh, and **(7)** _____ is free this week.
**B:** Really? Why didn't you say so? Let's go for it!

**2 Match the sentence beginnings (1–6) to the endings (a–f) to make complete sentences. Pay attention to the words in bold. There is an example at the beginning (0).**

**0** It's a fancy-dress party, so everyone needs to **wear**
**1** The director **gave**
**2** After years of failure, Roger finally **achieved**
**3** I've decided to **post**
**4** The theatre will **refuse**
**5** The community centre **hosts**
**6** The rock singer **surprised**

**a** **admission** to anyone who doesn't have photo ID.
**b** the **audience** by performing her brand new song.
**c** the young actress the **opportunity** to be in his new musical.
**d** a **review** of the play, so everyone can see how bad it was.
**e** a lot of **shows** for children over the summer.
**f** **success** as a singer when he was 60.
**g** a **costume**.



## Social media

**1** **Put the lines of the blog post (a–i) in the correct order (1–9). Think about the words in bold. The first one has been done for you.**

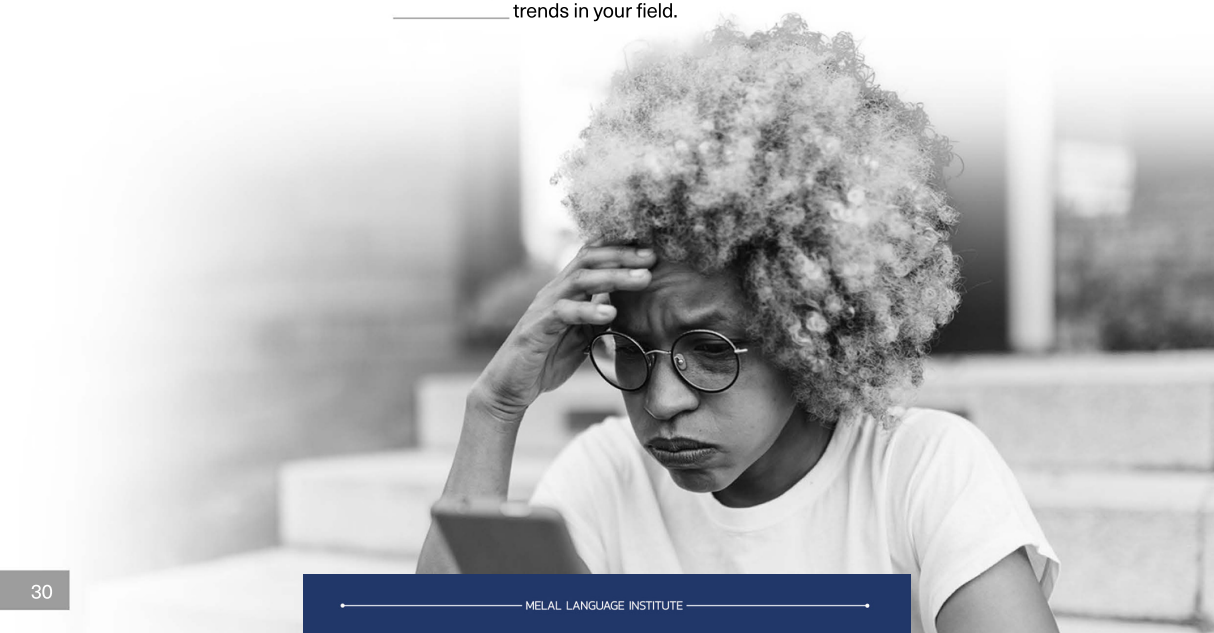
### MY DIGITAL DETOX

**a** _____ **a change** in my mental health. So I've stopped! I'm still going to post
**b** _____ me! I also enjoyed it when my videos influenced other people's
**c** _____ **profile** will still be interesting for you! Please feel free to comment on
**d** *1* I've decided to have a digital detox. That means I've stopped recording
**e** _____ **photos** on this blog from time to time, and I'll also continue to share
**f** _____ **this blog post**, but I can't promise that I'll reply to everyone.
**g** _____ **choices and opinions**. But it was exhausting, and after a few years, I started to notice
**h** _____ **my opinions** in writing. It will be 'less, but better'! I hope that updating my
**i** _____ daily **videos** of my life. Why? Well, at first, I liked the way so many people followed

**2** **Complete the advice with verbs from the box. Then choose *Do* or *Don't*.**

comment follow influence join notice post share tag update

1 *Do / Don't* _____ your profile if your photo is more than five years old.
2 *Do / Don't* _____ personal stories about other people without getting their permission first.
3 *Do / Don't* _____ a community if you want to discuss your favourite topics with others.
4 *Do / Don't* _____ a comment on anything online when you're angry. Always wait till you're calm.
5 *Do / Don't* _____ other people in any of your photos unless you're absolutely sure they don't mind.
6 *Do / Don't* _____ on people's posts with positive feedback if the content is interesting,
7 *Do / Don't* let social media companies _____ your personal opinion - you should be careful of fake news.
8 *Do / Don't* _____ important people in your profession to help you _____ trends in your field.



## Language focus Present perfect simple

**1 Complete the sentences using the present perfect simple of the verb in brackets.**

1 I _____ (*see*) this play eleven times, and I still love it!
2 '_____ (*you buy*) tickets for tonight's show?' 'No, I _____. But I'll do it now.'
3 We _____ (*know*) each other all our lives, and we're still best friends now.
4 No, you can't watch TV! You _____ (*not finish*) your homework!
5 How many photos _____ (*you post*) on social media this week?
6 Olivia _____ (*not visit*) the opera for years – this will be her first time since 2019!

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

1 This is the worst film I've *ever* / *never* seen!
2 Alex has *just* / *since* gone outside. He left about a minute ago.
3 Have you written your review *ever* / *yet?* You need to send it today.
4 We've lived here *for* / *since* 2012.
5 'Can you make some tea?' 'I've *already* / *yet* made you a cup. Here you are.'
6 I love her music, but I've *ever* / *never* seen her in concert.
7 This is my favourite hat. I've had it *for* / *since* twenty years.
8 I'm afraid I haven't washed the dishes *just* / *yet*, but I'll do it soon.
9 *How long* / *How much time* have you worked here?

## Present perfect simple and past simple

**1 Match the beginnings and endings in each pair.**

| | |
|---|---|
| 1 I won the best actress award. | a I'm so excited! I can't believe it! |
| 2 I've won the best actress award. | b It was an amazing experience. |
| 3 Toby's had his car for six years. | a But he sold it last year. |
| 4 Toby had his car for six years. | b But it's getting quite old now. |
| 5 Rachel's gone to the cinema. | a She'll be back at about ten. |
| 6 Rachel went to the cinema. | b She said the film was excellent. |

**2 Complete the email using the present perfect simple or past simple of the verbs in brackets.**

Hi Maya,



Guess what – I'm going to the theatre this evening to see *Romeo and Juliet*! I **(1)** _____ (*read*) the play about twenty times, but can you believe that I **(2)** _____ (*never see*) it in the theatre before? This will be my first time!

It's in the Old Theatre. Do you remember? We **(3)** _____ (*go*) there a few times when we were children. The theatre building **(4)** _____ (*be*) in the city centre for about 100 years, but in the 2010s it **(5)** _____ (*be*) closed for about ten years, after a fire. It finally **(6)** _____ (*open*) again last month. I **(7)** _____ (*not see*) the inside of the theatre yet, but I **(8)** _____ (*hear*) it looks beautiful.

I have to go – it **(9)** _____ (*just start*) raining, so I need to bring my washing in before it gets wet! I'll email you tomorrow to tell you all about the play!

Take care!

Leila

## Reading Part 6 Open cloze

**For questions 1–6, read the text below and think of the word which best fits each gap. Use only one word in each gap.**

**Don't forget!**

- Read the text three times. The first time, ignore the gaps. The second time, try to write your answers. Finally, read it again to check it makes sense.
- The missing words are usually short grammar words, or parts of expressions, common idioms and phrasal verbs.

# SLAM POETRY




**Next time you feel (1) ..... a noisy and exciting night out with friends, why (2) ..... try a little poetry? Confused? Welcome to the world of slam poetry.**

Slam poetry takes the old-fashioned idea of poetry readings and turns it **(3)** ..... an exciting competition called a slam. The poets can't use costumes or music, so with only **(4)** ..... voices, they must create an emotional connection with the audience. They can act, shout or perform dramatically to help this. And the audience is very much involved: they're encouraged **(5)** ..... clap and cheer for their favourite poets.

During a slam, each poet takes turns to perform a short poem. Three judges then choose the best poets, who continue to the next round. After several rounds, only two poets **(6)** ..... left for the dramatic final.

## Listening Part 4 Multiple choice

**1** 4 **You will hear an interview with a woman called Dr Judy Rice, an expert in social media. For questions 1–6, choose the best answer (A, B or C).**

1 What is Dr Rice's book about?
- A young children who use social media sites
- B social media companies that use our data
- C adults who post about their families on social media

2 The interviewer is worried he shares too many
- A videos on social media sites.
- B details about his family.
- C pictures of his children.

3 What does Dr Rice suggest about her experience as a teenager?
- A She was lucky to grow up in a time before social media.
- B She was angry with her parents for sharing photos.
- C Her friends found pictures on her parents' social media accounts.

4 According to Dr Rice, it's dangerous to post party photos because
- A it can be embarrassing for children later.
- B somebody might steal the parents' money.
- C criminals can work out a child's birthday.

5 How does Dr Rice feel about parents who make money from videos of their children?
- A It's OK if the videos just show them having fun.
- B It's bad for children in the present and the future.
- C It is a very common problem.

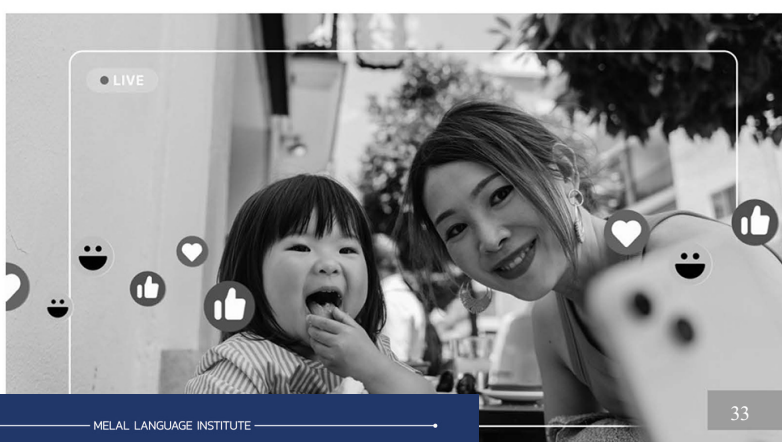
6 What does Dr Rice suggest parents should delete from social media?
- A only photos and videos that might be bad for children
- B all old photos and videos from their account
- C all photos and videos of their children from other people's accounts

**Don't forget!**
- In this part of the exam, you hear a fairly long interview.
- There are six questions with three options each.
- The questions focus on opinions and attitudes, as well as detailed information.
- You will hear the interview twice.

**2 Match the words and phrases in bold in extracts from the listening (1–9) to the meanings (a–i).**

1 But also **personal** information, like names and dates.
2 Well, there are three big **issues**.
3 Yes, **I can imagine** that's awful for teenagers.
4 … use information like your **date of birth** to steal your identity and your money.
5 … you're giving **valuable** information about them to criminals.
6 Sometimes it seems **harmless**, …
7 … videos of their children being **scared** or getting angry.
8 **To my mind**, that's not fair at all, …
9 … **remove** anything that feels like sharenting before it's too late.

a not dangerous
b the day somebody was born
c in my opinion
d problems, challenges
e very useful
f delete, take away
g secret, private
h afraid
i I'm sure



## Writing Part 1 Email

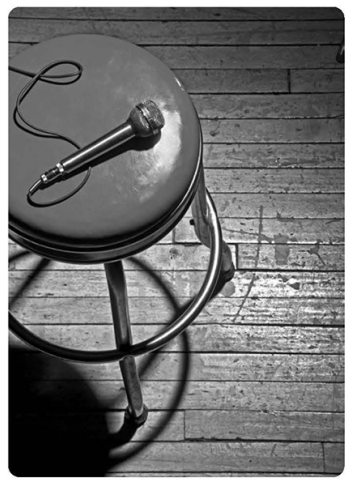
**1** **Read the following Writing Part 1 task. Answer the questions below.**

1 What four points do you have to include in your email?
2 In which of the points do you need to ask a question?
3 In which of the points do you need to give your personal preference?

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

From: Grace
Subject: Night out?
Hi,
I'm going out with some friends on Saturday evening. Do you want to join us?
We're thinking of going to see some live comedy. There's a new comedy club in the city centre. What do you think?
Maybe we can get some food before the show. Any preferences?
By the way, how was your exam?
See you soon (I hope!),
Grace

Who?
Good idea!
Suggest …
Tell Grace



**Write your email to Grace using all the notes. Write your answer in about 100 words.**

**2** **Read the model answer. Does Aneta include all four notes in the task?**

Hi Grace,
Thanks a lot for your email and the invitation! I love the idea of live comedy. I've never been to a comedy club before, but I'm sure I'll enjoy it. Who else is coming?
I don't mind where we eat. I'm happy with something simple like pizza, but maybe you and your friends have a better idea.
Thanks for remembering about my exam! I passed, so I'm very happy.
Thanks again for the invitation! That's very kind of you. Just let me know where to be and when and I'll see you on Saturday!
Take care,
Aneta

**3** **Read the model answer again. Write the phrases Aneta uses to respond to each of the notes in the task.**

1 Who? _____
2 Good idea! _____
3 Suggest ... _____
4 Tell Grace _____

**4** Complete the Useful language box with words from the model answer.

**Useful language**

**Thanking and agreeing**

*Thanks a lot* [1]_____ *your email / remembering ...*

*Thanks* [2]_____ *for the invitation. That's very* [3]_____ *of you.*

*Yes, I'd love to join you.*

**Expressing preference**

*I love the* [4]_____ *of ...*

*I don't* [5]_____ *where we eat / what we do / ...*

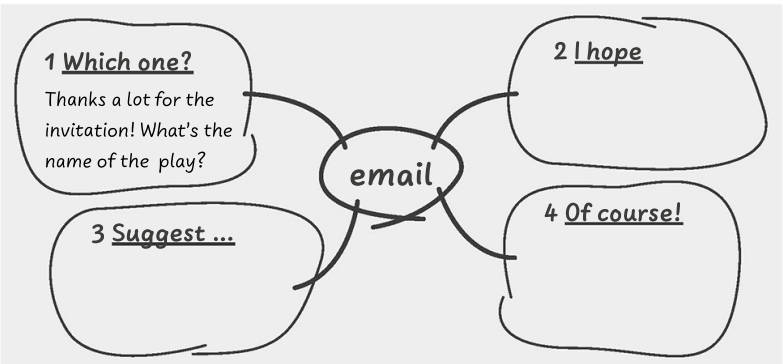
*I'm happy* [6]_____ *(something simple like) ...*

*I'd prefer (+ to-infinitive)*

**5** In each sentence, there is a mistake. Find the mistakes and correct them.

1 Thanks on your invitation.
2 That's very kind for you.
3 Thanks again for remember my birthday!
4 I don't mind what do we do.
5 I'd prefer stay at home.

**6** Read the Writing Part 1 task below and complete the mind map to organise your ideas. Use the Useful language box to help you.




**Don't forget!**

- Your answer must cover all four notes from the task.
- You don't need to cover the points in the same order as the task, but it must always be clear which ones you're covering.

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

From: Marcus
Subject: Open-air theatre
Hi,
Do you want to come and see a play with me next week?
It's an open-air performance in the park, so it'll be great to watch it while relaxing in the sunshine.
I'll bring some sandwiches and snacks to eat during the show. Any requests?
Can you bring a blanket for us to sit on, please?
Take care,
Marcus

Which one?
I hope ...
Suggest ...
Of course!

Write your **email** to Marcus using **all the notes**. Write your answer in about **100 words**.

**7** Now write your answer to the task in Exercise 6 in about 100 words. Use your mind map to help you.

# 5 THE GREAT OUTDOORS

## Reading Part 2 Matching

**The people below all want to go on an excursion. On the opposite page, there are descriptions of eight excursions. For each person (1–5), decide which excursion (A–H) would be the most suitable.**

**How to go about it**

- When you read the five descriptions of people, underline key information about each person (e.g. what they like or dislike, what they can/can't do). This will make it easier to find the right text for them.
- When you read the eight texts, think about several people they might refer to. Later, read about those people again to check your ideas and choose the right text for each person.
- When you finish, you'll have three texts left. Read them again to check they don't match any of the people.



**1** Laura loves nature and hates the way we're destroying our planet, so she wants to help to change that. She enjoys seeing and learning about different types of animals. She can't walk very far.



**2** Nico wants to visit a range of places during his excursion, but he'd prefer not to walk too much. He's interested in the history of transport systems. He has a stressful job, so he's looking for a chance to take it easy.



**3** Klaudia loves learning about history. Her favourite activity is visiting old places to imagine what they were like in the past. She also wants to spend some time outside in the fresh air, away from the crowds.



**4** Belinda is a blogger and influencer who posts photos of wild animals in their natural environment – and she doesn't mind walking a long way for the perfect shot.



**5** Hamish is looking for a day out with his children, who don't like walking long distances. He wants them to have fun but also learn something. His son is afraid of fish.

# TODAY'S EXCURSIONS

## A NORTHLAND CASTLE

This impressive castle has stood on a hill for over 1 000 years. Most of the castle was destroyed hundreds of years ago, but it is still possible to get a sense of what it was like to live here. Signs and pictures describe the castle's rich history. It's quite a walk from the car park, but it's worth it for the amazing views.

## B BLUE PLANET OCEANARIUM

We have a huge collection of creatures from the world's lakes, rivers, seas and oceans. Children love getting close to sharks and octopuses, but it's also an educational experience for young and old. Ten per cent of your admission fee goes towards protecting the world's water ecosystems.

## C HISTORICAL MUSEUM

This popular museum offers an interactive way to learn about the region's amazing past. Our exciting digital displays help you to learn by experiencing what it was like to live through key historical events. Perfect for school trips, families and everyone who loves history.

## D HAPPY FISH WATERPARK!

Much more than a swimming pool! We have six huge water slides, plus dozens of other attractions for all the family. The whole waterpark is covered, so it feels like a summer's day, even in the middle of winter!

## E GREEN VALLEY STEAM RAILWAY

This is one of the oldest railways in the region, with steam trains from the nineteenth century. The tracks lead through beautiful forests and valleys. There are six stops on the way, so you can spend the whole day exploring pretty villages and countryside. The perfect way to slow down!

## F BOAT TRIP AROUND THE ISLAND

This fourteen-hour excursion takes you all the way round the island. We'll pass amazing cliffs and waterfalls, so have your camera ready for some great shots. We'll stop on the way to explore a hidden cave, relax on the island's best beach, eat lunch in an old-style fish restaurant and visit the lighthouse.

## G THE OLD MARKET

If you love shopping and experiencing history and culture at the same time, this is the excursion for you. The Old Market has been in this beautiful building for over 500 years, and still gives you a taste of life in the old days. On a busy day, the atmosphere is amazing.

## H HIKING IN HIGH PEAKS NATIONAL PARK

Need to get away from the noise and stress of modern life? Put on your walking shoes and head for the High Peaks. The path takes you up three huge hills (some people call them mountains!) and through some beautiful countryside, with lots of wildlife to see on the way. By the end, you'll feel exhausted but very satisfied.

## Vocabulary Nature

**1** **Match the places in the box to the clues. You can use each place more than once. There is an example at the beginning (0).**

cave cliff desert field forest hill island
jungle lake stream valley waterfall

0 Three places that you might need a boat to visit from the sea: *cave*, *cliff*, *island*

1 Two places with a lot of trees: _____, _____

2 Two places that you can walk or climb up : _____, _____

3 Three places that are made of water: _____, _____, _____

4 Two flat, 'empty' areas of land without trees or buildings: _____, _____

5 Two places that are often between hills: _____, _____

**2** **Use words from the box in Exercise 1 to complete the story.**




We were sailing across the sea, when suddenly, in the distance, we saw an **(1)** _____ that wasn't on our map. We landed our boat on the beach to explore. There was a large **(2)** _____ in the middle of the island – smaller than a mountain, with trees all around it. It wasn't a real **(3)** _____ because it was still possible to walk between the trees, but after an hour of walking, we were completely lost in this **(4)** _____ and wanted to get back to our boat. Luckily, we found a tiny **(5)** _____ between the trees, and realised that we could follow the water back to the sea. Two hours later, we finally left the forest, but we weren't back on the beach; we were at the top of a one-hundred-metre **(6)** _____ made of rock! The water from the stream was pouring noisily down to the bottom. Somehow, we climbed down, but as we looked up at the beautiful **(7)** _____, we noticed a hole behind it! It was a **(8)** _____! Inside, deep underground, we found an old wooden box, filled with treasure!

## Environmental issues

**1** **Read the sentences (1–7) and choose the correct environmental issue. There is an example at the beginning (0).**

0 We need to stop the world getting warmer. — *climate change* / *food waste*

1 The park is covered in plastic bags. It's disgusting! — *food waste* / *litter*

2 Don't use the heating when you're not at home. — *saving energy* / *public transport*

3 Why do people throw away good clothes simply because they're not 'cool' this year? — *recycling* / *fast fashion*

4 I hate having to walk or take my car everywhere. — *litter* / *public transport*

5 Wild birds are scared of the sounds planes make. — *noise pollution* / *climate change*

6 Can't we use old things in a different way? — *saving energy* / *recycling*

7 We only eat a small amount of what we grow, buy and cook, and the rest goes in the bin. — *food waste* / *fast fashion*

**2** **Match the sentence beginnings (1–4) to the endings (a–d) to make complete sentences. There is an example at the beginning (0).**

0 Our health gets worse when pollution levels go — e up all the time.

1 I go to our local forest once a week to pick — c up litter people have left.

2 When you leave a room, save energy and switch — a off the lights.

3 In some cities, people have to rely — d on their cars to get around.

4 Unfortunately, many people keep — b on ignoring the situation.

## Language focus Present perfect continuous

**1 Complete the sentences using the present perfect continuous of the verb in brackets.**

1 I'm tired because I _____ (*hike*) all morning without a break.
2 I'm sorry I'm late. How long _____ (*you wait*)?
3 We _____ (*not build*) our house for a long time – we started last week, so there's still a lot of work to do!
4 'Why is everything wet? _____ (*it rain*)?' 'Yes, it _____.'
5 I'm worried about my computer. It _____ (*not work*) very well recently.
6 Why is the carpet covered in mud? Somebody _____ (*walk*) around in muddy shoes!

**2 Match the situations (1–4) with the explanations (a–d). There is an example at the beginning (0).**

0 Jake is covered in flour and tomato sauce. He's ... e
1 Mario's eyes hurt. He's ...
2 Anna and Kwame look angry with each other. They've ...
3 Rosie's clothes are wet. She's ...
4 Enrique is excited about his trip to Mexico. He's ...

a been washing the car.
b been planning it for months.
c been watching TV for too long.
d been arguing.
e been making pizza.

## Relative clauses

**1 Complete the defining relative clauses with a suitable relative pronoun. Which relative clauses don't need a relative pronoun? There is an example at the beginning (0).**

0 It's much safer to go with somebody *who/that* knows the area well.
1 We were lost, but luckily some hikers _____ we met gave us directions.
2 The forest _____ we camped was very dark!
3 The backpack _____ I was carrying was very heavy.
4 The farmer _____ animals were in the field shouted at us to shut the gate.
5 I found a wallet _____ somebody had left on the path.

**2 Complete the text with the missing non-defining relative clauses (a–h). There is an example at the beginning (0).**

### SƠN ĐOÒNG the biggest cave in the world

The world's largest cave, **(0)** *h*, was only found in 1991. It was found by accident by a local farmer called Ho Khanh, **(1)** _____. He was extremely lucky not to fall.

The cave, **(2)** _____, was named Sơn Đoòng. Sơn Đoòng, **(3)** _____, has a fast-flowing river and a jungle inside it. It has its own climate, **(4)** _____, and even underground rain clouds.

Explorers Howard and Deb Limbert, **(5)** _____, found a field of giant pearls there, **(6)** _____. In 2013, a group of tourists, **(7)** _____, went on the first guided tour of the cave.

a who paid $3 000 for the experience
b which means 'mountain river' in Vietnamese
c who took a whole year to reach the end of the cave
d which is different from the climate above the ground
e which is the largest known cave in the world
f who was walking through the forest when the floor suddenly disappeared beneath him
g which were as big as baseballs
h which is hidden in Vietnam's Phong Nha-Kẻ Bàng National Park



## Reading Part 5 Multiple-choice cloze

**Don't forget!**

- Read the whole text first, ignoring the gaps. Try to understand what it's about.
- The text may include a few words that are above B1 level (e.g. the name of a type of insect), but the gapped words are all B1.
- Sometimes the gapped words are common words that can be used in different ways (e.g. *only*, *even*, *much*, *just*, *since*). These 'easy' words are often difficult, because we don't notice them when we read quickly.

**Read the text. For questions 1–6, choose which answer (A, B, C or D) best fits each gap.**

# INSECTS AND CLIMATE CHANGE

At first, scientists believed insects might deal with climate change better than larger **(1)** ..... . After all, insects have survived many terrible events over millions of years. Recent research, however, suggests that insect numbers are **(2)** ..... fast all over the world.

An important **(3)** ..... for this change is habitat loss: as we cut down forests and cover our fields with chemicals, insects now have much less space to live in. Worse, it is becoming more difficult to survive, **(4)** ..... in their normal habitats, because of a sharp increase in extreme weather and fires.

Insects are **(5)** ..... important for their ecosystems. Many plants can't survive without bees, for example. But many other insects are **(6)** ..... as important for plant life, including dung beetles, which move plant seeds around. A world without insects will be a much poorer place.



| | | | | |
|---|---|---|---|---|
| 1 | **A** nature | **B** landscapes | **C** seasons | **D** creatures |
| 2 | **A** dividing | **B** cancelling | **C** decreasing | **D** arresting |
| 3 | **A** reason | **B** event | **C** solution | **D** fact |
| 4 | **A** again | **B** even | **C** in fact | **D** only |
| 5 | **A** pleasantly | **B** properly | **C** previously | **D** particularly |
| 6 | **A** enough | **B** just | **C** much | **D** right |

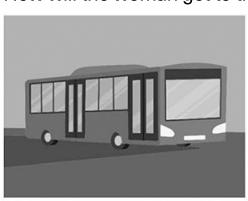
## Listening Part 1 Multiple choice

**Don't forget!**

- There are seven short recordings, with one question for each recording.
- You hear each recording twice.
- The people usually mention things from all three pictures, but only one picture is correct.
- You need to understand the whole recording, not just single sentences.

**5 You will hear people talking in seven different situations. For questions 1–7, choose the best answer (A, B or C).**

1 How will the woman get to the office?



**A**




**B**



**C**

2 Which cup can the man use for his tea?



**A**



**B**



**C**

3 What type of noise stopped the woman from sleeping?


A


B


C

4 Which bin should the man use?


A


B


C

5 Which ticket does the woman buy?



A

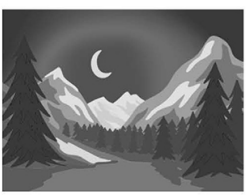


B



C

6 Which photo is the man describing?

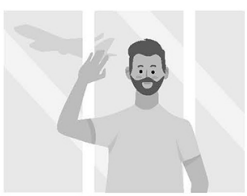

A


B


C

7 Which man is Monica's dad?


A


B


C

## Writing Part 2 Story

**1** Read the following Writing Part 2 task. What can Katie do next? Which option will make the most interesting story?

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

> **Katie watched the man finish his lunch and walk away, leaving his litter on the park bench.**

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

**How to go about it**

- A good story includes a range of emotions. Choose an option that might be scary or exciting.
- Good stories usually include a 'twist' – something surprising that happens at the end.
- Don't use the present tenses (simple or continuous) to describe the events in the story. Use past tenses (e.g. past simple or continuous) instead. You can use present tenses to show what people say, e.g. '*You've made a mess!*'

**2** Read the model answer. Answer the questions below.

1 What emotions does Katie feel in the story?
2 What is the twist in the story?

### A surprise in the park!

Katie watched the man finish his lunch and walk away, leaving his litter on the park bench.

Katie was angry with the man because she felt strongly about the environment. But she was also nervous about speaking to him because he didn't look friendly at all.

'Excuse me,' she said, quietly. 'You've forgotten to clean up your mess.' The man ignored her and kept walking.

Katie decided not to give up. 'You need to pick up your litter!' she shouted. This time the man stopped and turned around.

But he didn't seem angry. In fact, he looked happy. 'Congratulations!' he said with a smile. 'You've won a prize!' Katie was confused until she noticed a cameraman hiding behind a tree. It was all a trick. Katie felt very proud of herself.



**3** Complete the Useful language box with words from the model answer.

**Useful language**

**Describing emotions**

*She was angry* [1]_____ *the man.*

*She felt strongly* [2]_____ *the environment.*

*She was nervous* [3]_____ *speaking to him.*

*He didn't* [4]_____ *angry. In fact, he* [5]_____ *happy.*

*She felt very proud* [6]_____ *herself.*

**Describing ways of speaking**

*'...,' she said* [7]_____*/angrily/nervously.*

*'...!' she* [8]_____*/called/replied.*

*'...!' he said with a* [9]_____*/laugh.*

**4** Find two examples of the present perfect simple in the story. What do these examples have in common?

**5** Complete the story using the past simple, past continuous or present perfect simple of the verbs in brackets.

Boris **(1)** _____ (*ride*) his bike in the rain when a car **(2)** _____ (*drive*) past and splashed water all over him. 'Hey!' he **(3)** _____ (*shout*) angrily. 'You **(4)** _____ (*cover*) me in water!' The driver **(5)** _____ (*open*) his car window and said with a laugh, 'Sorry! You need to get a car like mine!'

It **(6)** _____ (*rain*) heavily and Boris was cold and wet. He just **(7)** _____ (*want*) to go home.

After about ten minutes, he **(8)** _____ (*notice*) the same car by the side of the road. There was a problem with it and the driver **(9)** _____ (*try*) to fix it in the rain. As Boris cycled past, the driver called out, 'Excuse me. My car **(10)** _____ (*stop*) working. Can you help me?' Boris **(11)** _____ (*smile*) and said with a laugh, 'Sorry! You need to get a bike like mine!'

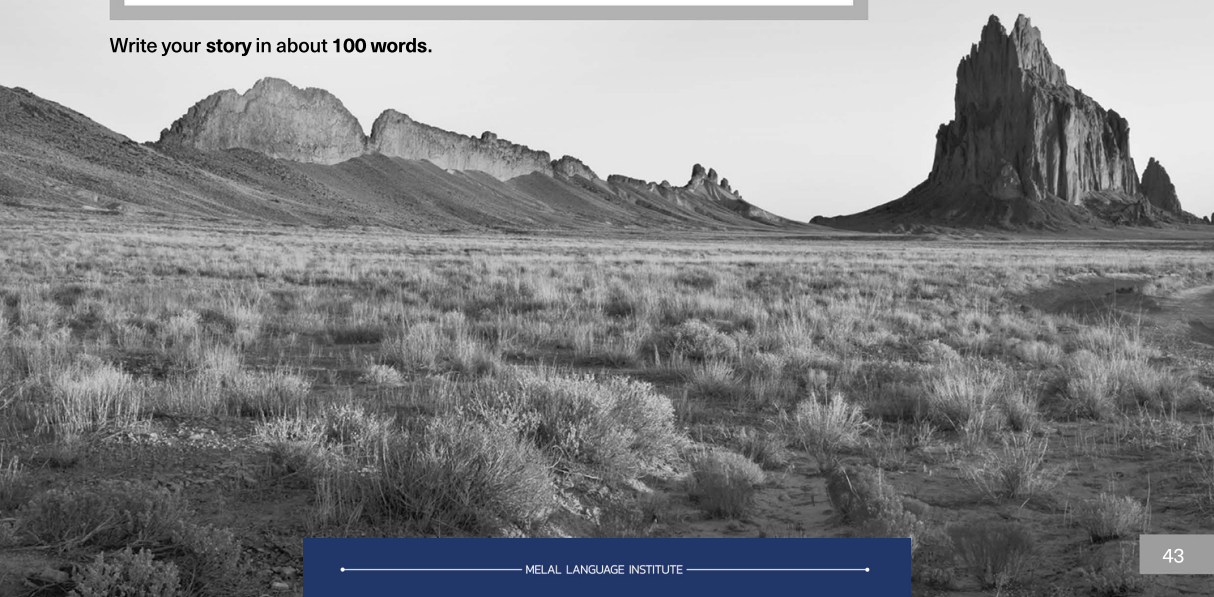
**6** Write an answer to the Writing Part 2 task below.

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

> **After an hour of walking, Lucas was completely lost.**

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



# 6 AWAY WE GO

## Reading Part 1 Multiple choice

**Read texts 1–5 and choose the correct answer (A, B or C).**

**Don't forget!**

- These texts are similar to things you might need to read and understand in everyday life.
- Don't just look for words that match the words in the text. Pay attention to the whole text.

1

**TODAY'S TOUR CANCELLED**

Our tour guide is unwell, so there's nobody to show us around the Old Town today. Sorry.

Only two people paid in advance – you'll get your money back.

Tomorrow's trip to the castle is still happening if it stays warm and dry.

Why is the tour cancelled?

**A** Not enough people bought tickets.
**B** Somebody is ill.
**C** The weather isn't good.

2

Hey Gina, do you want fish and chips tonight? I'm at the market, so I'll get some fish. I think we've got chips in the freezer (can you check?) but not much ketchup. Can you pick some up when you're near a shop? Thanks!
Joe.

What does Joe want Gina to buy?

**A** fish
**B** chips
**C** ketchup

3

I'm out of the office on holiday from 6th–13th April. I'll check my emails some evenings, but not every day. Please email Donald, who should be able to help you. He'll call me in case of emergency.

If you have an urgent question

**A** contact her colleague.
**B** email her in the evening.
**C** phone her.



**4**

*Greetings from the seaside!*

*We're having a lovely time. The beach is just ten minutes' walk away. The hotel is fine – but it looked a lot better in the brochure! At least it's good value for money, so no complaints!*

*See you soon,*

*Frank*

Frank thinks the hotel

**A** looks different in real life.

**B** is too far from the beach.

**C** costs too much money.

**5**

Please either wait to speak to our receptionist when you arrive for your appointment or use our free app to confirm you're here.

Please leave all coats, etc., in the reception area.

**A** You can use the app to change an appointment.

**B** Everybody needs to speak to the receptionist.

**C** You shouldn't keep your coat with you.

## Vocabulary Adjectives

**1 Match the adjectives in the box with their similar meanings (1–6). There is an example at the beginning (0).**

~~hard~~ necessary pleased uninteresting unusual usual wonderful

**0** challenging – *hard*

**1** essential – _____

**2** odd – _____

**3** typical – _____

**4** incredible – _____

**5** dull – _____

**6** glad – _____

**2** **Make the sentences below less repetitive. Replace the repeated words with words from Exercise 1. There is an example at the beginning (0).**

0 When visitors come to my country, they think it's very **strange**. They say our food tastes ~~**strange**~~ *odd* and we wear *unusual* ~~**strange**~~ clothes, but they're normal for us.

1 You're only allowed one bag on the plane, so it's **important** not to pack too much. Only pack things that are ~~**important**~~ _____ for your holiday. Leave things that aren't ~~**important**~~ _____ at home.

2 The journey was **amazing**! The views from the train were ~~**amazing**~~ _____, and the food on the train was ~~**amazing**~~ _____ too.

3 The film was really **boring**. It had a really ~~**boring**~~ _____ story and the characters were also ~~**boring**~~ _____.

4 I hate travelling! I prefer my **normal** life. My ~~**normal**~~ _____ day is always the same and I don't like anything that's different from my ~~**normal**~~ _____ routine.

5 When I started as a tour guide, I found everything **difficult**. Smiling all day was ~~**difficult**~~ _____ and speaking English all the time was also ~~**difficult**~~ _____.

6 In general, I'm **happy** with my new car. I'm ~~**happy**~~ _____ with the way it drives, and I'm also ~~**happy**~~ _____ that it's quite cheap to use.

## Travel compound nouns

**1** **Complete compound nouns being defined. Use one word from the first box and one word from the second box. There is an example at the beginning (0).**

| air | car | ~~check-in~~ | driving | hand | motor | return | speed | traffic | window |
|---|---|---|---|---|---|---|---|---|---|

| ~~desk~~ | jam | licence | limit | line | luggage | park | seat | ticket | way |
|---|---|---|---|---|---|---|---|---|---|

0 a place to go in an airport before your flight: *check-in* *desk*

1 how fast you're allowed to drive: _____ _____

2 a wide road that allows you to travel fast: _____

3 this allows you to travel both to and from a place: _____ _____

4 a document that allows you to use a car: _____ _____

5 a place on a plane with a good view: _____ _____

6 a travel company that flies planes: _____

7 a lot of vehicles that block the roads: _____ _____

8 a place to leave your vehicle: _____ _____

9 bags that you keep with you on a plane: _____ _____

**2** **Complete the story with compound nouns from Exercise 1.**



HOME BLOG ARCHIVE ABOUT

# A stressful journey!

I had a terrible journey! On the way to the airport, I got stuck in a **(1)** _____. The whole **(2)** _____ was blocked for over an hour! When I finally arrived at the airport, I realised that the **(3)** _____ was about two kilometres from the airport building! Luckily, I only had some small **(4)** _____, so I ran all the way. When I reached the **(5)** _____, the assistant said I was too late for my flight! I had to buy a new **(6)** _____ for a flight six hours later. (The **(7)** _____ doesn't allow you to use your return flight if you miss your first flight.) It was a nightmare, but at least when I finally got on the plane, I had a **(8)** _____ ... and the views were incredible!

## Language focus Comparatives and superlatives

**1** Write the comparative and superlative forms of these adjectives. Be careful with spelling. There is an example at the beginning (0).

| | Adjective | Comparative | Superlative |
|---|---|---|---|
| 0 | big | *bigger* | *biggest* |
| 1 | lazy | _____ | _____ |
| 2 | amazing | _____ | _____ |
| 3 | strange | _____ | _____ |
| 4 | bad | _____ | _____ |
| 5 | far | _____ | _____ |

**2** Complete the text with words from the box.

as (x2) by in least less much than

### THE WORLD'S FASTEST TRAIN



The Shanghai Maglev, which connects Shanghai Pudong International Airport to the city centre, is **(1)** _____ far the fastest train **(2)** _____ the world. How long does it take to cover the 30 km journey? Just eight minutes!

It travels at an average speed of 251 km/h, but it can move **(3)** _____ faster. Without passengers, when the train isn't **(4)** _____ heavy as usual, its record speed is 501 km/h.

The train uses special magnets which don't touch the track, so the journey is much smoother **(5)** _____ with a normal train. It's also much **(6)** _____ noisy – the only sound is from the wind it creates.

Unfortunately, maglev technology is probably the **(7)** _____ practical way of building railway lines because of the huge costs. But maybe one day we'll all be travelling around in trains (almost) as fast **(8)** _____ lightning!

## Future forms

**1** Complete the dialogues with the correct future form of the verbs in brackets.

**WILL**

1 'I've bought three cakes. Which one _____ (*you have*)?'
'I _____ (*take*) the biggest one, if you don't mind.'

2 'Oh no! It's raining. I _____ (*not go*) for that walk with you now.'
'Really? In that case, I _____ (*go*) by myself.'

3 'I'm making coffee. _____ (*you have*) one, too?'
'No, I _____, thanks. I'm trying to cut down.'

**GOING TO**

4 'I've decided I _____ (*not drive*) to work anymore. I _____ (*ride*) my bike.'
'Good for you!'

5 'Excuse me. _____ (*you eat*) those cakes?'
'No, we _____. Do you want them?'

6 'The last bus left an hour ago. How _____ (*you get*) home?'
'Don't worry. My mum _____ (*pick*) me up. I called her earlier.'

**2** Choose the best future form for these situations. Why is it the best form?

1 Oh no! The train's cancelled. *I'll take* / *I'm going to take* / *I'm taking* a taxi instead.
2 Our trip is all booked. *We'll stay* / *We're going to stay* / *We're staying* in an amazing hotel.
3 When I'm older, *I'll be* / *I'm going to be* / *I'm being* an airline pilot.
4 I'm afraid I can't meet you tonight. *I'll visit* / *I'm going to visit* / *I'm visiting* my grandparents.
5 Andy said *he'll stop* / *he's going to stop* / *he's stopping* eating meat in the New Year.
6 You lost your phone? Don't worry – *I'll help* / *I'm going to help* / *I'm helping* you to find it.

## *So*, *such*, *too* and *enough*

**1** **Rewrite the sentences below using the words in bold. There is an example at the beginning (0).**

0 My suitcase isn't big enough. **SMALL**
My suitcase is *too small*.

1 It's such beautiful weather today! **SO**
The weather _____ today!

2 There's too little time. **ENOUGH**
We don't have _____.

3 I'm so tired that I can't move! **TO**
I'm _____!

4 There are too many people and not enough space! **LITTLE**
There's _____ for so many people!

**2** **Complete the sentences with one word in each gap.**

1 The beach was so crowded _____ there was nowhere to sit!
2 Our hotel room didn't have _____ beds for all of us, so I slept on the sofa.
3 It was _____ a wonderful holiday that we've decided to do it again next year.
4 It was too cold _____ swim in the pool.
5 I couldn't send you a postcard – there was too _____ time.
6 It wasn't hot, but it was warm _____ for us to wear short sleeves.

## Reading Part 6 Open cloze

**How to go about it**

Make sure you know how to use short grammar words like *too*, *enough*, *so*, *such*, *than*, *as*, etc. These words are often tested in this part of the exam.

**For questions 1–6, read the text below and think of the word which best fits each gap. Use only one word in each gap.**

# The amazing PANAMA CANAL

Until the 19th century, ships travelling between the Atlantic and Pacific Oceans had to travel thousands of kilometres around South America. This route was **(1)** ..... long and dangerous that a better option was needed urgently. In 1881, engineers started work on the Panama Canal, and by 1914, it was ready **(2)** ..... open. Suddenly, it became much cheaper and **(3)** ..... dangerous to sail between the world's great oceans. And since 2016, the canal has been wide **(4)** ..... for most of the world's biggest ships. The 82-kilometre canal passes through Gatun Lake, **(5)** ..... is 26 metres above sea level. That means every ship needs to be lifted by 26 metres, then lowered again when it reaches the sea. This makes it one of the most brilliant pieces of engineering **(6)** ..... the world.



## Listening Part 3 Gap fill

**1** 6 **You will hear a blogger called Jennifer giving advice for other bloggers. For questions 1–6, write the correct answer in each gap. Write one or two words or a number or a date or a time.**

HOME BLOG ABOUT

# Jennifer's blog: HOW TO BE A TRAVEL BLOGGER

Jennifer has been blogging for **(1)** _____.

At first, she earned money as a **(2)** _____ while she was travelling.

She often had too little **(3)** _____ to blog about her experiences.

Nowadays, **(4)** _____ of people post comments on her blog articles.

Her blog gives travel advice for people who use **(5)** _____.

Now, she gets money from **(6)** _____.



**Don't forget!**

- Read the summary text first and think about the missing information.
- The answer is never more than two words.
- The gapped words are always exactly the same as the words you hear, but the other words in the sentence will be different.
- Don't write the first word or phrase that seems to fit the space. Listen again and make sure it's the right one!

**2 Complete the extracts from the listening with prepositions from the box.**

about around at by for (x2) on (x3)

1 A lot of people have asked me _____ advice _____ becoming a travel blogger, ...
2 I did it _____ travelling _____ the Mediterranean ...
3 ... so I could work _____ my laptop and travel _____ the same time.
4 The best way is to find something that nobody else is blogging _____.
5 Of course, the dream is to get paid _____ blogging.
6 But I needed to spend a lot of time and effort _____ getting those people to notice me ...

## Writing Part 2 Article

**1** **Read the following Writing Part 2 task. Which person (1–3) might find it easy to write this article? Who might find it hard?**

1 Rocío lives in a big city with an amazing public transport system.
2 Arthit lives in a small town with a public transport system that doesn't always work well.
3 James lives in the countryside, where there is no public transport system.

**You see this notice in an English-language magazine.**

> **Write an article for us!**
> **Public transport**
> • What is the public transport system like where you live?
> • How could it be better?
> **Write an article answering these questions and we will put it on our website!**

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

**How to go about it**

- Don't worry if the exam task topic doesn't seem suitable for you. It's still possible to write a good answer.
- One option is to invent details. For example, you might pretend you live somewhere different (e.g. somewhere more exciting).
- A better option is usually to tell the truth. You can explain your situation – but you must also answer the whole question.
- When your situation is different from other people's, it often makes your article more interesting.

**2** **Read the model answer. Which person from Exercise 1 wrote it?**




# Public transport in the countryside? Yes, please!

Because I live so far from big towns and cities, we have no public transport at all. The nearest railway station is 30 km away, while the closest bus stop is a five km walk from our farm.

Nowadays, I have no choice – I have to drive everywhere. When I was growing up, however, the only 'public transport system' for me and my friends was our parents' cars.

I realise we can't expect a frequent bus service in such a small village because there are too few people. But one or two buses each day could make everybody's lives much easier.

**3** Find examples of the following grammar structures in the model answer.

1 *so / such* _____ _____
2 *too* _____
3 past continuous _____
4 comparatives / superlatives _____ _____ _____

**4** Complete the Useful language box with words from the model answer.

**Useful language**

**Adding emphasis**

*I live* [1] ___so___ *far from ...*
*I have* [2] _____ *choice – I have to ...*
*The best/worst/cheapest ... by far.*
*The* [3] _____ *'public transport system' for me ...*
*... in* [4] _____ *a small village ...*
*... make everybody's lives* [5] _____ */ a lot easier.*

**Showing contrasts**

*The nearest ... is ...,* [6] _____ *the closest ... is ...*
*Although ..., ...*
*Nowadays, ... . When I was growing up,* [7] _____, *...*
*I realise we can't expect ... .* [8] _____ *one or two ...*

**5** Complete the sentences with words from the box.

although choice far however lot so such

1 My city has the world's best public transport system by _____.
2 Most private cars aren't allowed into the city, so many people have no _____ – they have to use public transport.
3 As a result, we have a _____ fewer traffic jams than other large cities.
4 The trains are the fastest; _____, the buses are the cheapest.
5 The buses and trams are often _____ crowded that they feel dangerous.
6 _____ most of the buses are modern vehicles, some are old and break down too often.
7 My city has _____ a wonderful transport network, but it could still be a little better!



**6** Write an answer to the Writing Part 2 task below.

**You see this notice on an English-language blog.**

**Blog for us!**

**Travelling near or far?**

- What kind of holidays do you enjoy?
- Do you prefer travelling a long way or staying close to home?

**Write an article answering these questions and we will put the best ones on our blog!**

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

## Reading Part 4 Gapped text

**Don't forget!**

- Read the text first to get a general idea of what it's about.
- Start with the easier gaps. If you're not sure about an answer, come back to it later.
- Look for words that refer to things that were mentioned earlier, e.g. *another*, *so*, *also*, *better*, etc. These words are often in the gapped sentences, and in the text before and after the gaps.
- When you finish, read the whole text again to check it makes sense.

**Five sentences have been removed from the text below. Choose from the sentences (A–H) the one which best fits each gap (1–5). There are three extra sentences which you do not need to use.**

# THE FOUR-DAY WEEK

### WOULDN'T IT BE GREAT TO SPEND LESS TIME AT WORK AND A LOT MORE TIME RELAXING?

It's obviously a wonderful idea for workers, because they can sleep more, spend more time with their friends and families, and look after their physical and mental health. [ 1 ] But, it's a bad idea for businesses, isn't it?

Surprisingly, recent experiments suggest that there are benefits for companies, too. For a start, when workers are happier and less tired, they can be more creative, and they make fewer mistakes. [ 2 ] All those things save businesses a lot of money.

But what about the amount of work? Well, it seems that many people find it easy to do five days' work in four days. [ 3 ] But when we spend one day less at work, we focus much more on the work itself.

Of course, the four-day week isn't for everybody. [ 4 ] Nobody expects hospitals and fire stations to have three-day weekends, for instance. And in many businesses, clients expect to have meetings and to get answers all week long.

It takes a lot of planning to introduce a four-day week. For example, will everybody have the same day free, or can they choose different days? [ 5 ] And if some employees still have to work five days, it can create a bad feeling when they see some of their colleagues only working four. But if companies can get it right, the four-day week seems to be a great solution for everybody.



**A** Many workplaces need to stay open five, six or even seven days a week.

**B** It also helps companies to attract – and keep – the best employees.

**C** Many companies plan to follow a four-day week after the experiment.

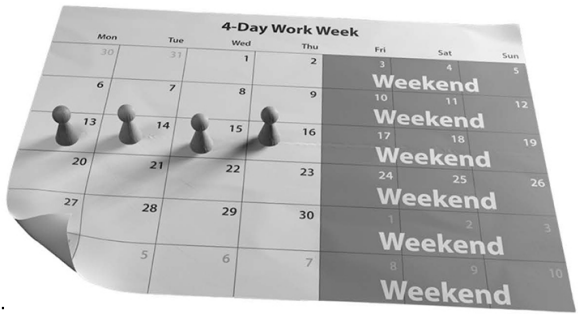
**D** It's even better if they're paid the same money for working fewer days.

**E** That means they don't have time to complete all their work.

**F** How will that affect staff meetings and decision-making?

**G** Some employees still need to work on their 'day off'.

**H** When we work a five-day week, we often do other things when the boss isn't looking.




## Vocabulary Jobs

**1 Match the descriptions with the jobs in the box.**

architect businessperson chef cleaner dentist
farmer lawyer nurse receptionist reporter

1 I check and fix problems with people's teeth. _____
2 I look after patients in a hospital. _____
3 I design buildings to make them beautiful and safe. _____
4 I cook food in a restaurant. _____
5 I work for a private company and usually work in an office. _____
6 I give people official advice and help them in court. _____
7 I work in homes and offices and keeps things neat and tidy. _____
8 I work in a hotel and check people in when they arrive. _____
9 I interview people and ask them questions for articles I write. _____
10 I grow vegetables and work with animals. _____

**2 Complete the sentences by making jobs from the words in brackets. There is an example at the beginning (0).**

0 On a construction site, there should always be an *engineer* (*engine*) to tell everyone what to do and how to do it safely.
1 _____ (*build*) have to wear helmets and safety equipment when they are working on a construction site.
2 The newspaper sent a _____ (*report*) to the scene of the crime to find out what had happened.
3 I would love to be a _____ (*photograph*), I could travel taking photos of beautiful places.
4 The suspected criminal refused to say anything to the police _____ (*office*) about where she had been.
5 Being a _____ (*law*) is an interesting job but it is also very difficult and you have to work long hours.
6 The film's _____ (*direct*) told the lead _____ (*act*) to make her character seem more realistic.
7 The two employees who I know best at my brother's office are the _____ (*reception*), who talks to all the visitors, and the _____ (*clean*), who always has a friendly smile.
8 There's more to being a _____ (*farm*) than driving tractors. I'm also a _____ (*science*), as I need to understand the biology of my plants and the chemistry of the soil.

## Work life

**1** **Put the lines of the story (a–i) in the correct order (1–9). The first and last ones have been done for you.**

# My new job

**a** _____ over 100 application forms, and sent
**b** _____ a good job, it was worth the wait! Maybe I'll retire
**c** _____ a job that I hated. But I needed to earn
**d** _____ for hundreds of jobs! I probably filled in
**e** *1* A few years ago, I decided to quit
**f** _____ for a new job. But it was difficult. I think I applied
**g** _____ a salary, so after a few weeks, I started looking
**h** *9* from the job in my sixties, but for now, it's perfect.
**i** _____ my CV to another 50 companies. When I finally found

**2** **Complete each gap in the text with a word from the box. Use each word only once.**

career colleagues department employee employers manager permanent staff temporary

HOME BLOG ABOUT

When I finished my studies, I didn't want to start my long-term **(1)** _____ immediately. At first, I wanted a **(2)** _____ job, just for a few months, so I could earn enough money to travel around the world.

So I took a job in an office, typing data into a computer. The company was one of the biggest **(3)** _____ in my town, with over 500 members of **(4)** _____. Even though it was easy work, and extremely boring, I tried my best to be a good **(5)** _____. I worked hard and I helped my **(6)** _____ when they were too busy. Soon, I was doing other more interesting things in my job and I really began to enjoy it and I got along very well with everybody else.

After a few weeks, my **(7)** _____ called me into her office. I thought I was in trouble for something, but instead – to my huge surprise – she praised my good work and offered me a **(8)** _____ job! That was over ten years ago, and now I'm the boss of the whole **(9)** _____. My only regret is that I still haven't travelled around the world … yet.



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

1 I don't *win / earn* a very big salary, and I often work long hours, but it's my first job, so I'm learning a lot and I'm happy to work hard.
2 Tom is *retiring / quitting* next month as he'll be 67 years old. Shall we organise a goodbye party for him?
3 I'm a student, so I'm only looking for a summer job to make a little bit of money – not a *permanent / temporary* job. I'm happy to work at anything.
4 Did you *ask / apply* for that job I told you about at my company? I think the deadline is on Friday, so you should do it soon.
5 There are 100 *employees / employers* in the office where I work and another 50 in the Barcelona office, so it's quite a big company.

## Language focus *Will*, *may* and *might*

**1** **Write the words in the correct order to make sentences. There is an example at the beginning (0).**

0 need it / because / I'll take / later / my laptop / I might
*I'll take my laptop because I might need it later.*

1 we / presentation / miss / I promise / won't / your
_____.

2 a / you / I / question / ask / May
_____?

3 the / ready / be / will / How soon / report
_____?

4 might / tonight / not / I'm afraid / finish everything / I
_____.

5 you / our company / As / is 100 / know, / years old / may
_____.

6 quicker / it / computer / to use / be / a / Might
_____?

**2** **Match the sentences and questions (1–7) to the responses (a–g). There is an example at the beginning (0).**

0 Why isn't Kelly here today?
1 May I leave early?
2 I'm afraid the manager isn't here today.
3 You mustn't mention these plans to anyone outside this office.
4 Will Denis be at tomorrow's meeting?
5 Good morning. How may I help you?
6 Take an umbrella. It may rain later.
7 I have too much work to do!

a He might. It's hard to be sure.
b No, you may not. You must stay till the end of the meeting.
c Don't worry. It won't. I've checked the forecast.
d I'll help you if you like.
e Don't worry. I won't.
f Hello. I'm here for a job interview with the HR manager.
g Really? OK, I'll write her an email.
h I'm not sure. She might be sick.

## Zero and first conditional

**1** **Complete the zero and first conditional sentences with the correct form of the verbs in brackets.**

1 Meetings always _____ (*take*) longer if they _____ (*not have*) a clear plan.
2 I can't think of anything now, but if I _____ (*have*) any ideas later, I _____ (*send*) you a message.
3 In general, people _____ (*work*) harder if they _____ (*feel*) respected at work.
4 If you _____ (*see*) Gwen later, _____ (*you / give*) her a message, please?
5 I usually _____ (*check*) my social media if I _____ (*not have*) much work to do.
6 If you _____ (*be*) too sick to work today, _____ (*stay*) at home. Don't go to the office!
7 What _____ (*you / say*) if they _____ (*offer*) you the job at tomorrow's interview?
8 Hurry up! If we _____ (*not start*) work soon, we _____ (*not finish*) in time!



**2** Decide if the pairs of sentences have a similar (S) or different meaning (D).

1 a If I work from home, it's easier to think clearly. *S / D*
b If I work from home, it'll be easier to think clearly.

2 a We'll help you if we can. *S / D*
b If we can help you, we will.

3 a If you send your CV, you might get the job. *S / D*
b If you send your CV, you'll get the job.

4 a If the printer breaks, we usually use the photocopier instead. *S / D*
b When the printer breaks, we usually use the photocopier instead.

## Reading Part 5 Multiple-choice cloze

**Don't forget!**

- This part of the exam is mainly about vocabulary, not grammar.
- Read the whole text first to get an overall idea of what it is about.
- Think carefully about the meaning of all four options, and use the words before and after the gap to help you choose your answer.

Read the text. For questions 1–6, choose which answer (A, B, C or D) best fits each gap.

# HOW TO SURVIVE A JOB INTERVIEW WITH AI

Many companies use artificial intelligence (AI) to conduct job interviews. Some **(1)** _____ receive thousands of applications for each job, so humans can't interview everybody, or remember enough information to **(2)** _____ so many candidates and choose the best one.

AI can help, but it sometimes uses strange methods to choose **(3)** _____ candidates. People who wear glasses seem to get worse scores, but people in rooms filled with books do better. It's also a highly **(4)** _____ experience for candidates.

How can you succeed in an AI interview? Smiling seems to help. AI programs also listen for words connected with the **(5)** _____ you need, so use those words **(6)** _____. Above all, be natural ... if that's possible in such an unnatural situation!



| | | | | |
|---|---|---|---|---|
| 1 | **A** officers | **B** employers | **C** assistants | **D** customers |
| 2 | **A** compare | **B** achieve | **C** accompany | **D** permit |
| 3 | **A** convenient | **B** average | **C** frequent | **D** suitable |
| 4 | **A** grateful | **B** cheerful | **C** stressful | **D** hopeful |
| 5 | **A** professions | **B** choices | **C** teams | **D** skills |
| 6 | **A** regularly | **B** approximately | **C** typically | **D** fully |

## Listening Part 2 Multiple choice

**1** ▶ 7 **You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C).**

1 You will hear part of a job interview.
Why did the man quit his previous job?
A He didn't like his manager.
B The company moved to a new location.
C He had too much work.

2 You will hear a man telling a friend about the book he's reading.
What doesn't the man like about the book?
A The situation isn't realistic.
B The characters talk too much.
C Some information is out of date.

3 You will hear a woman phoning her father from a cruise ship.
How does she feel about working away from home?
A She misses her friends and family.
B She still feels close to home.
C She is frustrated that she has to work.

4 You will hear a man visiting his doctor.
He has come to the doctor because
A he wants advice about fitness.
B he can't sleep well.
C part of his leg hurts.

5 You will hear a manager training a temporary worker.
If the worker has problems, he should
A contact the IT team.
B ask the manager for help.
C read the instruction manual.

6 You will hear two friends talking about a recent sports event.
The woman feels happy because
A she has been able to support a charity.
B she made it to the finish line.
C she beat her previous record time.

**Don't forget!**

- In this part of the test, the questions focus on general understanding. You won't be asked about specific details.
- You hear information connected with all three options, but only one answer is correct.
- Cross out any answers that you're sure are wrong.

**2 Complete the extracts from the listening with the correct form of the verbs in the box. Go to the Audioscript on page 124 to check your answers.**

do get (x2) keep owe quit take

1 According to your CV, you _____ your last job six months ago.
2 ... the story is _____ too silly now. It's hard to _____ it seriously.
3 I'm still in a lot of pain, and that's _____ me awake at night.
4 ... the best way to improve your sleep is to _____ plenty of exercise.
5 Can I come to you if I _____ stuck?
6 How much do I _____ you?



## Writing Part 1 Email

**1** **Read the following Writing Part 1 task. Match the notes (1–4) with what you have to do (a–d).**

a make your friend feel better
b suggest an alternative option
c ask for more information
d comment on something from the past (You'll need to invent information for this.)

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

From: Alex
Subject: Good news (mostly!)
Hi,
Guess what! I've got a new job.
It's great news because I had to apply for so many!
The only problem is that there's too much to learn, and I make a lot of mistakes!
Shall we meet for dinner one day soon?
Take care!
Alex

**1** Ask Alex …
**2** I remember!
**3** Don't worry!
**4** Maybe coffee?

**Write your email to Alex using all the notes. Write your answer in about 100 words.**

**2** **Read the model answer. Match the underlined parts of the text to the four notes in the task. What else has the writer included in their email?**

Hi Alex,
Congratulations on getting a new job! You spent so long applying. I remember how disappointed you were each time you didn't get a job. Well done for not giving up!
So tell me about the job. Is it connected to your studies? I hope it's interesting.
Sorry to hear you're having some problems. It's normal to make mistakes when you start a new job. Don't worry! I'm sure it'll get easier.
As for meeting up, yes, that's a great idea. Could we have a coffee instead? I'm too busy for restaurants these days!
All the best,
Felipe



**3** Complete the Useful language box with words from the model answer.

**Useful language**

**Responding to good news**

*Congratulations* [1] _____ *+ -ing*

*Well done* [2] _____ *+ -ing*

*Good for you!*

*That's wonderful/fantastic/amazing news!*

**Responding to bad news**

*Sorry to* [3] _____ *(that) ...*

*It's a shame (that) ...*

*Poor you! That's so annoying/disappointing/frustrating.*

*Don't* [4] _____ !

*It's normal* [5] _____ *make mistakes / feel bad.*

*I'm* [6] _____ *it'll get a lot easier soon.*

**4** In each sentence, there is ONE mistake. Find the mistakes and correct them.

1 Poor you! That's so disappointed, isn't it?
2 Well done from winning the competition!
3 It's shame that you lost.
4 I'm sure you enjoy yourself more soon.
5 That's a fantastic news!
6 Sorry hearing that you're not well.

**5** Write an answer to the Writing Part 1 task below. Use the Useful language box to help you to respond to good and bad news.

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

From: Emily
Subject: Bad news
Hi,
I hope you're well. How's your job going these days? — Not bad, but …
I haven't spoken to you for ages! We should meet soon. — Let's meet!
I had some bad news the other day – I've lost my job. The whole company has closed ☹. — Oh no!
So, I've decided to start my own business. I hope it works out well! — What type?
Let's stay in touch!
Emily

Write your **email** to Emily using **all the notes**. Write your answer in about **100 words**.

**Don't forget!**

- You only have about 100 words. Make sure you cover all four notes – don't use too many or too few words for each note!
- You may need to invent information for one or more notes. Keep it simple!
- Remember your answer is an email. As well as covering the four notes, the email must be friendly and logical. Think about what you would write in real life.

## Reading Part 3 Multiple choice

Read the article. For questions 1–5, choose the correct answer (A, B, C or D).

# KARATE MUCH MORE THAN A SPORT

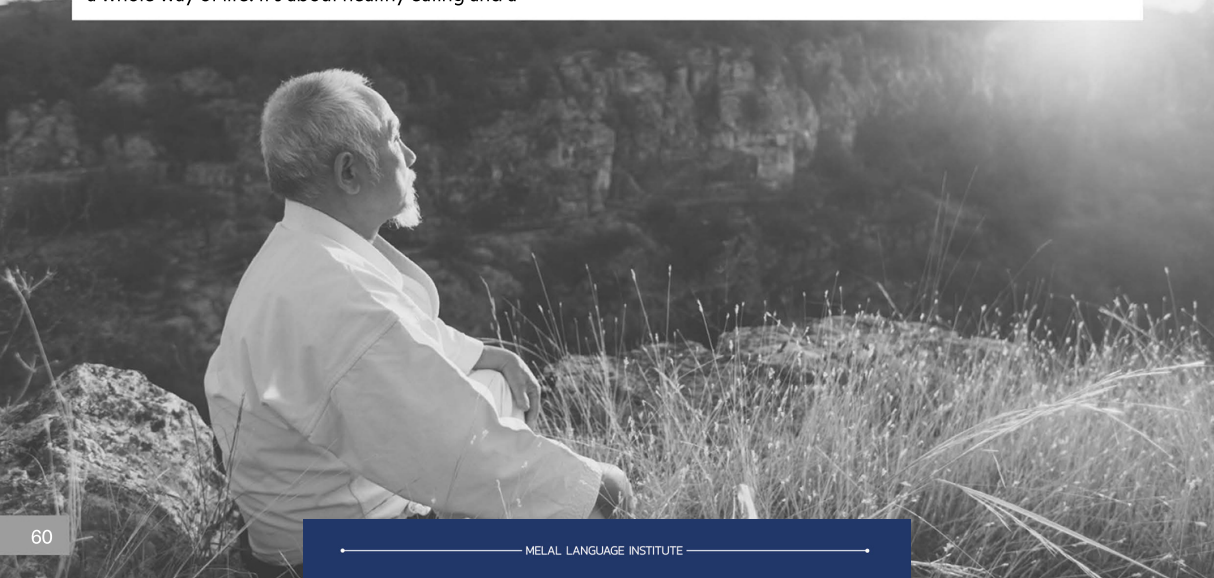


A few months ago, I joined a karate club. Now, before you start imagining me as a fast-moving athlete, I should point out that I'm middle-aged and not very fit. Before signing up, I'd never tried anything that involves fighting – probably because I don't like getting hurt! I mainly saw the karate club as a social activity – it seemed like a good way to meet people of a similar age. After joining the club, I've realised I'd also like to be able to defend myself from attackers – something that is more important as I get older and less confident.

The word *karate* means 'empty hand'. Chinese martial arts had a strong influence on the Japanese island of Okinawa in the 17th century. At the time, weapons weren't allowed on the island, so people learnt to defend themselves with just their hands – a key rule of karate is that you must never attack another person first. By the mid-20th century, karate had become a popular sport, both to take part in and to watch. Today, there are around 100 million people around the world who are involved in the sport – including beginners like me.

I say 'sport', but for many karate masters, it's much more than that. It's a cultural activity, a state of mind, even a whole way of life. It's about healthy eating and a balanced lifestyle. It's about respect for traditions. Above all, it's about training your mind to control what your body is doing. An essential part of karate is breathing: karate masters train themselves to control the amount of air in their bodies, which (apparently) prevents them from experiencing pain.

I'm a long way from reaching that point myself – after my karate lessons, I'm usually in agony. But I'm learning to understand pain better. Pain is a valuable way of keeping us safe, but fear of pain can stop us from trying new things. During my first lesson, my karate master told me to break a piece of wood with my hand. After a few failed attempts, I finally controlled my fear and brought my hand down. To my surprise, the wood fell into two pieces. (OK, it was really thin, but it was still impressive.) That evening, as I walked home from my lesson in the dark, I suddenly felt a lot more confident.



1 What was the writer's main reason for joining the club?
   A to stay safe
   B to practise skills
   C to make new friends
   D to lose weight
2 According to the writer, what happened in the mid-20th century?
   A People stopped using karate to attack others.
   B Karate became popular internationally.
   C You could no longer use weapons in karate.
   D More and more people started watching karate.
3 Which of these parts of karate culture does the writer NOT mention in the third paragraph?
   A becoming fitter and stronger
   B the importance of a good diet
   C controlling a physical feeling
   D learning to use your brain
4 What has the writer learnt about pain?
   A It doesn't help us in dangerous situations.
   B You can teach yourself not to be afraid of it.
   C It is all in your mind.
   D It's easy to get used to it.
5 What does the writer suggest is the main benefit of her karate lessons?
   A learning about the cultural importance of karate
   B trying new things
   C the ability to use her hands to do amazing things
   D becoming less afraid of attackers

**Don't forget!**

- The first four questions follow the order of the text. The fifth question is about the meaning of the whole text.
- The questions focus on details as well as general understanding.

## Vocabulary Types of sports

**1 Match the sports in the box to the clues. You can use each sport more than once.**

athletics basketball handball ice hockey karate mountain biking
rock climbing rugby skateboarding skiing table tennis windsurfing

1 Two sports where you stand on a board: _____, _____
2 Three sports that you can (sometimes) do without any equipment: _____, _____, _____
3 Four sports that usually involve teams: _____, _____, _____, _____
4 Five sports where people usually wear a helmet: _____, _____, _____, _____, _____
5 Two sports that are connected with cold weather: _____, _____
6 Two sports that involve wheels: _____, _____
7 Four sports that sometimes include races: _____, _____, _____, _____
8 Four sports that use balls: _____, _____, _____, _____



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

1 I wanted to *do* / *go* / *play* ice hockey today, but the ice *court* / *rink* / *pitch* / *track* is closed.
2 I used to *do* / *go* / *play* a lot of karate, but now I prefer to *do* / *go* / *play* rock climbing.
3 We *do* / *go* / *play* rugby all through the winter, even when the *court* / *rink* / *pitch* / *track* is covered in snow!
4 We don't have enough people to *do* / *go* / *play* handball. Let's *do* / *go* / *play* table tennis instead.
5 We need a new athletics *court* / *rink* / *pitch* / *track*. We can't *do* / *go* / *play* athletics in the car park!
6 I love living in the mountains, because I can *do* / *go* / *play* skiing in the winter, and can *do* / *go* / *play* mountain biking the rest of the year.
7 Let's go to the basketball *court* / *rink* / *pitch* / *track*. I haven't *done* / *gone* / *played* basketball for ages.

## Sports collocations

**1 Match the sentence beginnings (1–7) to the endings (a–g). There is an example at the beginning (0).**

0 When you lose a match, it's hard to **accept**
1 Some players believe that wearing particular clothes **brings**
2 I know you're upset now, but you just need time to **deal**
3 The race is for professionals only. We can't **enter**
4 It's five–five now, but we'll win the game if we can **score**
5 There's a medal for all the players who **took**
6 In karate, it's important to **treat**
7 My goal is to represent my country, but I'll probably never **achieve**

a **with** the **disappointment**.
b that **aim**.
c **part in** the **match**.
d one more **goal**.
e your opponent **with respect**.
f them **luck**.
g the **competition**.
h **defeat**.

**2 Match the collocations in bold in Exercise 1 to the definitions (1–7). There is an example at the beginning (0).**

0 put the ball in right place to get a point — *score (one more) goal*
1 succeed, do what you want/plan to do _____
2 play in a match _____
3 admit that you've lost _____
4 accept that something bad happened _____
5 make you (feel) lucky _____
6 be nice and polite to somebody _____
7 join an event with other people who want to win _____



## Language focus Second conditional

**1 Complete the second conditional sentences with the correct form of the verbs in brackets.**

1 If we _____ (*win*) the match, it _____ (*be*) amazing ... but I'm sure we'll lose.

2 You _____ (*be*) a lot fitter and have more energy if you _____ (*not spend*) so much time in bed.

3 How _____ (*you / feel*) if somebody you respected _____ (*treat*) you like that?

4 We _____ (*not ask*) you to play on the team unless it _____ (*be*) a very important match.

5 If I _____ (*be*) you, I _____ (*not worry*) too much about it. It probably won't happen at all.

6 If you _____ (*can*) meet any sportsperson in the world, who _____ (*you / meet*), and why?

**2 Complete the conversation with words from the box. There are three extra words which you do not need to use.**

can could if they they'd they'll unless were would wouldn't

**A:** What's that on your head?

**B:** It's my lucky hat. My team never wins **(1)** _____ I wear it.

**A:** Are you sure? What would happen **(2)** _____ you lost it?

**B:** It **(3)** _____ be a disaster.

**A:** Really? If I **(4)** _____ you, I'd stop believing in lucky hats! It's all about skill. If our players play well, they'll win. If they play badly, we'll lose. It's as simple as that.

**B:** OK, so we'll definitely lose. Our players are terrible. If they **(5)** _____ play better, I **(6)** _____ need my lucky hat. But I don't think **(7)** _____ have a chance without it. I'm keeping it on!

## Modals of permission, advice, obligation and prohibition

**1 Complete the sentences with the correct form of the words in brackets. Change the order or add other words if necessary. There is an example at the beginning (0).**

0 '_____*Should I wear*_____ (*I / should / wear*) trainers?' 'Yes, you ___*should*___.'

1 I broke my arm so I can't ski right now, but I hope I _____ (*will / able / ski*) in time for my trip to Austria next month.

2 The next athlete _____ (*have / jump*) over that bar to win a medal. I hope she does it!

3 '_____ (*I / could / use*) your new racket for the match?' 'OK, no problem.'

4 'How many more goals _____ (*we / must / score*) to win the game?' 'Five! We're losing 7–3.'

5 You _____ (*oughtn't / eat*) so soon before you go running.

6 When I was at school, we _____ (*not / allow / play*) rugby – it was too dangerous.

7 '_____ (*we / have / bring*) our own footballs?' 'No, you _____. You can use ours.'

8 Stop! You _____ (*not / must / touch*) the ball with your hands! It's against the rules!



**2** Answer the questions about the following pairs of sentences.

1 Is there an important difference in meaning in these sentences?
   a We must win this match. b We have to win this match.
2 Which question is more polite, a or b?
   a Can I play in goal? b May I play in goal?
3 Which modal verb is more common?
   a You should try harder. b You ought to try harder.
4 Which sentence means 'you can choose'?
   a You mustn't kick the ball. b You don't have to kick the ball.
5 What is the past form of 'We mustn't talk in class'?
   a We didn't have to talk in class. b We weren't allowed to talk in class.

## Reading Part 6 Open cloze

**Don't forget!**

- The missing words are usually grammar words, e.g. prepositions, conjunctions, quantifiers, modal verbs, etc.
- When you're preparing for the exam, pay attention to short words like *to*, *so*, *that*, *as*, *by*, *even*, *just*, etc.

**For questions 1–6, read the text below and think of the word which best fits each gap. Use only one word in each gap.**

# HOW BASEBALL CAPS TOOK OVER THE WORLD



When baseball became popular in the 19th century, players used different hats to keep the sun out of **(1)** ..... eyes. One design worked especially well because it was so easy to put on and take off. Today, that design is known around the world **(2)** ..... 'a baseball cap'.

But how **(3)** ..... this simple piece of sports equipment go on to become a fashion item? In 1901, the Detroit Tigers put a picture of a tiger on their caps. Then the key moment came two years **(4)** ....., in 1903, when they changed the picture to a capital D, and suddenly **(5)** ..... fan in the city wanted one.

In the 1980s and 1990s, hip-hop stars started wearing baseball caps, too. Soon, everyone could look cool **(6)** ..... wearing one.



## Listening Part 4 Multiple choice

**1** 8 **You will hear part of an interview with a man called Arturo Jackson, who is a tennis umpire. For questions 1–6, choose the best answer (A, B or C).**



**How to go about it**

- Read the main questions quickly before you listen and underline key words. This will help you follow the listening.
- Don't worry if you miss an answer or are not sure of an answer the first time you listen. You can listen more carefully the second time.
- If you are still not sure about an answer, think about which option is definitely wrong and then choose between the other two. You will not lose marks for incorrect answers.

1 Since the introduction of technology, Arturo thinks
- A it has become harder to be a tennis umpire.
- B umpires no longer make bad decisions.
- C he doesn't need to check where the ball went.

2 How does he feel about the way players behave?
- A frustrated that he can't control it
- B angry that they don't treat each other with respect
- C understanding of the reasons for it

3 What technique does Arturo recommend for dealing with players?
- A getting angry to show who's the boss
- B using body language to communicate calmness
- C avoiding looking into their eyes

4 How have umpires changed the way they deal with problems?
- A They talk less than they used to.
- B They don't always stay seated.
- C They have learnt to be fairer to players.

5 In what way does Arturo feel like an orchestra conductor?
- A He affects the way everybody feels.
- B He gives a performance for the audience.
- C He likes to be the centre of attention.

6 Arturo finds his work tiring because
- A his heads hurts from watching matches closely.
- B matches can be so long.
- C he can't relax for a moment.

**2 Match the adjectives in bold in the listening extracts below to the definitions (1–6). There is an example at the beginning (0).**

- I think it makes my job more **stressful** ...
- When they're **rude** to each other or to my officials, ...
- By being strong but **passive**.
- We show that we're in charge, we're **confident** and **professional.**
- When players got angry, the umpire stayed **silent**.
- I need to stay 100% **focused** the whole time.

0 very good at doing your job properly *professional*

1 not active, not doing anything _____

2 thinking about one thing only _____

3 difficult because it makes you feel very worried _____

4 without saying anything _____

5 not polite, without respect _____

6 feeling strong and sure that you're good at something _____

## Writing Part 2 Story

**1** Read the following Writing Part 2 task. Answer the questions below.

1 Think of at least three different sports with races. Which ones might make an interesting story?
2 Think of three reasons why Nancy was feeling anxious. Which reasons might be most interesting in a story?
3 Think of three things that might happen next in the story. Which might be the most obvious or surprising?

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

> **As Nancy waited for the race to start, she started to feel anxious.**

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

**How to go about it**

- Don't just choose the most obvious story. Try to think of a range of possibilities before you start writing.
- It's good to make your story a little surprising, but don't be too extreme. The whole story should still be closely connected to the first line. For example, it probably wouldn't be good to include monsters in the story in Exercise 1.
- Don't just describe the events of the story. Include descriptions of what the characters were thinking. This makes it feel more real.

**2** Read the model answer. Are any of your ideas from Exercise 1 mentioned?



### Finally in first place!

As Nancy waited for the race to start, she started to feel anxious. At the age of forty, she was far older than the other mountain bikers. This race was her last chance to win the championship, and to prove she was the best.

The race started badly. Another bike crashed into Nancy's and they both fell to the ground. Nancy was hurt, but she got back on her bike and continued to race. Eventually, she found herself in second place, with only her old opponent, Jasmine, ahead of her.

At the finish line, Jasmine suddenly fell off her bike. This was Nancy's chance to win. Instead, she waited for Jasmine so they could cross the line together. Now Nancy felt like a true champion.



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**3** Complete the table with the time expressions from the box below and the underlined expressions in the model answer. Can you add any more time expressions?

at that moment ~~immediately~~ in the end just then

| At that time | After a long time |
|---|---|
| *immediately* | *finally* |

**4** Complete the Useful language box with words from the model answer.

**Useful language**

**Using adverbials to give background information**

*Feeling nervous, she ...*

[1] _____ *the age of forty, she ...*

*... in second place,* [2] _____ *only her old opponent ... ahead of her.*

[3] _____ *the finish line, she ...*

*After the race, she ...*

**5** Use adverbials like the ones in the Useful language box to join the sentences. There is an example at the beginning (0).

**0** Adam was sure he was going to win! He had only one lap to go.
With _____ *only one lap to go, Adam was sure he was going to win* _____!

**1** Laura was feeling excited. She picked up her tennis racquet.
Feeling _____.

**2** Khenan was at home after the match. He remembered his amazing goal.
At _____.

**3** Ula felt like a champion. She had a gold medal around her neck.
With _____.

**4** The final finished. Raul felt proud of himself.
After _____.

**6** Read the model answer in Exercise 2 again. Which sentences describe events that happened? Which seem to describe Nancy's thoughts and fears?

**7** Write an answer to the Writing Part 2 task below.

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

**With five minutes of the final to go, Chris's team was losing badly.**

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

# 9 LIFELONG LEARNING

## Reading Part 1 Multiple choice

**Don't forget!**

› Think about similar texts you read in your own language. Try to work out the meaning of words you don't know from the context.

**1** Read texts 1–5 and choose the correct answer (A, B or C).

**1**

HOME | COURSES | ABOUT | SEARCH

### COMPUTER SKILLS FOR SENIORS

Do you feel lost when the younger generation talks about apps, AI and VR? If so, this online course could be for you. You only need basic skills and a PC to access the course. We'll teach you everything else you need, so you can finally communicate with your grandkids!

Who is the course for?

**A** people with families
**B** older people who can't use computers
**C** people who want to work in IT

**2**

### Cooking instructions

For best results, cook from frozen.

- Bring 1 L of lightly salted water to the boil.
- Add the contents and cook for approx. 15 minutes until soft.

Where might you see these instructions?

**A** on a pizza box
**B** on a packet of vegetables
**C** on a jar of pasta sauce

**3**

5G

My classes have been cancelled today, but I'm going to stay and mark some essays. Don't forget I've got a staff meeting this evening!

The message was probably written by

**A** a teacher
**B** a schoolchild
**C** a university student

**4**

### ROOM CHANGE

Due to the concert practice in the main hall this week, we can't use room A15 for our lessons. Please go to room B11 for this week only. Thanks.

Where does this class normally have its lessons?

**A** room A15
**B** the main hall
**C** room B11

**5**

**If you hear the alarm,**

- leave ALL possessions behind
- walk calmly to the meeting point: *front car park*
- wait there for further instructions.

**A** You may return when the alarm stops.
**B** You should take your things with you.
**C** You must leave the building.

**2** **Find words in the texts with the following meanings. Some of the letters in each word are given in bold. There is an example at the beginning (0).**

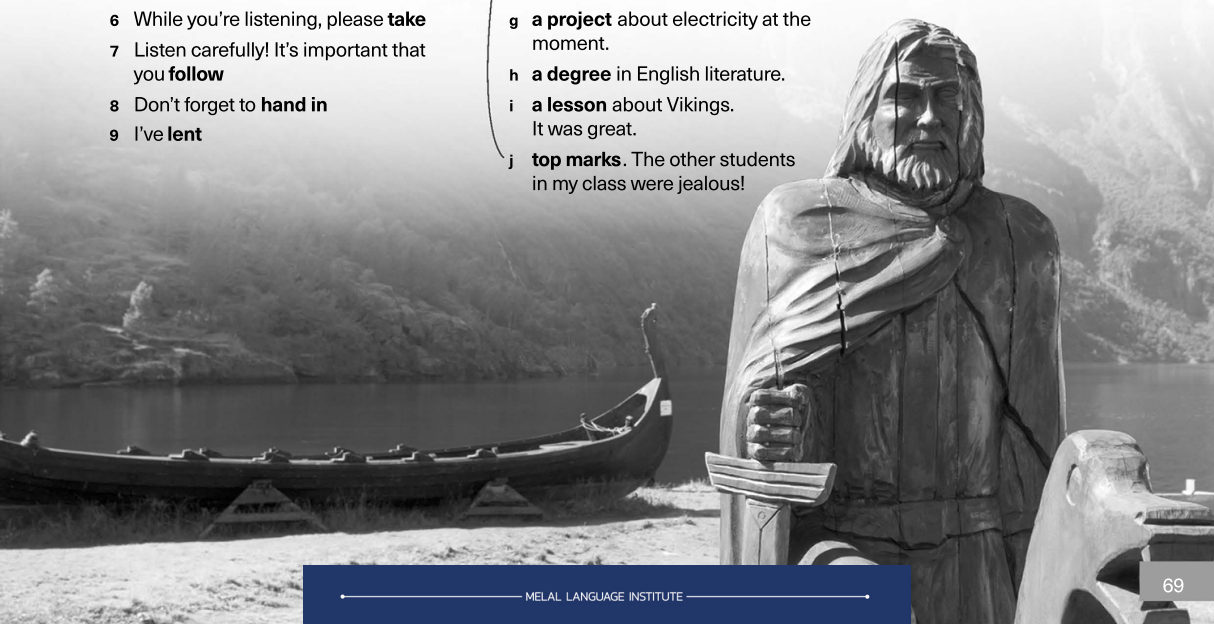
0 simple, not advanced/complicated: **b** *asic*
1 things that you learn to do: **s**_____**s**
2 very cold, so the water inside is now ice: **f**_____
3 the things inside something else, e.g. a box or a bag: the **c**_____**s**
4 changed so that they aren't going to happen: **c**_____
5 pieces of formal writing (often for school or university): **e**_____**s**
6 things that you own: your **p**_____**s**
7 more, the next: **f**_____
8 because of: **d**_____**t**_____
9 a musical performance: **c**_____

## Vocabulary Student life

**1** **Match the sentence beginnings (1–9) to the endings (a–i). There is an example at the beginning (0).**

0 I always worked hard at school to **get**
1 In my class at university, we're **doing**
2 Before you start **writing**
3 Don't worry – if you **fail**
4 Yesterday, we **had**
5 I studied at a top university and **got**
6 While you're listening, please **take**
7 Listen carefully! It's important that you **follow**
8 Don't forget to **hand in**
9 I've **lent**

a my **instructions**.
b **the exam**, you can take it again.
c **my pen** to Olive. Can I borrow yours?
d **your homework** before you leave.
e **notes** on the main points.
f **your essay**, you should make a plan.
g **a project** about electricity at the moment.
h **a degree** in English literature.
i **a lesson** about Vikings. It was great.
j **top marks**. The other students in my class were jealous!

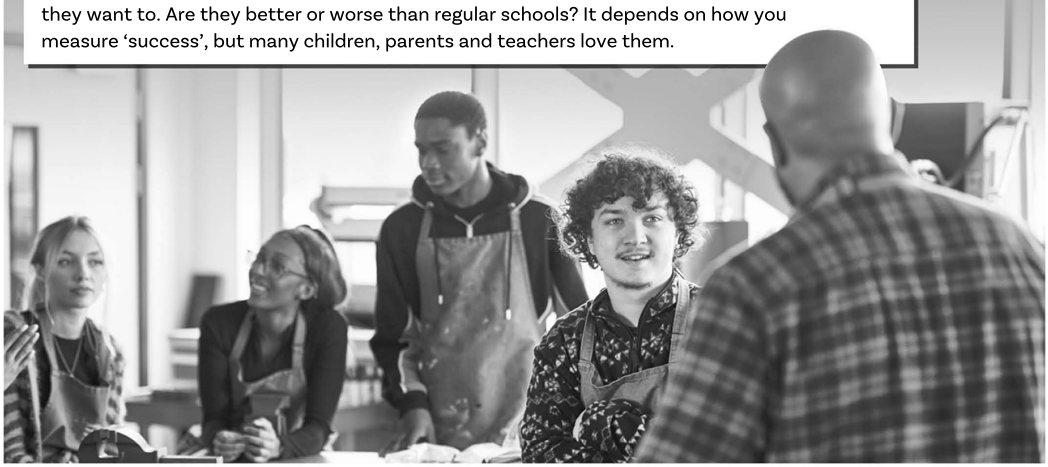


**2** Complete the text with the correct form of the verbs in bold from Exercise 1.

# THE SCHOOLS WITH **NO GRADES** OR **EXAMS**

Imagine a school where you never have to worry about **(1)** _____ an exam because of some silly mistakes … in fact, you never have to **(2)** _____ any exams at all. Imagine a school where nobody **(3)** _____ bad marks for their homework and you don't have to worry about **(4)** _____ it in late because, well, there is no homework in this school. Imagine if you never had to **(5)** _____ notes during a dull lesson, or never had to **(6)** _____ another essay in your life! Imagine if you didn't have to **(7)** _____ your teacher's instructions, but instead could do whatever you wanted.

Amazingly, such schools exist. Instead of **(8)** _____ regular lessons, children spend most of their time **(9)** _____ projects in groups – not because they have to, but because they want to. Are they better or worse than regular schools? It depends on how you measure 'success', but many children, parents and teachers love them.



## Different types of study

**1** Are the statements true (*T*) or false (*F*)?

1 Most **full-time** students also go to work every day. *T / F*
2 You can get a **degree** if you successfully complete a university course. *T / F*
3 Most **professors** teach children in schools. *T / F*
4 You can complete a **distance-learning** course from your own home. *T / F*
5 A driving **instructor** is the person who teaches you how to drive. *T / F*
6 You can study a **part-time** master's degree if you have a job. *T / F*

**2** Correct the false statements in Exercise 1.

1 *Most full-time students **don't** go to work every day.*

**3** Complete the words with the missing letters. Some of the letters in each word are provided in bold.

1 I'm trying to learn to swim, but my swimming **i** ___ ___ ___ **r** ___ ___ ___ ___ **r** doesn't teach me very well!
2 Miranda wants to study **p** ___ ___ ___ **-t** ___ ___ ___ because she also has a job, so she can only study in the evenings.
3 We're learning to deliver presentations with a business skills **t** ___ ___ **i** ___ ___ **r**. Her lessons are really effective.
4 I've been going to **e** ___ ___ **n** ___ ___ **g c** ___ ___ **s** ___ ___ **s** after work to learn how to cook Indian food.
5 Alonso is planning to take a **d** ___ ___ ___ **a** ___ ___ ___ **-l** ___ ___ ___ ___ ___ ___ **g** course in marketing next year.
6 What **d** ___ ___ ___ ___ **e** course would you recommend doing at university?

## Language focus Past perfect simple and continuous

**1** **Complete the sentences with the correct form of the verb in brackets. Use the past perfect simple in 1–4 and the past perfect continuous in 5–7.**

**PAST PERFECT SIMPLE**

1 I didn't watch the film last night because I _____ (*already see*) it a few times.

2 Was it your first meeting with the headteacher, or _____ (*you / meet*) each other before?

3 We were really hungry because we _____ (*not eat*) anything all day.

4 When I got the classroom, my lesson _____ (*just start*).

**PAST PERFECT CONTINUOUS**

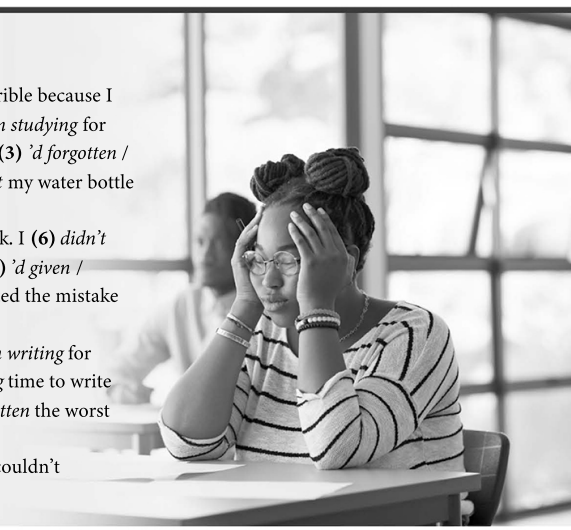
5 Harry could already speak a little Spanish because he _____ (*have*) lessons for a year.

6 Siobhán looked tired when she arrived. What _____ (*she / do*) at the gym?

7 It was wonderful to see the show last night. We _____ (*look*) forward to it for ages.

**2** **Choose the correct options to complete the story.**

# EXAM DAY



I'll never forget my final exam at university. On the big day, I felt terrible because I **(1)** *didn't sleep / hadn't slept* the previous night. I **(2)** *studied / 'd been studying* for the exam for weeks, but when I arrived in the exam hall, I felt that I **(3)** *'d forgotten / 'd been forgetting* everything. My mouth was dry, but I **(4)** *left / 'd left* my water bottle at home, which just added to my stress.

When I **(5)** *opened / 'd been opening* the exam paper, my heart sank. I **(6)** *didn't understand / hadn't understood* anything! But then I realised they **(7)** *'d given / 'd been giving* me the wrong exam paper! Luckily, the examiner spotted the mistake she **(8)** *'d made / 'd been making* and brought me the right paper.

By the end of the exam, my hand hurt because I **(9)** *wrote / 'd been writing* for so long. I was worried because I **(10)** *hadn't had / hadn't been having* time to write everything I knew. On my way home, I was sure I **(11)** *wrote / 'd written* the worst answers ever!

A few weeks later, my results arrived. When I opened the email, I couldn't believe it! I **(12)** *'d passed / 'd been passing* with top marks!

## Gerunds and infinitives

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

1 I don't feel like *to study / studying* tonight, so I've decided *to take / taking* the evening off.

2 Do you mind *to lend / lending* me your calculator? I promise *to give / giving* it back.

3 I considered *to become / becoming* a teacher, but I didn't manage *to get / getting* into teacher training college.

4 I'd like *to have / having* my own car, but I need to learn *to drive / driving* first.

5 My parents suggested *to stay / staying* at university for a master's degree, but I chose *to get / getting* a job instead.

6 You'll enjoy *to give / giving* lectures a lot more if you practise *to speak / speaking* in front of a mirror first.

7 Jake has offered *to drive / driving* me home as soon as he finishes *to write / writing* his essay.

**2** Complete the text with the correct form of the verbs in brackets.



HOME BLOG ARCHIVE ABOUT

## A NEW START

When I was in my mid-50s, I lost my job. Instead of **(1)** _____ (*get*) upset about it, I saw it as a good chance to start again. I'd always dreamt of **(2)** _____ (*be*) an architect, but for one reason or another, it hadn't happened. So I decided **(3)** _____ (*go*) to university **(4)** _____ (*study*) architecture. Of course, I was worried about **(5)** _____ (*be*) the oldest person on the course – everyone else was less than half my age. **(6)** _____ (*make*) friends was also a worry – who would want to be friends with someone who was the same age as their mum?

But when I started my degree, I was surprised **(7)** _____ (*find*) how normal it felt. Every weekend, I looked forward to **(8)** _____ (*attend*) lectures again. Even **(9)** _____ (*write*) essays felt like fun! And it was surprisingly easy **(10)** _____ (*make*) friends. It was definitely the right decision.

**Don't forget!**

- This part of the exam often tests the way different words work together, e.g. collocations, phrases, etc.
- Before the exam, learn a lot of vocabulary. Pay attention to what the words mean and how to use them in sentences.
- Study the same words again later to check that you still remember them.

## Reading Part 5 Multiple-choice cloze

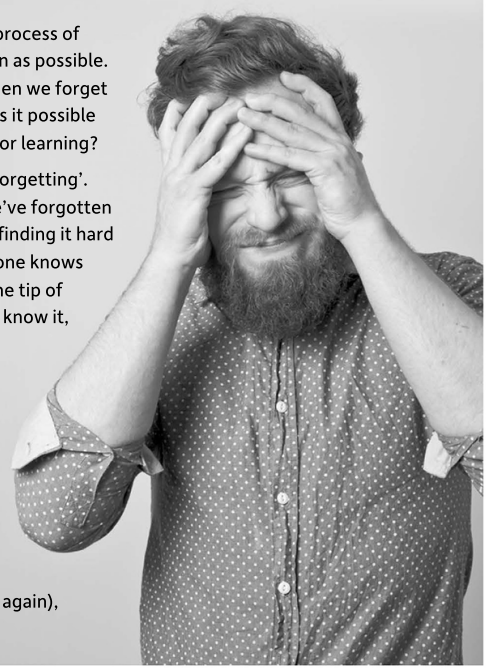
**Read the text. For questions 1–6, choose which answer (A, B, C or D) best fits each gap.**

# The power of forgetting

We usually think of learning as a process of remembering as much information as possible. As learners, we feel **(1)** ..... when we forget something we used to know. But is it possible that forgetting is also **(2)** ..... for learning?

It depends on what we mean by 'forgetting'. In many **(3)** ....., it feels like we've forgotten something, but in fact we're only finding it hard to access that information. Everyone knows the feeling of having a word 'on the tip of your tongue' – you know that you know it, but you can't **(4)** ..... it.

Research suggests that this kind of forgetting is useful. The process of **(5)** ..... an effort to remember something can actually make the memory stronger and easier to access next time. If we repeat the process **(6)** ..... enough (learn – forget – struggle – forget again), that's how learning happens.



| | | | | |
|---|---|---|---|---|
| 1 | **A** frustrated | **B** frightened | **C** satisfied | **D** confused |
| 2 | **A** challenging | **B** typical | **C** glad | **D** essential |
| 3 | **A** patterns | **B** cases | **C** conditions | **D** events |
| 4 | **A** transfer | **B** approve | **C** produce | **D** confirm |
| 5 | **A** making | **B** giving | **C** doing | **D** taking |
| 6 | **A** generally | **B** urgently | **C** frequently | **D** particularly |

## Listening Part 3 Gap fill

**1** 9 You will hear part of a lecture about treating everyday activities like a game. For questions 1–6, write the correct answer in each gap. Write one or two words or a number or a date or a time.

**Don't forget!**

- You need to write a word, a two-word phrase, a number, a date or a time.
- Don't change the word you hear. Write the same form that the speaker says (e.g. a plural noun, a past simple verb).

# GAMIFICATION



### EXAMPLE 1:

- Some people go running because the **(1)** _____ they use turns it into a game, with medals and high scores.
- Medals and high scores can be very **(2)** _____ for some people.

### EXAMPLE 2:

- You can communicate well in another language with around **(3)** _____ words.
- With gamification, it will take slightly more than **(4)** _____ to learn this many words.

### PROBLEMS:

- Like playing other games, such as **(5)** _____, gamification only works when you care about and follow the rules.
- The speaker stops studying at **(6)** _____ instead of continuing later in the day.

**2** Complete the listening extracts with the correct form of the verbs in the box.

beat believe hit play stay treat turn

1 I want to talk about gamification, which means _____ everyday activities into games.
2 ... you'll get a medal if you can _____ a seven-day streak.
3 If we can use this trick to _____ fit, we can use it for other things.
4 If you _____ it as a game, a challenge, then it's much easier.
5 Gamification only works if you _____ in it.
6 I don't care about _____ my high score or winning another medal.
7 ... and you stop _____ by the rules – it stops being fun, right?

## Writing Part 2 Article

**1** **Read the following Writing Part 2 task. Answer the questions.**

1 How many words should you write for each part of the task?
2 How many of your own preferred ways of learning should you mention?
3 How many differences should you mention?

**You see this advert on a language-learning website.**

> **Write for us!**
> **Ways of learning**
> • How do you learn best?
> • How is it different from other people's preferred ways of learning?
> **Write an article answering these questions and we will put it on our website!**

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

**How to go about it**

- Articles must be interesting. Add your own personality to your writing, so it's not just about facts, but about you. Try to be positive and enthusiastic, too – nobody wants to read an article that makes them feel sad.
- Remember to cover all parts of the task, and to use roughly the same number of words on each part. They don't need to be exactly the same, but your article must be **balanced**.
- You don't need separate sections for each part of the task. It's fine to answer both parts in the same paragraph, but it must be clear that you are dealing with both parts.

**2** **Which of these ideas should you include in your answer? Which might you include? Which shouldn't you include?**

1 How do you feel about learning in general?
2 What does 'learning' really mean?
3 Which ways of learning work for you?
4 Which ways of learning don't seem to work for you?
5 What do you need to learn and why?
6 Which 'other people' are you writing about?
7 How do other people prefer to learn?
8 What is the science behind different ways of learning?

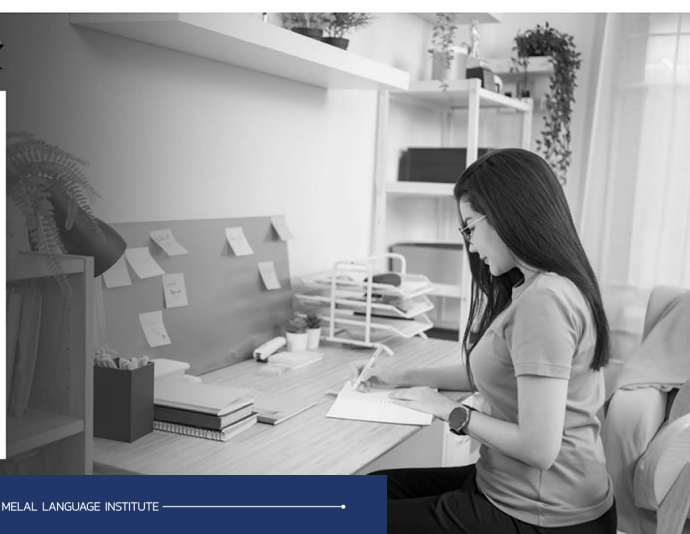
**3** **Read the model answer to the task in Exercise 1. Which ideas from Exercise 2 does the writer include?**

## MY BEST LEARNING TRICK

I love learning! In my job as a tour guide, I need to learn hundreds of names, dates and facts. But it isn't easy.

I find it best to write each piece of information on a separate card, with a question on one side and the answer on the other. That means I can test myself again and again. I also have a useful bank of all the facts I know!

Some of my colleagues use different methods. One sticks notes to his mirror so he sees them every day. Another makes audio recordings and listens to them while he's driving. I've tried both approaches, but they didn't work for me. I'm happy to stick to my cards.



**4** Complete the Useful language box with words from the model answer.

**Useful language**

**Talking about preferences**

*I* [1]_____ *it best to ...*
*I prefer to ...*
*I find that (X) works better for me.*
*Other people think it's better to ...*
*I'm* [2]_____ *to (stick to ...)*
*I tend to do better when I ...*

**Organising paragraphs logically**

*I (do X). That* [3]_____ *I can ... . I* [4]_____ *have ...*
*I prefer ... . My main reason is that ... . Additionally, ...*
*Some of my colleagues (do X).* [5]_____ *(does Y).* [6]_____ *(does Z).*
*I have two (friends). The first one ... . The other one ...*

**5** Organise the sentences 1–6 into logical paragraphs. Use the Useful language box to help you.

**Paragraph 1:**

I learn new words by using them in real life.

_____,

_____

**Paragraph 2:**

I prefer writing long notes after lessons.

_____

_____

**Paragraph 3:**

Two of my colleagues never seem to study anything.

_____,

_____

1 My main reason is that I can use them to study for exams later.
2 The first one has an almost perfect memory, so facts simply stay in his head.
3 That means I can remember the words more easily later.
4 The other one is too lazy to study, and he fails all his exams.
5 Additionally, I find the process of writing helps my brain to remember things.
6 It also helps me to build my confidence in speaking.

**6** Write an answer to the Writing Part 2 task below in three logical paragraphs.

You see this advert in an English-language magazine.

**Articles needed!**

**Learning new things**

- What new skill or knowledge would you like to learn? Why?
- Do you think you will ever learn it?

**Write an article answering these questions and we will put it in our magazine!**

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

## Reading Part 3 Multiple choice

**1** Read the article. For questions 1–5, choose the correct answer (A, B, C or D).

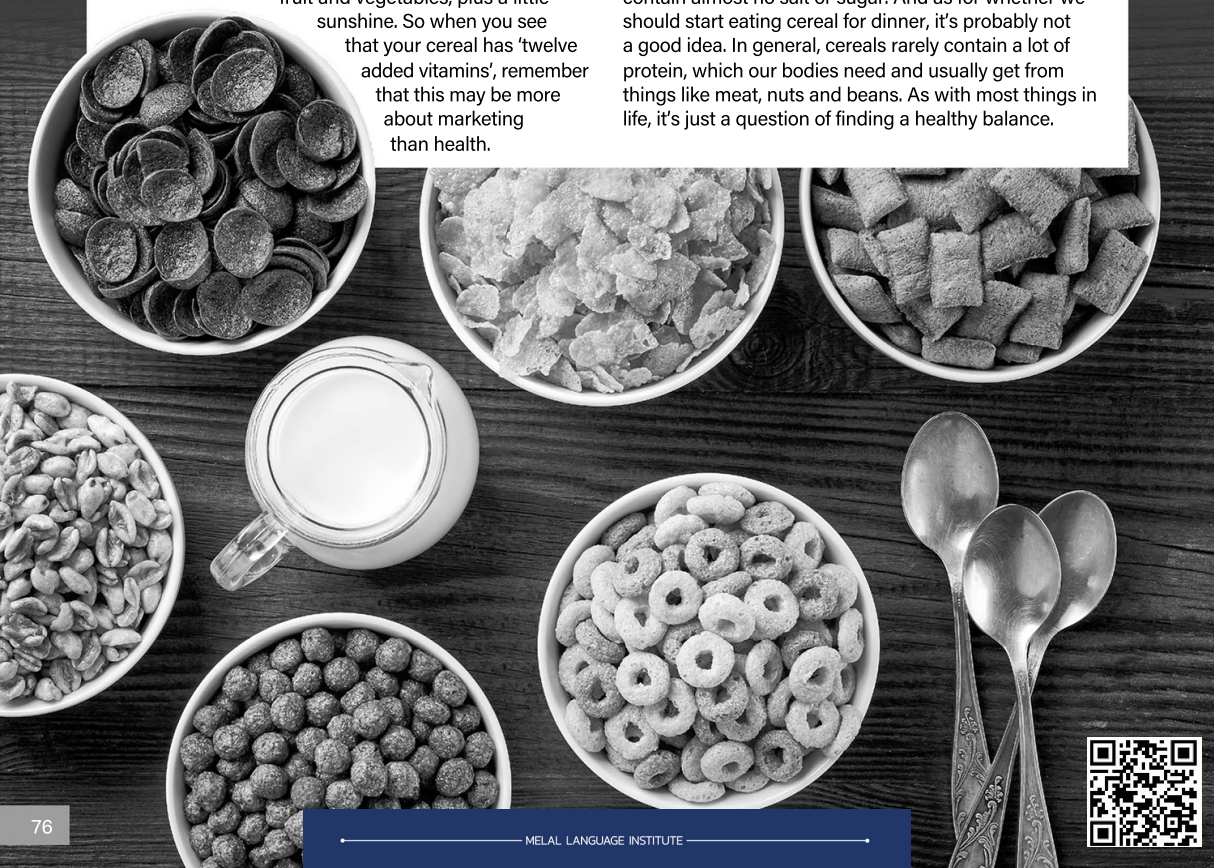
# HOW HEALTHY IS YOUR BREAKFAST CEREAL?

In many parts of the world, breakfast cereals are extremely popular. It's not surprising, really, because they (mostly) taste great, they're incredibly easy to prepare and they generally don't cost too much. Even better, if you believe all the information on the boxes and packets, they're also wonderfully healthy. They seem to be full of all of the good things, like vitamins and fibre, which our bodies need. Some clever marketing people have even suggested eating them for dinner, not just for breakfast.

However, your morning bowl of cereal may not be as healthy as you think. One issue is that vitamins aren't as simple as people think. Our bodies need a small amount of each vitamin, and it's dangerous if we don't get enough. But when we've had that amount each day, we don't need any more. There's even some evidence that, in extreme cases, too many vitamins can be bad for our health. You can get all the vitamins you need from fruit and vegetables, plus a little sunshine. So when you see that your cereal has 'twelve added vitamins', remember that this may be more about marketing than health.

Cereal with fibre, on the other hand, is something most of us should definitely eat more of. Fibre helps food pass through our bodies – it's like a train that carries everything else on its journey. Additionally, the bacteria that live inside us need a lot of fibre to keep us healthy. If we don't get enough, we may get sick more often and take longer to recover. So, fibre in cereals is certainly a good thing, but some cereals (including many of the most popular brands) contain a lot less fibre than others. In general, fibre feels 'harder to eat', which not everybody likes, so if your cereal feels like it melts in your mouth, it probably hasn't got enough fibre in it.

Another problem is that many breakfast cereals, especially those for children, contain things that our bodies certainly don't need, like large amounts of sugar. Too much salt is also a problem in some cases. This depends on the type of cereal you choose – a few cereals contain almost no salt or sugar. And as for whether we should start eating cereal for dinner, it's probably not a good idea. In general, cereals rarely contain a lot of protein, which our bodies need and usually get from things like meat, nuts and beans. As with most things in life, it's just a question of finding a healthy balance.



**How to go about it**

- Skim the title and the text to get an idea of what it is about.
- Read the instructions and the questions. Underline any key information in the questions and the four options.
- Read the text carefully to answer the questions. Think about why the options are correct or incorrect.
- If you are not sure, eliminate any options that are definitely wrong and then guess from the others – you will not lose marks for incorrect answers.

**Don't forget!**

- In this part, there is usually one question for each paragraph, plus a final question about the whole text.
- Don't worry too much about difficult words. If you understand the everyday words, you should be able to get the right answer.

1 The writer suggests that
- **A** we should eat cereals twice a day.
- **B** all breakfast cereals are delicious and cheap.
- **C** breakfast cereals look like they're good for us.
- **D** people in all countries eat a lot of breakfast cereals.

2 What problem with vitamins does the writer mention?
- **A** Cereals don't contain as many as we need.
- **B** In some cereals, the amount isn't based on what we need.
- **C** We can get more from other types of food.
- **D** The ones in cereals can make us ill.

3 The main disadvantage of cereals with a lot of fibre is
- **A** they're not as pleasant to eat.
- **B** they make food pass through our bodies faster.
- **C** they can cause more bacteria to grow.
- **D** not as many people buy them as other cereals.

4 The writer says that most types of cereal don't contain enough
- **A** salt.
- **B** nuts.
- **C** sugar.
- **D** protein.

5 What is the writer's general attitude to breakfast cereals?
- **A** They have many advantages, but we must be careful.
- **B** They are healthier than many other types of food.
- **C** We should stop eating them because they're bad for us.
- **D** We can get everything our bodies need by eating them.

**2 Match the words in bold (1–8) in the extracts from the article to the meanings (a–h).**

- It's not **(1) surprising**, really, because they (mostly) taste great, they're incredibly easy to prepare and they **(2) generally** don't cost too much.
- Our bodies need a small **(3) amount** of each vitamin, ...
- ... all the vitamins you need from fruit and vegetables, plus a little **(4) sunshine**.
- Cereal with fibre, on the other hand, is something most of us should **(5) definitely** eat more of.
- ... we may get sick more often and take longer to **(6) recover**.
- In general, cereals **(7) rarely** **(8) contain** a lot of protein.

**a** light and heat from the sun _____
**b** get better after an illness _____
**c** in most cases _____
**d** have something inside (e.g. as an ingredient) _____
**e** unexpected _____
**f** certainly _____
**g** number, quantity _____
**h** not often, almost never _____

## Vocabulary Health

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

1 I need to lose weight for health reasons, so I'm going to *go on* / *go to* / *make* a diet.
2 Our neighbour has *broken* / *had* / *made* an accident. Can you *call* / *go to* / *have* an ambulance, please?
3 Instead of *breaking* / *making* / *taking* some pills every time you have a headache, maybe you should drink some water and have some rest.
4 I couldn't breathe through my nose for years, so I *called* / *had* / *made* an operation to fix it.
5 You can't just *go on* / *go to* / *take* the doctor if you feel ill – you need to *call* / *go on* / *make* an appointment first.
6 Wendy fell off her bike and *broke* / *had* / *took* her arm.

**2** **Complete the conversation with the correct form of the verbs in the box.**

get go have (x2) take (x2)

**Doctor:** How can I help you today, Ms Taylor?
**Patient:** I've **(1)** _____ a nasty cough for about a week, doctor. I think I might **(2)** _____ the flu.
**Doctor:** I see. OK, so I'm going to **(3)** _____ your temperature. Hmmm ... 36.6°. That's perfect. I don't think it's the flu, because that comes and goes much faster. It seems like a normal cold to me.
**Patient:** Right. Should I **(4)** _____ to the chemist's to get some pills?
**Doctor:** Well, there is a lot of medicine you can **(5)** _____ for a cough, but to be honest, hot water with honey and lemon is usually just as good. I suggest you go home and **(6)** _____ some rest.



## Strong and weak adjectives

**1** **Match the questions (1–9) with the replies (a–i). There is an example at the beginning (0).**

0 Is the hospital very **big**?
1 Was the food really **bad**?
2 Were the hotel rooms quite **small**?
3 Were you extremely **tired**?
4 Was it a bit **cold** last night?
5 Were you very **happy** with your results?
6 Was everybody very **sad** about the news?
7 Were you a little **surprised**?
8 Was the show really **good**?
9 Were the views quite **pretty**?

a Yes, it was absolutely **freezing**.
b Yes, it was absolutely **brilliant**.
c Yes, we were absolutely **miserable**.
d Yes, it was absolutely **terrible**.
e Yes, they were absolutely **beautiful**.
f Yes, they were absolutely **tiny**.
g Yes, we were absolutely **exhausted**.
h Yes, I was absolutely **delighted**.
i Yes, I was absolutely **shocked**.
j Yes, it's absolutely **huge**.

**2** **Cross out the word which does not fit in each sentence. There is an example at the beginning (0).**

0 I felt *absolutely* / *really* / ~~*very*~~ awful after my operation.
1 Exercise is *absolutely* / *extremely* / *quite* good for you.
2 The nurses were *absolutely* / *extremely* / *really* fantastic.
3 The film was *absolutely* / *a little* / *quite* sad at times.
4 The cost of these medicines is *a bit* / *absolutely* / *really* enormous.


MELAL LANGUAGE INSTITUTE

## Language focus Reported speech: statements

**1 Use reported speech to report the sentences and commands. There is an example at the beginning (0).**

0 'Rosie doesn't get enough exercise.' → The doctor said that Rosie *didn't get enough exercise*.
1 'I've broken my leg.' → Arlo told me that he _____.
2 'Liz is visiting her sister in hospital.' → You said that Liz _____.
3 'Oliver saw the doctor on Tuesday.' → Oliver told us that he _____.
4 'Get some rest.' → The nurse told me to _____.
5 'You'll feel tired after your operation.' → The doctor said I _____.
6 'Javi was in hospital because he'd had an accident.' → Javi's sister said he _____.
7 'Eat more fruit and vegetables, Mr Reynolds.' → The doctor _____.

**2 Report the direct speech with the correct word in each space.**

> I saw the doctor yesterday. I made the appointment last week because my back really hurt. You see, I fell off a ladder about four weeks ago. I have to go to the hospital tomorrow for some tests, and then I'll probably have an operation next week. I'm so angry with myself that I didn't see the doctor last month!

Zoe said she'd seen the doctor the day **(1)** _____. She said she had made the appointment the **(2)** _____ week, because her back really hurt. She said that she had fallen off a ladder about four weeks before. Zoe said she had to go to the hospital the **(3)** _____ day for some tests, and then she would probably have an operation the **(4)** _____ week. She said that she was so angry with herself that she hadn't seen the doctor the **(5)** _____ month!

## Reported speech: questions

**1 Use reported speech to report these questions, offers and requests.**

1 'Where's the first-aid box?' → She asked me _____.
2 'Do you need to lie down?' → He asked me _____.
3 'Do you want me to take your temperature, Eddie?' → She offered _____.
4 'How many fingers am I holding up?' → Hannah asked me _____.
5 'Have you ever broken a bone before?' → The doctor asked me _____.
6 'Can you bring me some water?' → Caleb asked the nurse to _____.

**2 Complete the email using the words in brackets. Add other words if necessary. There is an example at the beginning (0).**

I had a strange experience last week. I was walking in the park with my son when a skateboarder raced past and fell over right in front of us. I asked her **(0)** *if/whether she was OK* (*she / be / OK*), but she was in too much pain to talk. I asked her **(1)** _____ (*break a bone*), and she pointed to her hand. Then I offered **(2)** _____ (*call*) an ambulance for her, and she nodded her head.

I called the emergency number and the person on the phone asked me **(3)** _____ (*where / we / be*), but I didn't know, so I just said, 'Somewhere in the park'! He told me **(4)** _____ (*not worry*) because he could find my location from my phone signal. I asked him **(5)** _____ (*how long / the ambulance / take*), and he said about an hour. He asked me **(6)** _____ (*wait*) with the girl, and of course I said yes.

But when I put my phone down, I realised the girl had gone! I asked my son **(7)** _____ (*where / she / be*), and he said she'd felt better and decided to keep skateboarding!

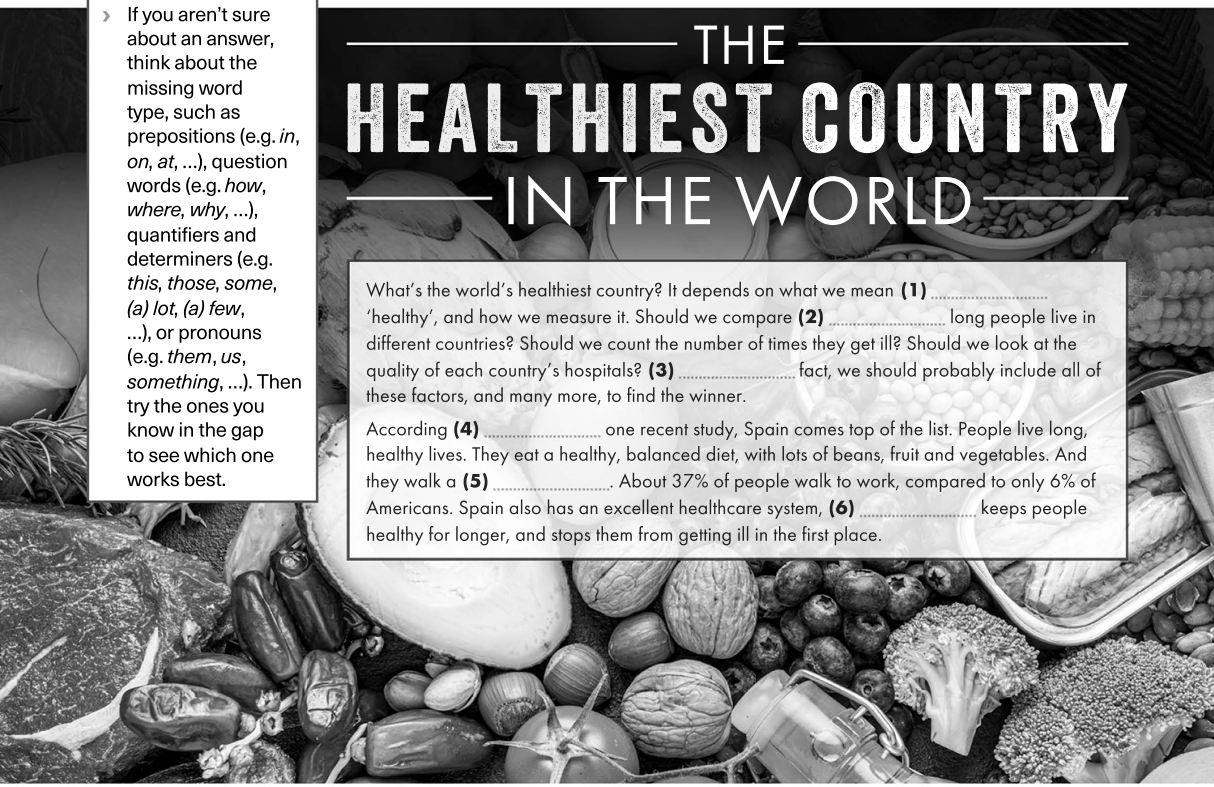


## Reading Part 6 Open cloze

**Don't forget!**

- If you aren't sure about an answer, think about the missing word type, such as prepositions (e.g. *in*, *on*, *at*, ...), question words (e.g. *how*, *where*, *why*, ...), quantifiers and determiners (e.g. *this*, *those*, *some*, *(a) lot*, *(a) few*, ...), or pronouns (e.g. *them*, *us*, *something*, ...). Then try the ones you know in the gap to see which one works best.

**For questions 1–6, read the text below and think of the word that best fits each gap. Use only one word in each gap.**



# THE HEALTHIEST COUNTRY IN THE WORLD

What's the world's healthiest country? It depends on what we mean **(1)** ..... 'healthy', and how we measure it. Should we compare **(2)** ..... long people live in different countries? Should we count the number of times they get ill? Should we look at the quality of each country's hospitals? **(3)** ..... fact, we should probably include all of these factors, and many more, to find the winner.

According **(4)** ..... one recent study, Spain comes top of the list. People live long, healthy lives. They eat a healthy, balanced diet, with lots of beans, fruit and vegetables. And they walk a **(5)** ...... About 37% of people walk to work, compared to only 6% of Americans. Spain also has an excellent healthcare system, **(6)** ..... keeps people healthy for longer, and stops them from getting ill in the first place.

## Listening Part 1 Multiple choice

**Don't forget!**

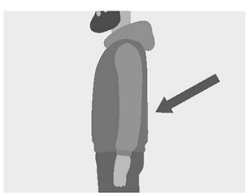
- Look at the pictures before you listen. This will help you to understand what you're listening to.
- Pay attention to the differences between the pictures. Think about words to describe these differences.
- You might hear words connected with all three pictures, but only one is correct.

**10 You will hear people talking in seven different situations. For questions 1–7, choose the best answer (A, B or C).**

1 Which part of the speaker's body hurts?



A



B



C

2 What will the weather be like this weekend?



A



B

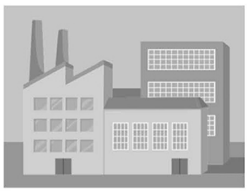


C

3 What will they build where the old hospital is now?



A

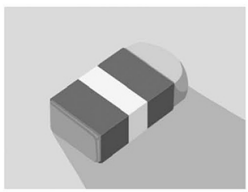


B

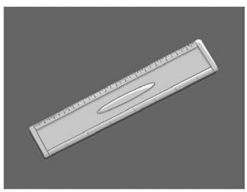


C

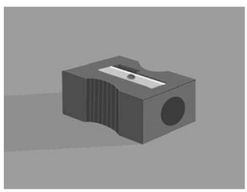
4 What does Ben want to borrow?



A



B



C

5 Which type of tree is the most common in the garden?



A



B



C

6 When will the woman's operation happen?




A




B




C

7 What is the man's temperature now?




A




B




C



## Writing Part 1 Email

**1** **Read the following Writing Part 1 task. Match the notes (1–4) with the useful phrases (a–d).**

**a** I'm really sorry to hear you haven't been feeling well lately.

**b** If you ask me, you should take it easy.

**c** I don't think it's a good idea for you to go anywhere in your condition!

**d** I'm not too bad, thanks, although I've also got a bit of a cold.

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

From: Gina

Subject: Meeting up tomorrow

Hi,

**1** Yes, but … → I hope you're well.

I'm still feeling terrible. It's just a cold, but I've had it for over week now, and

**2** Oh no! → I'm absolutely exhausted.

Anyway, I promised we'd meet up this week, so let's do it at the weekend.

**3** No, because … → Hopefully I'll be a bit better by then. Fingers crossed!

**4** Suggest … → Any great tips on how to get better?

Gina

**Write your email to Gina using all the notes. Write your answer in about 100 words.**

**2** **Read the model answer. Complete each gap with one of the four sentences (a–d) from Exercise 1.**

Hi Gina,

It's great to hear from you. **(1)** _____ Poor you! I guess it's that time of year when everyone gets sick.

Speaking of your cold, **(2)** _____ Your health is more important than meeting up!

I'm not sure I'm the best person to give health advice, but **(3)** _____ Go to bed and drink some hot water with honey and lemon!

As for me, **(4)** _____ Maybe I'll go back to bed, too!

Take care,

Wioletta

**3** Complete the Useful language box with words from the model answer.

**Useful language**

**Giving advice**

*If you* [1]_____ *me, you should ...*

*I'm not* [2]_____ *I'm the best person to give (health) advice, but ...*

*I don't think it's a* [3]_____ *idea for you to ...*

*X is important, but Y is* [4]_____ *important!*

**Connecting ideas**

[5]_____ *of (your illness), ...*

*By the way, ...*

[6]_____ *for (me), ...*

*On that subject, ...*

**4** Match the sentence beginnings (1–5) to the endings (a–e).

| | |
|---|---|
| **1** I'm not sure I'm the best person to give money advice, but | **a** looking after your health is more important! |
| **2** Let's go for a coffee soon. On that subject, | **b** As for me, I still need to study for mine a bit longer. |
| **3** Keeping your boss happy is important, but | **c** if you ask me, you shouldn't spend so much. |
| **4** By the way, congratulations on getting a new job. | **d** we need to find a new café to go to because our usual one has closed. |
| **5** I'm glad to hear you passed your exams. | **e** Speaking of jobs, I'm thinking of leaving mine, too. |

**How to go about it**

- It's best if you don't copy words and phrases directly from the Writing Part 1 task email and notes. Try to think of slightly different ways of saying each thing.
- Use phrases like *By the way* and *Speaking of* ... to connect your ideas.

**5** Write an answer to the Writing Part 1 task below.

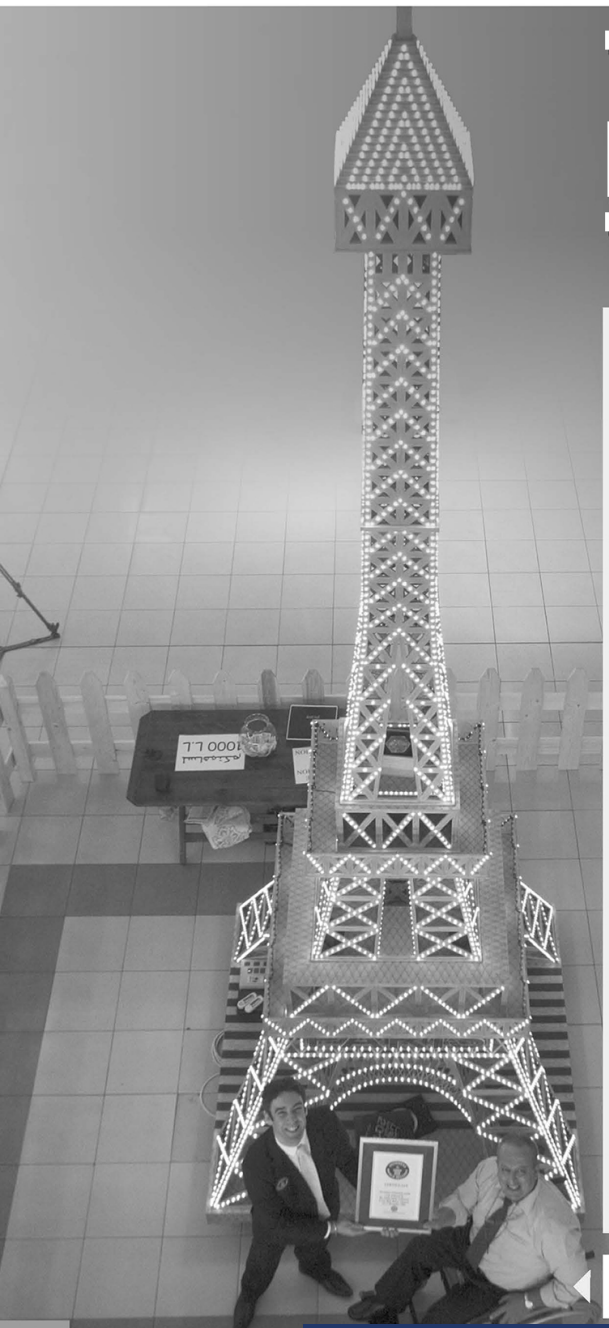
Read this email from your English-speaking friend Daniel and the notes you have made.

From: Daniel
Subject: Too much TV!
Hi,
Sorry for not writing sooner – I've been really busy lately. ← Ask Daniel
I've been watching a fantastic TV series called *Space Doctors*. Have you seen it? ← No, I haven't …
The problem is I can't stop watching it! I usually sit up till 3 am, even when I need to get up at six. Probably not good for my health, but I can't control it. ← No, because …
What about you? Any good TV shows to recommend? ← Suggest …
All the best,
Daniel

Write your **email** to Daniel using **all the notes.** Write your answer in about **100 words.**

## Reading Part 4 Gapped text

**Five sentences have been removed from the text below. Choose from the sentences (A–H) the one which best fits each gap (1–5). There are three extra sentences which you do not need to use.**



# THE MATCHSTICK TOWER

December 27th, 2023 was the 100th anniversary of the death of Gustave Eiffel, whose tower has become the symbol of Paris. On the same day, a Frenchman called Richard Plaud finished building a 7.19 metre copy of the Eiffel Tower out of matchsticks, in honour of the great architect. [ ] 1

The previous world record for a matchstick Eiffel Tower was achieved by a Lebanese craftsman called Toufic Daher, who had used over six million matches to build his own 6.53 metre model. [ ] 2 However, judges from GWR (which makes the rules for world records) disagreed. They said Plaud had used the wrong type of matchsticks.

According to the rules (and yes, there are rules for matchstick Eiffel Towers), the matchsticks must be 'commercially available'. [ ] 3 Back in 2015, Plaud followed this rule by buying his matches in shops and cutting off their heads one by one. But he soon realised it was a terrible waste of time. So, he contacted the matchstick maker to ask if he could buy headless matches instead. [ ] 4 That decision saved Plaud a lot of time. But did it also mean he would not get the world record?

A day after rejecting his record, GWR changed its mind and decided to accept Plaud's tower. [ ] 5 Plaud was delighted, but described the previous 24 hours as an emotional rollercoaster.

So, if you want to break this world record yourself, you'll need to beat 7.19 metres. Just make sure you read the rules carefully before you start.

**Toufic Daher, the original matchstick Eiffel Tower world-record holder**

**How to go about it**

- Carefully read around each gap and look for features to help you find the sentence that fits the gap.
- Pay attention to words and phrases that refer back to earlier parts of the text. For example, *in fact* suggests a contrast with something earlier, and *in other words* means that something is being explained in a different way.
- Check that the three sentences you do not use definitely do not fit in any of the gaps.

**A** Luckily, they agreed.
**B** In fact, he did most of the work at home.
**C** Plaud was confident he had broken that record.
**D** In contrast, Eiffel's original tower took just two years to build.
**E** GWR's director admitted the original decision had been too strict.
**F** In other words, you buy them from normal shops.
**G** His second tower was more successful.
**H** Plaud had spent 4 200 hours on his project and used 706 000 matches.

**Don't forget!**

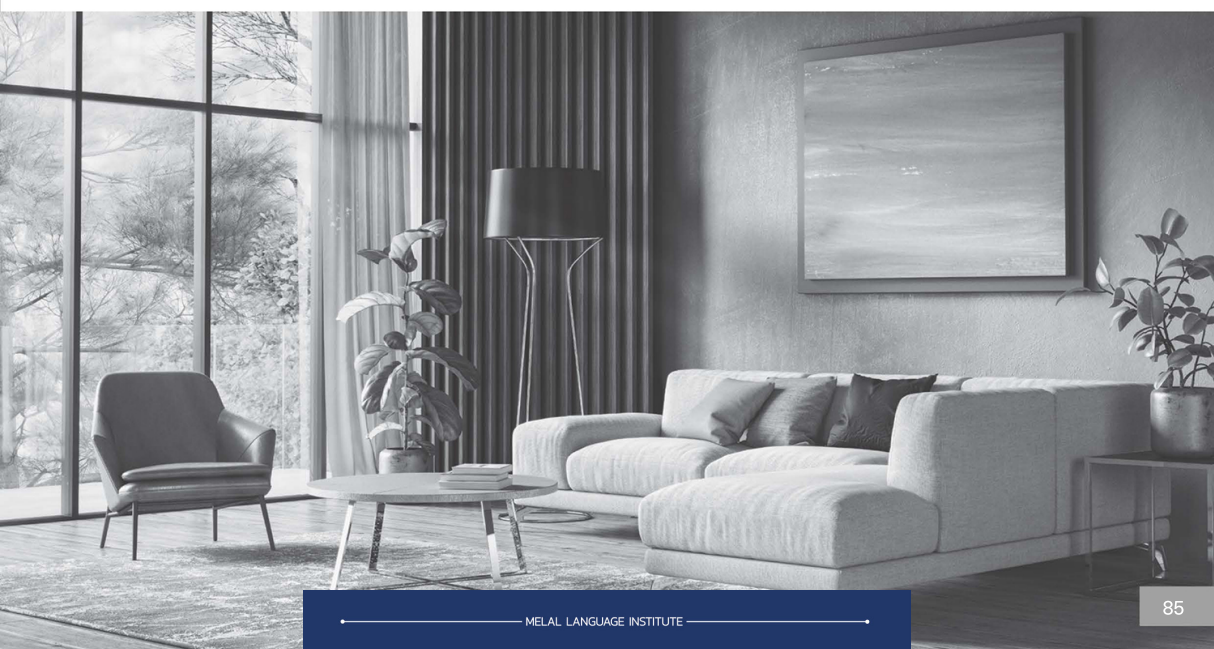
- Look out for pronouns (e.g. *they*, *them*) and demonstratives (e.g. *this*, *that*). These words usually refer back to things that have appeared previously.
- Remember that we often use the past perfect to 'go back in time' in a story. If a gapped sentence includes a verb in the past perfect, look for a place in the text where it makes sense with another past tense.

## Vocabulary Household objects

**1** **Match the household objects in the box to the clues. You can use each object more than once.**

air conditioner armchair bath cupboard dishwasher drawers fridge heater lamp microwave mirror oven shower sink sofa taps toilet wardrobe

1 Two things to sit on in a living room: _____, _____
2 Four places where you can keep things: _____, _____, _____, _____
3 Seven things that need power: _____, _____, _____, _____, _____, _____, _____
4 Six things connected with water: _____, _____, _____, _____, _____, _____
5 Two things that make things colder: _____, _____
6 Two things that you might keep on a bedroom table: _____, _____



**2 Complete the sentences with words from the box.**

armchair cupboard drawers fridge sink sofa taps wardrobe

1 I hang my shirts and my suit in the _____, but I keep all my socks and T-shirts in _____.
2 There are often two separate _____ in British sinks, and you have to mix the water in the _____ to get the temperature you want.
3 Our living room has enough space for four people to sit: three on the _____ and one in the _____.
4 You can find coffee in that _____ above the dishwasher, and there's a bottle of milk in the _____.

## Chores

**1 Complete the conversation with the correct forms of *make* or *do*.**

A: My parents are coming to visit! They'll be here in an hour!
B: Cool. Would you like me to **(1)** _____ dinner for them?
A: Yes, please. But first we need to clean the flat!
B: Ah, yes, sorry. My friends **(2)** _____ a mess when they came over yesterday.
A: I know! OK, all the plates and cups are dirty so I'll **(3)** _____ the washing up. I should **(4)** _____ some washing, too – there are dirty clothes everywhere. Can you **(5)** _____ the bed, please?
B: Not now, sorry. I need to **(6)** _____ some shopping for dinner – we haven't got any food.
A: What? OK, go! But be quick!

**2 Complete each sentence with one word from each box.**

put switch throw tidy

away (x2) off up

1 Have you finished watching TV? Then please _____ it _____!
2 You don't need these old schoolbooks anymore. You should _____ them _____.
3 There are dirty plates and cups all over the kitchen. Can you _____ them _____, please?
4 I've washed all your socks for you, but you'll need to _____ them _____ in your drawers.

## Buildings

**Complete the words with the missing letters. Some letters in each word are provided in bold.**

1 We don't live in a house. We live in a **b** ___ ___ ___ **k** of **f** ___ ___ ___ **s**.
2 Our **a** ___ ___ ___ **t** ___ ___ ___ **t** is on the fourth floor.
3 We stayed in a little **c** ___ ___ ___ ___ ___ **e** in a pretty village in the countryside. It was beautiful and very peaceful!
4 This beautiful old building is the Royal **P** ___ ___ ___ ___ **e**. There's a statue in front of it of a famous king who lived here.
5 When we visited the castle, we climbed up about 500 steps to the top of the tall **t** ___ ___ ___ **r**, the views were stunning!
6 When I visit a city, I enjoy seeing all the **m** ___ ___ **u** ___ ___ ___ **ts** and learning some of the city's history.
7 I work in an **o** ___ ___ ___ ___ **e b** ___ ___ ___ **k** on the edge of town.
8 My brother works on the 40th floor of a **s** ___ ___ ___ ___ **r** ___ ___ ___ **r** in the city centre – I would feel afraid being that high up!

## Language focus Passive

**1** **Change the active sentences into the passive. There is an example at the beginning (0).**

0 Some people are painting our flat this week.
Our flat _____*is being painted*_____ this week.

1 They are going to knock down the old factory soon.
The old factory _____ soon.

2 We keep our knives and forks in the top drawer.
Our knives and forks _____ in the top drawer.

3 My aunt designed that skyscraper.
That skyscraper _____ my aunt.

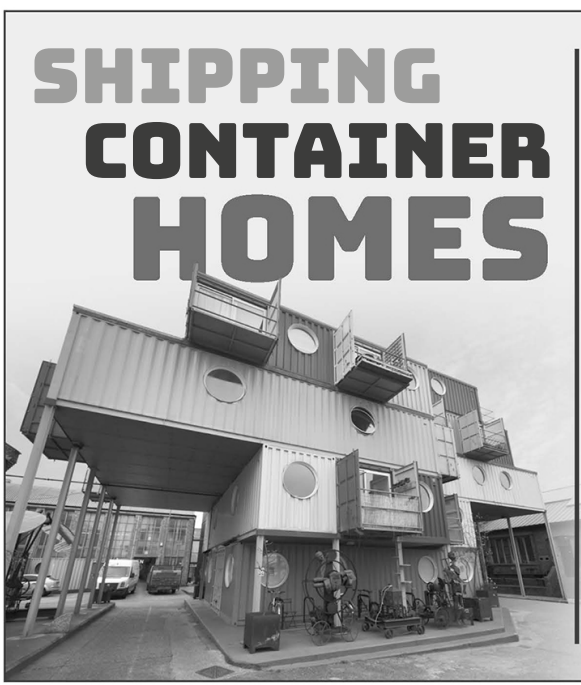
4 How often do you clean the bathroom?
How often _____?

5 The mayor will open the new library.
The new library _____ the mayor.

6 Did your friends make this mess?
_____ your friends?

7 The air conditioner doesn't work because an expert didn't install it.
The air conditioner doesn't work because _____ an expert.

**2** **Choose the correct options to complete the text.**




Shipping containers **(1)** *invented* / *were invented* in the early 20th century, but they **(2)** *became* / *were become* popular in the 1960s. They **(3)** *design* / *are designed* to be placed on top of each other, so it's very easy to move and store them. Nowadays, most of the world's goods **(4)** *carry* / *are carried* in shipping containers, on ships, trains and lorries.

But shipping containers **(5)** *don't only use* / *aren't only used* for transport. They're also **(6)** *using* / *being used* more and more as buildings. When doors and windows **(7)** *add* / *are added*, they can be turned into offices, shops and even homes. And because they fit together so easily, large buildings can **(8)** *build* / *be built* in just a few hours. They're not perfect – steel boxes **(9)** *get* / *are got* very cold in winter and very hot in summer – but these problems can be fixed.

Maybe in a few years, all our cities will **(10)** *build* / *be built* from shipping containers (or something like them) ... and their original use for carrying goods around the world will **(11)** *forget* / *be forgotten*.

## *Have/Get* something done

**1** **Complete the sentences with a suitable form of *have* or *get* and the words in brackets.**

1 I _____ (*my hair / cut*) yesterday. Do you like it?

2 Alicia is upset. She's _____ (*her phone / steal*).

3 Our dishwasher's broken but we're going to _____ (*it / fix*) tomorrow.

4 I _____ (*my flat / clean*) twice a week.

5 While we were away, we _____ (*our bathroom ceiling / paint*).

6 You must _____ (*your documents / translate*) by a professional translator.

**2** Match the sentences in each set of three to the meanings (a–c).

| | | | |
|---|---|---|---|
| 1 | James is going to fix his phone. | a | He's going to pay somebody to do it. |
| 2 | James's phone is going to be fixed. | b | It's not important who's going to do it. |
| 3 | James is going to have his phone fixed. | c | He's going to do it himself. |
| 4 | Roger broke Helen's vase. | a | The focus is on the person who felt sad. |
| 5 | Helen's vase was broken. | b | The focus is on the vase, not the people. |
| 6 | Helen had her vase broken. | c | The focus is on the person who did it. |

## Reading Part 5 Multiple-choice cloze

**Don't forget!**

› When you learn new words, pay attention to other words that go with them (collocations) and grammar structures that follow them (e.g. verb + somebody + *that*).

Read the text. For questions 1–6, choose which answer (A, B, C or D) best fits each gap.

# HOW TO love household chores

Most people hate household chores, but there are a few simple ways to make it less **(1)** ..... – or even fun.

One easy trick is to listen to something while you're cleaning. Whether it's loud rock music or a fascinating podcast, the key is to keep your mind on something more interesting than cleaning the bathroom **(2)** ...... Then you'll find that the work **(3)** ..... care of itself (almost).

Another idea is to set a countdown timer before you start. This will **(4)** ..... you that cleaning doesn't actually take a long time. More importantly, you'll find yourself racing against the clock … and even enjoying the **(5)** .....

Finally, give yourself a reward, like a snack or a TV show, after you finish. That means you'll be keen to keep going and satisfied when you **(6)** ..... your goal.



| | | | | |
|---|---|---|---|---|
| 1 | **A** unpleasant | **B** gorgeous | **C** humid | **D** casual |
| 2 | **A** duvet | **B** pavement | **C** pans | **D** sink |
| 3 | **A** looks | **B** has | **C** takes | **D** gives |
| 4 | **A** realise | **B** show | **C** demonstrate | **D** request |
| 5 | **A** challenge | **B** difficulty | **C** trouble | **D** defeat |
| 6 | **A** prove | **B** mention | **C** achieve | **D** exist |



## Listening Part 4 Multiple choice

**1** 11 **You will hear an interview with a woman called Teresa Jones, who works for a programme which rents out affordable houses. For questions 1–6, choose the best answer (A, B or C).**

1 How many houses does the programme own?
   A 45 B 46 C 47
2 As a child, Teresa wanted to
   A rent houses to other people at a fair price.
   B own the building where she lived.
   C live somewhere that felt like home.
3 Teresa spends a lot of her time
   A finding cheap buildings.
   B making houses look better.
   C solving problems.
4 Teresa's least favourite part of her job is
   A fixing broken objects in the houses.
   B people not paying on time.
   C people not caring for their homes.
5 What does Teresa suggest is the purpose of the programme?
   A to earn a lot of money
   B to give people somewhere to live
   C to buy more and more houses
6 In the future, Teresa plans to
   A continue doing some parts of her job.
   B retire so she can enjoy her free time.
   C start helping others to run their own businesses.

**Don't forget!**

› The speakers often say things that are nearly right. For example, they might mention what other people think – but the question is about what the speaker thinks. The correct answer is always 100% right, never nearly right.

**2 Complete the listening extracts with the correct form of the verbs in the box.**

afford get grow up make miss move need take treat turn work out

1 We used to _____ house every few months.
2 Sometimes the house owners _____ us badly.
3 ... they look ugly, or they _____ a lot of work.
4 ... a team of people who _____ them look better.
5 I did everything myself, which _____ almost all my time.
6 ... air conditioners and toilets break, and we have to _____ them fixed.
7 If somebody can't _____ to pay on time, then we try to _____ a solution together.
8 I _____ thinking that every family should have a comfortable home.
9 I'd _____ the fun of finding houses and _____ them into wonderful homes.

## Writing Part 2 Story

**1** Read the following Writing Part 2 task. Answer the questions with your own ideas.

1 Why did Jamila have her eyes closed?
2 What had happened to the room?
3 Why couldn't Jamila believe it?

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

> **When Jamila opened her eyes, she couldn't believe what had happened to the room.**

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

**2** Read the model answer. Answer the questions in Exercise 1.

# A ROOM WITH STYLE?

When Jamila opened her eyes, she couldn't believe what had happened to the room.

The walls, which had been brown and grey, were now green and purple. The old comfortable sofa and armchairs had gone, and there were four ugly metal chairs in their place. Most amazingly, there was a new door to the kitchen. The previous week, this had just been a solid wall.

It had been Mark's idea. Mark had told Jamila to go away for a week while he decorated her flat. He said it would be a wonderful surprise for her.

It was certainly a surprise, but now Jamila just wanted her old living room back. 'Do you like it?' asked Mark. Jamila pretended to smile. 'It's ... unbelievable,' she said.



**How to go about it**

- Use the past simple to talk about the **main** events in the story and states that were true at the time of the story.
- Use the past perfect to talk about **background** events and states that were true **before** the story took place.
- Use a mixture of direct and reported speech to show what the characters said.

**3** Decide if these phrases from the model answer refer to the main events and states at the time of the story (M) or the background events and states before the story (B).

1 Jamila opened her eyes.
2 brown and grey walls
3 green and purple walls
4 old comfortable sofa and armchairs
5 ugly metal chairs
6 door to the kitchen
7 solid wall
8 Mark's idea for a surprise
9 Jamila wanted her old living room back.
10 Jamila pretended to smile.

**4** Find two examples of reported speech in the model answer. What were the speaker's actual words?

**5** Complete the Useful language box with words from the model answer.

**Useful language**

**Contrasting the past with the earlier past**

*The (walls), which had been ..., were* [1]_____ ...
*The old ... had gone, and there was/were ... in its/their* [2]_____.
*There was a new ... . The* [3]_____ *day/week/month, this had just been ...*

*Showing surprise*

*She couldn't* [4]_____ *what had happened.*
*Most* [5]_____, *there was a ...*
*To her amazement, ...*
*It was* [6]_____ *a surprise, but ...*

**6** Match the sentence beginnings (1–6) to the endings (a–f) to make contrasts between the past and the earlier past.

1 The table, which had stood proudly in the centre of the room, ...
2 The beautiful paintings had gone from the walls, ...
3 There was now a huge hole in the wall. The previous day, ...
4 A tall tree grew in the garden. Twenty years earlier, ...
5 The dishwasher, which had been in perfect working order, ...
6 The old factory in the centre had been knocked down, ...

a this had been a window.
b no longer worked.
c was now broken and upside down in the corner.
d this had just been grass.
e and there was only graffiti in their place.
f and replaced by a huge skyscraper.

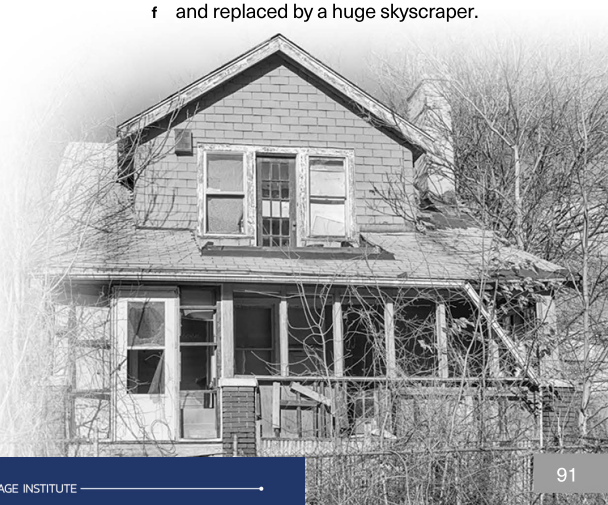
**7** Write an answer to the Writing Part 2 task below.

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

> **It was Rowan's first visit to the old house since he was a child.**

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



# 12 TECHNOLOGY TODAY

## Reading Part 2 Matching

**Don't forget!**

- Don't just focus on words that are the same (or similar) in the descriptions and texts. Focus on the meaning of the whole texts.
- Think carefully about what the people like and what problems they have. This will help you decide which item in the text is right for them.

**The people below all love new technology. On the opposite page, there are descriptions of eight pieces of technology. For each person (1–5), decide which piece of technology (A–H) would be the most suitable.**

1



Josue cooks a lot, but he isn't very good at it and often makes mistakes. He would like to prepare delicious meals with easy instructions.

2



Cara likes using technology to keep herself healthy. She uses a smartwatch when she goes running, but it's too big. She doesn't always sleep well, especially when she's away from home.

3



Mike loves going for long walks in the countryside with his dogs. He enjoys looking at the stars when he's walking, and he'd love to know more about them. He always carries his things in a bag when he's out with his dogs.

4



Jessica is a blogger who often travels around the world, she loves taking photos, too. Her old travel bag is rather dull. When people notice her and recognise her, she feels like a movie star.

5



Sarit is a busy dentist. She doesn't have time to look after her garden. She enjoys eating with friends in the garden so she wants it to look good.

# NEW TECHNOLOGY

## A Digital telescope

Study the night sky with this powerful telescope. You can control the telescope from your phone and see everything more clearly on your phone screen – even when it's not completely dark. Click on a star for amazing information about it. It's also small and light so you can take it with you.

## B Make-up printer

Instead of spending hours making yourself look beautiful, simply use your phone to choose your look. Then hold the printer over your face and press 'print'. The printer uses powerful AI technology to make you look your best every time.

## C Pet feeder

Perfect for travellers who need to leave their pets at home. The timer allows you to feed your pets automatically at fixed times of the day. You can also see your pets through the digital camera and click 'feed' on your phone to give them more food if they look hungry or sad.

## D Talking toothbrush

Not sure if you're brushing your teeth properly? This toothbrush will tell you where to brush and for how long. It knows if you're brushing too hard or too softly. It'll even congratulate you when your teeth are perfectly clean.

## E Smart cooker

For people who want to cook perfect food every time. Just tell the cooker what you want, and it'll decide (using AI) how to do it. The cooker tells you what ingredients to add and when. Cameras then check the food while it's cooking to make sure it looks – and tastes – wonderful.

## F Video backpack

Are you bored with your backpack? Now you can have a screen on your backpack and change the image with the click of a button on your phone! You can also show videos on your backpack to amaze and entertain other travellers. If you enjoy being the centre of attention, this is definitely for you.

## G Robot lawnmower

Perfect for people who hate cutting the grass. This lawnmower does everything for you. It uses GPS technology to find its way around your garden and make sure it cuts every piece of grass perfectly. Going on holiday? The lawnmower will make sure your garden looks beautiful when you get home.

## H Smart ring

This ring checks your temperature and heart to give you health advice. It checks your sleeping patterns and can tell you how to get a better night's sleep. It knows how much exercise you're doing and tells you what to do differently. It also looks beautiful on your finger!

## Vocabulary Computers and devices

**1** **Match the sentence beginnings (1–3) to the endings (a–c). The words in bold will help you. There is an example at the beginning (0).**

0 I use social media online. I don't **install** — **d** the **apps** on my phone.
1 It's good to **shut** — **a** **down** your laptop if you're not using it.
2 If you don't want to lose work, **save** — **b** your **documents** regularly.
3 Please **send** me — **c** a **message** to tell me where you are.

**2** **Complete the conversation with the correct form of the verbs in the box.**

delete enter install receive remember restart uninstall

**A:** Good morning, Dave from IT. How can I help you?
**B:** Hi Dave. I've got a problem. An hour ago I **(1)** _____ an email that looked like it was from my bank. It told me to **(2)** _____ a computer program.
**A:** On to your work computer? I hope you didn't do that.
**B:** Er, yes, sorry, I did. Then it told me to **(3)** _____ my username and password for my bank account. But unfortunately, I can't **(4)** _____ my password.
**A:** OK, so you need to **(5)** _____ that program right now. It's really dangerous. You must also **(6)** _____ all the files that you downloaded from that website.
**B:** I can't. My computer's on, but nothing works.
**A:** OK. To fix this you need to **(7)** _____ your computer.

## Changes and amounts

**Choose the correct options to complete the text.**



# Why I never gave up on 3D films

In 2009, *Avatar*, the first great modern 3D film, was released. Suddenly, **(1)** *almost everyone / almost no one* believed 3D films would take over the world. Over the next year or two, **(2)** *almost every / almost no one* new movie was made in 3D and cinema prices **(3)** *decreased / increased* to cover the higher costs of the new technology.

Unfortunately, 3D glasses didn't **(4)** *decrease / improve* the film experience – and sometimes even made people feel sick. When film-makers tried to make 3D films cheaply, the problem **(5)** *got / went* worse, and the number of people who wanted to watch them **(6)** *dropped / grew*. By 2011, fewer than **(7)** *half / a quarter* (22%) of British people thought 3D technology improved a film, and almost **(8)** *half / a quarter* (48%) said that they wouldn't pay extra to see one.

So, are 3D films dead? I don't think so. Technology has got a lot **(9)** *better / worse* in recent years, so we can look forward to the number of 3D films **(10)** *dropping / growing* again very soon.

## Knowledge and invention

**Complete the words with the missing letters. Some letters in each word are provided in bold.**

1 I often find that drawing a **d** ___ ___ **g** ___ ___ **m** helps me understand a process better.
2 While I was doing some **r** ___ ___ ___ **a** ___ ___ **h** into animal behaviour, I made an interesting **d** ___ ___ ___ **o** ___ ___ ___ **y** – cats can jump five times their height!
3 It's a difficult problem, but hopefully we'll find a **s** ___ ___ ___ **t** ___ ___ **n** soon.
4 It's easy to collect a lot of **d** ___ ___ ___ online, but harder to understand what it means.
5 When I was a teenager, I tried to build a time **m** ___ ___ **h** ___ ___ **e** so I could travel to the past or future!
6 Don't try to guess the answer – do an **e** ___ ___ ___ **r** ___ ___ ___ ___ **t** to find out.
7 Engineers have built an amazing **d** ___ **v** ___ ___ **e** that will change our lives.
8 Scientists write academic papers to share their amazing **i** ___ ___ ___ **s** and discoveries.

## Language Focus Third conditional

**1 Complete the third conditional sentences with the correct forms of the verbs in brackets.**

1 If you _____ (*use*) your GPS earlier, we _____ (*not get*) lost.
2 If I _____ (*not tell*) you about the meeting yesterday, how _____ (*you / find out*) about it?
3 My phone battery _____ (*run out*) hours ago if you _____ (*not lend*) me your charger.
4 If there _____ (*not be*) so many people, last night's party _____ (*not be*) so good.
5 You _____ (*not lose*) all your work if you _____ (*save*) your document regularly.
6 If that hotel _____ (*not be*) open last night, where _____ (*you / sleep*)?

**2 Make third conditionals about these situations. Use the correct forms of the verbs in bold. Remember to change positives to negatives and negatives to positives.**

1 I didn't **buy** the laptop because I didn't **have** enough money.
I _____ the laptop if I _____ enough money.
2 Your phone **stopped** working because you **dropped** it in the bath.
If you _____ your phone in the bath, it _____ working.
3 We didn't **finish** the project because we didn't **have** the right data.
If we _____ the right data, we _____ the project.
4 The hacker **found** your password, so you **lost** all your money.
You _____ all your money if the hacker _____ your password.

## Future continuous

**1 Complete the sentences with the future continuous form of the verbs in brackets.**

1 Don't phone me at 7 pm. I _____ (*eat*) my dinner at that time.
2 Twenty years from now, almost everyone _____ (*travel*) around in flying cars.
3 What _____ (*you / do*) this time tomorrow?
4 In a few years, we _____ (*not type*) words anymore – everything will be voice controlled.
5 You're welcome to come before six, but I _____ (*cook*), so I won't be able to talk to you much.
6 Will the hotel be ready in June, or _____ (*they / still / build*) it then?

**2 Look at the scientist's plan for tomorrow. Then choose the correct future forms to complete the sentences.**

1 *She'll start / She'll be starting* work at nine.
2 At 10 o'clock, *she'll talk / she'll be talking* to Professor Howard.
3 At exactly 11:13, *she'll catch / she'll be catching* a bus.
4 At 11:30, *she'll travel / she'll be travelling* to the laboratory.
5 *She'll begin / She'll be beginning* analysing her data at midday.
6 *She'll still analyse / She'll still be analysing* her data at half past three.
7 *She'll finish / She'll be finishing* work at 4pm.

**09.00** start work
**09.00–11.00** talk to Professor Howard
**11.13** catch bus to laboratory
**11.45** arrive at lab
**12.00–16.00** analyse data
**16.00** go home!

## Reading Part 6 Open cloze

**1** **For questions 1–6, read the text below and think of the word which best fits each gap. Use only one word in each gap.**

**Don't forget!**

- The missing word is sometimes part of a phrasal verb (e.g. *hurry up*) or an idiom (e.g. *change your mind*). Try to learn expressions like these before the exam.
- Remember to always write an answer even if you are not sure. You will not lose any marks for an incorrect answer.



# MIND-READING TECHNOLOGY

Can computers read our minds? Probably **(1)** _____ yet, but they're getting close. In a recent experiment, people spent up to 20 hours inside an MRI machine – a bit like a 3D X-ray machine, but much **(2)** _____ powerful. They listened to stories over and over again, while the machine studied the activity in their brains.

The researchers then used artificial intelligence (AI) to find **(3)** _____ where each word was stored in the person's brain. Later, they knew **(4)** _____ the person was thinking about, just by studying their brain activity.

Currently, this technology is designed to help people who can't speak, and it could **(5)** _____ a huge difference to their lives. But many people feel very uncomfortable with **(6)** _____ idea of scientists looking into our brains and studying all our secrets!

**2** **Look back at the words you used to fill the gaps in the task in Exercise 1. Match each answer (1–6) to the type of word (a–f).**

**a** a part of a phrasal verb ___
**b** a word to make a comparison ___
**c** a verb that collocates with another word ___
**d** a pronoun ___
**e** a negative word ___
**f** an article ___



## Listening Part 2 Multiple choice

**12 You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C).**

1 You will hear a conversation about a broken microwave.
What do the people decide to do?
A buy a new microwave
B try to get the microwave fixed
C try to fix the microwave themselves

2 You will hear a man asking a stranger for directions.
The supermarket is
A opposite a concert hall.
B next to a park.
C near a museum.

3 You will hear part of a radio show about some research.
According to the research, most people
A think we have too much technology.
B want to have more technology.
C are worried about technology.

4 You will hear two friends discussing a meal.
What is the problem with the meal?
A There won't be enough for everyone.
B It won't be ready in time.
C Not everybody eats meat.

5 You will hear two business colleagues talking about a meeting.
How did the woman feel during the meeting?
A unhappy B annoyed C embarrassed

6 You will hear a customer trying to buy a new smartphone.
What does the customer think is the most important?
A the camera B the battery C the price

**Don't forget!**

› Sometimes the speakers change their mind during the conversation, or the situation changes. That means an answer that was wrong may become right during the conversation. It also means that an answer that seems right may become wrong.

## Writing Part 2 Article

**1** Read the following Writing Part 2 task. What can you write about using these grammar structures in your article?

1 past perfect
2 future continuous
3 third conditional

You see this advert in an English-language magazine.

> **Write for us!**
> **Your technology problems**
> • Have you ever had a problem with technology? What happened?
> • What did you learn from the experience?
> **Write an article answering these questions and we will put it in our magazine!**

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

**How to go about it**

- Writing is a great chance to practise difficult grammar structures in a real-life context. Don't worry too much if you make mistakes with difficult grammar – it's all about practising and getting better. (NB It's better to practise **before** the exam, not **during** it!)
- It makes a very good impression on examiners when you use advanced grammar **correctly** in your writing.
- However, grammar is only a small part of the assessment. Make sure you also use good vocabulary, phrases and paragraphs. And don't forget to answer the whole task.

**2** Read the model answer. Find examples of two grammar structures from Exercise 1.

# What I learnt from a broken laptop

A few years ago, I had to give an important presentation to a large audience. I'd prepared my presentation carefully and practised it many times. But as I was walking nervously to the front of the hall, I dropped my laptop. It was completely broken.

I felt terrible. If I had run away, nobody would have been surprised. But instead, I explained the problem calmly to the audience and gave the presentation from memory. It was the best presentation I had ever given. If I'd used my laptop, it probably wouldn't have been so good.

Because of this, I learnt not to depend on technology. I also learnt how important it is to be ready for absolutely anything! If I hadn't practised my presentation so many times, it definitely would have been a disaster!



**3** Complete the Useful language box with *-ly* adverbs from the model answer.

**Useful language**

We use adverbs of manner to give more information about a verb or to add emphasis.

**Adverbs of manner (how you did something)**

*I'd prepared my presentation* [1]_____.

*I opened the package* ***excitedly.***

*... as I was walking* [2]_____ *to the front ...*

*They started shouting* ***loudly*** *and* ***angrily.***

*I explained the problem* [3]_____ *...*

*I asked them* ***politely*** *and* ***quietly*** *to sit down.*

**Using adverbs for emphasis**

*It was* [4]_____ *broken.*

*I felt* ***amazingly*** *calm.*

*... to be ready for* [5]_____ *anything.*

*It was a* ***perfectly*** *normal day.*

*... it* [6]_____ *would have been a disaster.*

**4** Make adverbs by adding *-ly* to the adjectives in the box. Then use the adverbs to complete the sentences.

amazing angry careful complete
definite excited nervous polite quiet

1 We both found _____ different solutions. They weren't similar at all.
2 The machine was _____ quiet – I couldn't believe it.
3 I waited _____ for the results. I was sure I had failed.
4 He asked me _____, with lots of 'please' and 'thank yous'.
5 I was 100% sure. There was _____ something wrong.
6 I ran home _____. I couldn't wait to see my surprise.
7 He left the room _____, trying not to wake anyone up.
8 I checked the document _____ – I read every word several times.
9 She threw the ball _____ onto the ground. She was in a very bad mood.

**5** Write an answer to the Writing Part 2 task below. Use some of the adverbs from the Useful language box.

You see this advert on a website for language learners.

**Write for us!**

**How technology affects your life**

- How has technology made your life easier?
- How has it made your life more complicated?

**Write an article answering these questions, with real-life examples, and we will put it on our website.**

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

# PHRASAL VERBS LIST

The Student's Book unit(s) in which the phrasal verb occurs is represented by the number(s) in brackets.

With the verbs marked with an asterisk*, the noun is usually used after the particle. The pronoun, however, must be used before the particle.

## Phrasal verbs in alphabetical order

| | |
|---|---|
| base (something) on (2) | *use something as a model for a film, piece of writing or work of art* |
| belong to (something) (5) | *be part of a group or organisation* |
| belong to (someone) (11, 12) | *If something belongs to someone, they own it.* |
| carry on (Ready for Reading) | *continue doing something* |
| check in (7) | *If you check in at a hotel or airport, you tell a person working there that you have arrived and give them your personal information.* |
| come out (6) | *If the sun, moon or stars come out, they start to be visible in the sky.* |
| come out (Ready for Listening) | *become available for people to buy or see* |
| concentrate on (something) (5) | *give most of your attention to one activity or aim* |
| cut (something) down (5) | *make a tree, plant, etc. fall down by cutting it near the bottom* |
| deal with (something) (2, 6, 8) | *take action to do something, especially to solve a problem* |
| depend on (someone/something) (5) | *need someone or something in order to survive or be successful* |
| depend on (something) (3) | *If one thing depends on another, it's changed/affected by the other thing.* |
| dress up (1) | *put on more formal clothes than the clothes that you usually wear* |
| eat out (2, 3, 9) | *have a meal in a restaurant instead of at home* |
| end up (doing something) (6) | *be in a particular place, situation or state after doing something, especially when you did not plan this* |
| fall over (5, 10) | *If you fall over, you fall to the ground.* |
| fill (something) in (4, 7) | *add information in the empty spaces on an official document* |
| fill up (6) | *become full of something* |
| find out (2, 4, 7, 9, 10, 11) | *discover a fact or piece of information* |
| get away (from something) (11) | *go somewhere different from where you live to have a rest or holiday* |
| get out (Ready for Listening) | *leave or go out of a place* |
| get together (2) | *If people get together, they meet in order to do something or to spend time together.* |
| get up (1, 3, 7) | *get out of bed after sleeping* |
| give up (1, 3, 6) | *stop trying to do something* |
| go off (5) | *If food or drink goes off, it becomes bad and you cannot eat or drink it.* |
| go on (Ready for Listening) | *happen* |
| go through (something) (Ready for Reading) | *study or read something carefully, often by repeating it* |
| go up (4, 5, 12) | *increase* |
| hand (something) in (2, 7, 9) | *give something to a person in authority, often a piece of work* |
| hang out with (someone) (1, 4) | *spend time with particular people* |
| hear of (something) (4, 9) | *know about something because you have been told about it before* |
| help (someone) out (4) | *help someone, especially by doing a particular job or giving them money* |
| keep (someone/something) out (1, 11) | *stop someone or something from entering a place* |
| keep on (doing something) (5) | *continue doing something* |
| keep up with (someone) (6) | *continue to be in contact with someone* |
| look after (someone/something) (9) | *take care of someone or something and make certain that they have everything they need* |
| look for (someone/something) (5, 7, 8, 9) | *search for someone or something* |

| | |
|---|---|
| look forward to (something/doing something) (2, 4, 5, 10, 12) | *feel happy and excited about something that is going to happen* |
| look through (something) (1) | *try to find something among a lot of other things* |
| look into (something) (Ready for Listening) | *try to discover the facts about something such as a problem or a crime* |
| mix (something) up (8) | *put things together without any order* |
| move in (11) | *start living in a different home* |
| move into (somewhere) (4) | *start living or working in a place* |
| pick (someone) up (1, 5, 10) | *go to a place in order to get someone and take them somewhere, usually in a car* |
| pick (something) up (3) | *buy something* |
| pick (something) up (5, 9) | *lift something up from a surface* |
| pick (something) up (6) | *collect something from a place* |
| plug (something) in (9) | *connect a piece of equipment to an electricity supply or to another piece of equipment* |
| print (something) out (12) | *produce a copy of a computer document from a printer* |
| put (something) away (7,11) | *put something in the place you usually keep it when you are not using it* |
| put (something) down (Ready for Listening) | *put something onto a surface, especially the ground or floor* |
| put (something) on (1, 5, 10, 12) | *cover a part of your body with a piece of clothing or jewellery so that you are wearing it* |
| put (something) on (11) | *start to play music on a radio or other machine* |
| put (something) together (8, Ready for Listening) | *produce or organise something by collecting information, ideas, etc.* |
| rely on (something) (5, 6) | *need something in order to continue living, existing, working, etc.* |
| run out (of something) (3, 5) | *If something runs out or if you run out of something, it is all used and there is none left. If something is running out or if you are running out of something, soon there will be none left.* |
| sell out (12) | *If products, tickets, etc. sell out, there are none left for people to buy because they have all been sold.* |
| set (someone/something) apart (2) | *make someone or something different or special* |
| set off (8) | *start a journey, or to start going in a particular direction* |
| set out (4, 6) | *start a journey* |
| set (something) up (2, 4, 5, 9) | *prepare something, for example equipment, so that it is ready to be used* |
| sign up* (for something) (5, Ready for Reading) | *arrange to do an activity by putting your name on a list* |
| show up (Ready for Reading, Ready for Listening) | *arrive in a place where people are expecting you* |
| shut (something) down (12) | *If a machine or computer shuts down, or if someone shuts it down, it stops working.* |
| sit down (8, 12) | *lower your body into a sitting position* |
| stand up (5, 8) | *move so that you are on your feet* |
| stop by (something) (1) | *visit a person or place for a short time* |
| switch (something) off (5, 11, 12) | *If you switch something off such as a light or a machine, it stops working.* |
| switch (something) on (12) | *If you switch something on such as a light or a machine, it starts working.* |
| take (something) off (1, Ready for Listening) | *remove something, especially a piece of clothing, from your body* |
| take up (a hobby / a sport) (10) | *start doing something regularly as a habit, job or interest* |
| take up (something) (8, 9) | *fill a particular amount of space or time* |
| think about/of (doing something) (1, 2, 9) | *consider doing something* |
| throw (something) away (5, 11) | *get rid of something that you no longer want* |
| tidy (something) up (11) | *make a place look better by putting things in the correct place* |
| try (something) on (1, 4, 5, 6) | *put on a piece of clothing to see how it looks and whether it fits* |
| turn (something) down (6) | *reduce the amount of sound, heat, or light produced by a piece of equipment by pressing a button or moving a switch* |
| turn (something) on (5, 11) | *make a piece of equipment work by pressing a button or moving a switch* |
| wake (someone) up (1, 2, 4, 6, 12) | *stop sleeping, or to make someone stop sleeping* |
| work out (6) | *do physical exercise as a way of keeping fit and healthy* |
| wear out (1) | *become thin or damaged because of being used a lot* |
| write (something) down (7,12) | *write something on a piece of paper* |

# STUDENT'S BOOK WORDLISTS

## Unit 1

### Clothing

| | |
|---|---|
| belt | *noun* |
| blouse | *noun* |
| bracelet | *noun* |
| cap | *noun* |
| changing room | *noun* |
| earrings | *noun* |
| fit | *verb* |
| gloves | *noun* |
| handbag | *noun* |
| jacket | *noun* |
| jeans | *noun* |
| match | *verb* |
| necklace | *noun* |
| ring | *noun* |
| sandals | *noun* |
| sale | *noun* |
| scarf | *noun* |
| shorts | *noun* |
| skirt | *noun* |
| smart | *adjective* |
| sunglasses | *noun* |
| sweater | *noun* |
| tie | *noun* |
| tights | *noun* |
| tracksuit | *noun* |
| watch | *noun* |
| wear | *verb* |

### Phrasal verbs (clothing)

| | |
|---|---|
| dress up | *phrasal verb* |
| put (something) on | *phrasal verb* |
| take (something) off | *phrasal verb* |
| try (something) on | *phrasal verb* |
| wear out | *phrasal verb* |

### Prepositions of time

| | |
|---|---|
| at | *preposition* |
| (one/three/ten ... etc.) at a time | *phrase* |
| at first | *phrase* |
| at once | *phrase* |
| at the end of | *phrase* |
| at the moment | *phrase* |
| at the thought of | *phrase* |
| in | *preposition* |
| on | *preposition* |

### Adverbs of frequency

| | |
|---|---|
| always | *adverb* |
| every (day) | *adverb* |
| hardly ever | *adverb* |
| never | *adverb* |
| often | *adverb* |
| sometimes | *adverb* |
| usually | *adverb* |

## Unit 2

### *-ed* and *-ing* adjectives

| | |
|---|---|
| annoyed | *adjective* |
| annoying | *adjective* |
| bored | *adjective* |
| boring | *adjective* |
| confused | *adjective* |
| confusing | *adjective* |
| disappointed | *adjective* |
| disappointing | *adjective* |
| embarrassed | *adjective* |
| embarrassing | *adjective* |
| frightened | *adjective* |
| frightening | *adjective* |
| frustrated | *adjective* |
| frustrating | *adjective* |
| interested | *adjective* |
| interesting | *adjective* |
| relaxed | *adjective* |
| relaxing | *adjective* |
| satisfied | *adjective* |
| satisfying | *adjective* |
| surprised | *adjective* |
| surprising | *adjective* |

### Leisure activities

| | |
|---|---|
| attend events | *verb phrase* |
| be a big fan of | *verb phrase* |
| be into | *verb phrase* |
| can't live without | *verb phrase* |
| can't stand | *verb phrase* |
| do exercise | *verb phrase* |
| go for a walk | *verb phrase* |
| go hiking | *verb phrase* |
| go shopping | *verb phrase* |
| have a party | *verb phrase* |
| listen to (music / a podcast) | *verb phrase* |

| | |
|---|---|
| make a meal | *verb phrase* |
| play video games | *verb phrase* |
| read the news | *verb phrase* |
| see films at the cinema | *verb phrase* |
| spend time with (someone) | *verb phrase* |
| stay in a hotel | *verb phrase* |
| take photographs | *verb phrase* |
| use social media | *verb phrase* |
| watch TV | *verb phrase* |

### Phrasal verbs (leisure activities)

| | |
|---|---|
| eat out | *phrasal verb* |
| get together | *phrasal verb* |
| look forward to (something) | *phrasal verb* |
| set (something) up | *phrasal verb* |
| think about/of (doing something) | *phrasal verb* |
| work out | *phrasal verb* |

## Unit 3

### Containers and amounts

| | |
|---|---|
| bag | *noun* |
| bar | *noun* |
| bottle | *noun* |
| bowl | *noun* |
| box | *noun* |
| bunch | *noun* |
| can | *noun* |
| carton | *noun* |
| cup | *noun* |
| glass | *noun* |
| head | *noun* |
| jar | *noun* |
| jug | *noun* |
| loaf | *noun* |
| plate | *noun* |
| slice | *noun* |
| spoonful | *noun* |
| tin | *noun* |

### Food

| | |
|---|---|
| bake | *verb* |
| barbecue | *verb* |
| biscuit | *noun* |
| bitter | *adjective* |
| boil | *verb* |
| broccoli | *noun* |
| cereal | *noun* |
| cherry | *noun* |
| chewing gum | *noun* |
| crisps | *noun* |
| curry | *noun* |
| dish | *noun* |
| fry | *verb* |
| grape | *noun* |
| honey | *noun* |
| jam | *noun* |
| juicy | *adjective* |
| lettuce | *noun* |
| mushroom | *noun* |
| olive oil | *noun* |
| peanut | *noun* |
| pea | *noun* |
| pepper | *noun* |
| popcorn | *noun* |
| raw | *adjective* |
| recipe | *noun* |
| roast | *verb* |
| salty | *adjective* |
| sausage | *noun* |
| seafood | *noun* |
| snack | *noun* |
| sour | *adjective* |
| soup | *noun* |
| spicy | *adjective* |
| sweet | *adjective* |
| takeaway | *noun* |
| yoghurt | *noun* |

### Phrasal verbs (food)

| | |
|---|---|
| eat out | *phrasal verb* |
| pick (something) up | *phrasal verb* |
| take away | *phrasal verb* |

### Phrasal verbs (miscellaneous)

| | |
|---|---|
| get up | *phrasal verb* |
| give up | *phrasal verb* |

## Unit 4

### Live entertainment

| | |
|---|---|
| achieve | *verb* |
| admission | *noun* |
| attend | *verb* |
| attract an audience | *verb phrase* |
| audience | *noun* |
| ballet | *noun* |
| cancel | *verb* |
| celebrate | *verb* |
| charge admission | *verb phrase* |
| circus | *noun* |
| comedy show | *noun* |
| concert | *noun* |
| costume | *noun* |

| | |
|---|---|
| design | *verb* |
| dog show | *noun* |
| enjoy success | *verb phrase* |
| entertain | *verb* |
| exhibition | *noun* |
| fashion show | *noun* |
| get (good/bad ... etc.) reviews | *verb phrase* |
| give (someone) an/the opportunity | *verb phrase* |
| host an event | *verb* phrase |
| lead singer | *noun* |
| magic show | *noun* |
| miss an/the opportunity | *verb phrase* |
| musical | *noun* |
| musician | *noun* |
| opera | *noun* |
| opportunity | *noun* |
| parade | *noun* |
| play | *noun* |
| pop concert | *noun* |
| post a review | *verb phrase* |
| refuse admission | *verb phrase* |
| rent | *verb* |
| review | *verb/noun* |
| show | *noun* |
| surprise | *verb* |
| tour guide | *noun* |

**Phrasal verbs (miscellaneous)**

| | |
|---|---|
| hang out | *phrasal verb* |
| set (something) up | *phrasal verb* |
| wake (someone) up | *phrasal verb* |

**Social media**

| | |
|---|---|
| chat | *verb* |
| click | *verb* |
| comment on/about | *verb* |
| community | *noun* |
| download | *verb* |
| follow | *verb* |
| influence | *verb* |
| join | *verb* |
| like | *verb* |
| notice | *verb* |
| online | *adjective/adverb* |
| opinion | *noun* |
| post | *verb* |
| profile | *noun* |
| react | *verb* |
| record | *verb* |
| register (for an account) | *verb* |
| share | *verb* |
| smart | *adjective* |
| tag | *verb* |
| trend | *noun* |
| update | *verb* |
| viral | *adjective* |

**Phrasal verbs (miscellaneous)**

| | |
|---|---|
| go up | *phrasal verb* |
| help (someone) out | *phrasal verb* |
| look forward to (something) | *phrasal verb* |
| move into (somewhere) | *phrasal verb* |

## Unit 5

**Nature**

| | |
|---|---|
| cave | *noun* |
| cliff | *noun* |
| cool | *adjective* |
| desert | *noun* |
| documentary | *noun* |
| field | *noun* |
| foggy | *adjective* |
| forest | *noun* |
| freezing | *adjective* |
| go camping | *verb phrase* |
| hill | *noun* |
| humid | *adjective* |
| icy | *adjective* |
| island | *noun* |
| jungle | *noun* |
| lake | *noun* |
| landscape | *noun* |
| mild | *adjective* |
| mountain | *noun* |
| outdoor | *adjective* |
| river | *noun* |
| stream | *noun* |
| valley | *noun* |
| waterfall | *noun* |
| waterproof | *adjective* |
| wildlife | *noun* |

**Phrasal verbs (miscellaneous)**

| | |
|---|---|
| belong to (something) | *phrasal verb* |
| cut (something) down | *phrasal verb* |
| run out | *phrasal verb* |
| set up | *phrasal verb* |

### Environmental issues

| | |
|---|---|
| air pollution | *noun* |
| climate change | *noun* |
| fast fashion | *noun* |
| food waste | *noun* |
| litter | *noun* |
| noise pollution | *noun* |
| public transport | *noun* |
| recycle | *verb* |
| recycling | *noun* |
| save energy | *verb phrase* |
| separate (rubbish) | *verb* |

### Phrasal verbs (miscellaneous)

| | |
|---|---|
| depend on (someone/something) | *phrasal verb* |
| go off | *phrasal verb* |
| go up | *phrasal verb* |
| keep on (doing something) | *phrasal verb* |
| keep up | *phrasal verb* |
| pick (something) up | *phrasal verb* |
| pick (someone) up | *phrasal verb* |
| rely on (something) | *phrasal verb* |
| switch (something) off | *phrasal verb* |
| throw (something) away | *phrasal verb* |

## Unit 6

### Adjectives

| | |
|---|---|
| ancient | *adjective* |
| challenging | *adjective* |
| dull | *adjective* |
| descriptive | *adjective* |
| essential | *adjective* |
| extraordinary | *adjective* |
| famous | *adjective* |
| fascinating | *adjective* |
| frustrating | *adjective* |
| glad | *adjective* |
| hard | *adjective* |
| hilarious | *adjective* |
| historic | *adjective* |
| incredible | *adjective* |
| magnificent | *adjective* |
| necessary | *adjective* |
| odd | *adjective* |
| peaceful | *adjective* |
| pleased | *adjective* |
| quiet | *adjective* |
| regular | *adjective* |
| typical | *adjective* |
| uninteresting | *adjective* |
| unusual | *adjective* |
| usual | *adjective* |
| well-known | *adjective* |
| wonderful | *adjective* |

### Phrasal verbs (miscellaneous)

| | |
|---|---|
| deal with (something) | *phrasal verb* |
| end up (doing something) | *phrasal verb* |
| rely on (someone/something) | *phrasal verb* |
| pick (something) up | *phrasal verb* |
| turn (something) down | *phrasal verb* |

### Travel compound nouns

| | |
|---|---|
| airline | *noun* |
| backpack | *noun* |
| car park | *noun* |
| check-in desk | *noun* |
| countryside | *noun* |
| credit card | *noun* |
| cruise ship | *noun* |
| driving licence | *noun* |
| guidebook | *noun* |
| hand luggage | *noun* |
| motorway | *noun* |
| return ticket | *noun* |
| seaside | *noun* |
| speed limit | *noun* |
| suitcase | *noun* |
| sun hat | *noun* |
| sunglasses | *noun* |
| tour guide | *noun* |
| traffic jam | *noun* |
| window seat | *noun* |

### Phrasal verbs (travel)

| | |
|---|---|
| check in | *phrasal verb* |
| set out | *phrasal verb* |

## Unit 7

### Jobs

| | |
|---|---|
| actor | *noun* |
| architect | *noun* |
| builder | *noun* |
| businessperson | *noun* |
| check | *verb* |
| chef | *noun* |
| cleaner | *noun* |
| dentist | *noun* |
| design | *verb* |
| director | *noun* |

| | |
|---|---|
| engineer | *noun* |
| farmer | *noun* |
| fix | *verb* |
| interview | *verb* |
| lawyer | *noun* |
| manage | *verb* |
| manager | *noun* |
| musician | *noun* |
| nurse | *noun* |
| photographer | *noun* |
| police officer | *noun* |
| prepare | *verb* |
| professional | *adjective* |
| receptionist | *noun* |
| reporter | *noun* |
| scientist | *noun* |
| stressful | *adjective* |
| talented | *adjective* |
| waiter | *noun* |

### Work life

| | |
|---|---|
| application form | *noun* |
| apply | *verb* |
| career | *noun* |
| colleague | *noun* |
| department | *noun* |
| earn | *verb* |
| employee | *noun* |
| employer | *noun* |
| job description | *noun* |
| manager | *noun* |
| permanent | *adjective* |
| quit | *verb* |
| retire | *verb* |
| staff | *noun* |
| summer job | *noun* |
| temporary | *adjective* |
| training | *noun* |

### Phrasal verbs (work life)

| | |
|---|---|
| fill (something) in | *phrasal verb* |
| look for (something) | *phrasal verb* |
| write (something) down | *phrasal verb* |

## Unit 8

### Types of sports

| | |
|---|---|
| athletics | *noun* |
| basketball | *noun* |
| coach | *noun* |
| court | *noun* |
| gymnastics | *noun* |
| handball | *noun* |
| ice hockey | *noun* |
| ice rink | *noun* |
| karate | *noun* |
| mountain biking | *noun* |
| paddleboarding | *noun* |
| pitch | *noun* |
| rock climbing | *noun* |
| rugby | *noun* |
| skateboarding | *noun* |
| skiing | *noun* |
| table tennis | *noun* |
| team | *noun* |
| track | *noun* |
| train | *verb* |
| windsurfing | *noun* |

### Sports collocations

| | |
|---|---|
| accept defeat | *verb phrase* |
| achieve a goal | *verb phrase* |
| bring (someone) luck | *verb phrase* |
| book tickets | *verb phrase* |
| deal with disappointment | *verb phrase* |
| enter a competition | *verb phrase* |
| goggles | *noun* |
| helmet | *noun* |
| hoop | *noun* |
| instructor | *noun* |
| knee pads | *noun* |
| life jacket | *noun* |
| net | *noun* |
| paddleboarding | *noun* |
| racket | *noun* |
| running shoes | *noun* |
| ramp | *noun* |
| score a/the point | *verb phrase* |
| stick | *noun* |
| take part in | *verb phrase* |
| treat (someone) with respect | *verb phrase* |
| trunks | *noun* |

### Phrasal verbs (miscellaneous)

| | |
|---|---|
| set off | *phrasal verb* |
| sit down | *phrasal verb* |
| stand up | *phrasal verb* |

## Unit 9

### Student life

| | |
|---|---|
| academic | *adjective* |
| borrow | *verb* |
| course | *noun* |
| do a project | *verb phrase* |
| do your homework | *verb phrase* |
| essay | *noun* |
| exam | *noun* |
| fail an exam | *verb phrase* |
| follow instructions | *verb phrase* |
| get a degree | *verb phrase* |
| get top marks | *verb phrase* |
| have lessons | *verb phrase* |
| homework | *noun* |
| instruction | *noun* |
| lend | *verb* |
| mark | *noun* |
| practical | *adjective* |
| project | *noun* |
| result | *noun* |
| student card | *noun* |
| subject | *noun* |
| take a class/a course | *verb phrase* |
| take an exam | *verb phrase* |
| take notes | *verb phrase* |
| text book | *noun* |
| write essays | *verb phrase* |

### Student life phrasal verbs

| | |
|---|---|
| find out | *phrasal verb* |
| give (something) back | *phrasal verb* |
| hand (something) in | *phrasal verb* |
| look for (something) | *phrasal verb* |
| pick (something) up | *phrasal verb* |
| set (something) up | *phrasal verb* |
| sign up | *phrasal verb* |
| take up (a sport) | *phrasal verb* |

### Different types of study

| | |
|---|---|
| course | *noun* |
| degree | *noun* |
| distance learning | *noun* |
| evening class | *noun* |
| full-time | *adjective* |
| instructor | *noun* |
| part-time | *adjective / adverb* |
| professor | *noun* |
| trainer | *noun* |

## Unit 10

### Health

| | |
|---|---|
| break | *verb* |
| chemist | *noun* |
| call an ambulance | *verb phrase* |
| feel better/worse | *verb phrase* |
| fever | *noun* |
| flu | *noun* |
| get a cold | *verb phrase* |
| get a prescription | *verb phrase* |
| get some rest | *verb phrase* |
| go on a diet | *verb phrase* |
| have a cough | *verb phrase* |
| have an accident | *verb phrase* |
| have an operation | *verb phrase* |
| hurt | *verb* |
| in pain | *phrase* |
| lower your temperature | *verb phrase* |
| make an appointment | *verb phrase* |
| medicine | *noun* |
| sneeze | *verb* |
| stay fit/healthy | *verb phrase* |
| stretch | *verb* |
| take pills | *verb phrase* |
| take (some) time off | *verb phrase* |
| take (your) temperature | *verb phrase* |
| tissue | *noun* |

### Strong and weak adjectives

| | |
|---|---|
| a bit | *adverb* |
| a little | *adverb* |
| absolutely | *adverb* |
| awful | *adjective* |
| beautiful | *adjective* |
| brilliant | *adjective* |
| delighted | *adjective* |
| enormous | *adjective* |
| exhausted | *adjective* |
| extremely | *adverb* |
| fantastic | *adjective* |
| freezing | *adjective* |
| huge | *adjective* |
| miserable | *adjective* |
| quite | *adverb* |
| really | *adverb* |
| shocked | *adjective* |
| terrible | *adjective* |
| tiny | *adjective* |

### Phrasal verbs (miscellaneous)

| | |
|---|---|
| fall over | *phrasal verb* |
| look forward to (something / doing something) | *phrasal verb* |
| pick (someone) up | *phrasal verb* |

## Unit 11

### Buildings

| | |
|---|---|
| apartment | *noun* |
| balcony | *noun* |
| block of flats | *noun* |
| castle | *noun* |
| cottage | *noun* |
| flat | *noun* |
| ground floor | *noun* |
| lift | *noun* |
| monument | *noun* |
| office block | *noun* |
| open-plan | *adjective* |
| palace | *noun* |
| penthouse | *noun* |
| rent | *verb* |
| skyscraper | *noun* |
| tower | *noun* |

### Phrasal verbs (miscellaneous)

| | |
|---|---|
| get away | *phrasal verb* |
| keep (someone/something) out | *phrasal verb* |
| turn on | *phrasal verb* |

### Household objects

| | |
|---|---|
| air conditioner | *noun* |
| armchair | *noun* |
| bath | *noun* |
| cupboard | *noun* |
| dishwasher | *noun* |
| drawer | *noun* |
| fridge | *noun* |
| heater | *noun* |
| lamp | *noun* |
| microwave | *noun* |
| mirror | *noun* |
| oven | *noun* |
| sink | *noun* |
| shower | *noun* |
| sofa | *noun* |
| tap | *noun* |
| toilet | *noun* |
| wardrobe | *noun* |

### Chores

| | |
|---|---|
| clean the car | *verb phrase* |
| clean the house | *verb phrase* |
| do the ironing | *verb phrase* |
| do the shopping | *verb phrase* |
| do the washing | *verb phrase* |
| do the washing up | *verb phrase* |
| make breakfast/dinner/lunch, etc. | *verb phrase* |
| make a mess | *verb phrase* |
| make the/your bed | *verb phrase* |
| prepare meals | *verb phrase* |

### Phrasal verbs (chores)

| | |
|---|---|
| put (something) away | *phrasal verb* |
| switch (something) off | *phrasal verb* |
| throw (something) away | *phrasal verb* |
| tidy (something) up | *phrasal verb* |

## Unit 12

### Computers and devices

| | |
|---|---|
| app | *noun* |
| computer | *noun* |
| connect | *verb* |
| delete | *verb* |
| document | *noun* |
| email | *noun* |
| enter | *verb* |
| file | *noun* |
| install | *verb* |
| laptop | *noun* |
| message | *noun* |
| password | *noun* |
| print | *verb* |
| program | *noun* |
| receive | *verb* |
| remember | *verb* |
| restart | *verb* |
| save | *verb* |
| send | *verb* |
| uninstall | *verb* |
| username | *noun* |

### Phrasal verbs (miscellaneous)

| | |
|---|---|
| belong to (someone) | *phrasal verb* |
| shut (something) down | *phrasal verb* |
| sit down | *phrasal verb* |
| switch (something) on | *phrasal verb* |
| write (something) down | *phrasal verb* |

### Changes and amounts

| | |
|---|---|
| almost (everyone, no(one), etc.) | *adverb* |
| decrease | *verb* |
| drop | *verb* |
| get better | *verb phrase* |
| get worse | *verb phrase* |
| grow | *verb* |
| half | *noun* |
| improve | *verb* |
| increase | *verb* |
| quarter | *noun* |

### Knowledge and invention

| | |
|---|---|
| artificial intelligence | *noun* |
| build a machine | *verb phrase* |
| collect data | *verb phrase* |
| do experiments | *verb phrase* |
| do research | *verb phrase* |
| draw a diagram | *verb phrase* |
| find a solution | *verb phrase* |
| inventor | *noun* |
| make a discovery | *verb phrase* |
| robot | *noun* |
| share (your) ideas | *verb phrase* |
| wake (someone) up | *phrasal verb* |

# WORD FORMATION LIST

## Adjectives: Negative prefixes

We use negative prefixes before an adjective, noun or verb to give it the opposite meaning. The most common negative prefixes are: *de-, dis-, il-, im-, in-, ir-, mis-* and *un-*.

### *dis-*

disabled
disappointed
disappointing
discount
dishonest
displeased
dissatisfied

### *im-*

immature
impatient
imperfect
impersonal
impolite
impossible
impractical

### *in-*

inactive
incomplete
incorrect
incredible
independent
inexpensive
informal
invalid

### *ir-*

irregular
irresistible
irrelevant
irresponsible

### *un-*

unable
unacceptable
unachievable
unbelievable
unclear
uncomfortable
unemployed
unexpected
unfair
unfit
unforgettable
unfriendly
unhappy
unhealthy
unimportant
uninterested
uninteresting
unkind
unknown
unlikely
unlucky
unnecessary
unnoticeable
unpleasant
unprofessional
unreliable
unsatisfied
unsatisfying
unsuccessful
unsurprised
unsurprising
untidy
unusual
unwell

## Adjectives: negative suffix

We use the negative suffix *-less* to mean 'without', e.g. *careless*: without care, *hopeless*: without hope.

### *-less*

careless
hopeless
painless
priceless
sleeveless
useless

## People

We can create nouns that refer to people by adding a suffix to a verb or another noun.
e.g. engine (the object) - engineer (the job)

### *-ant*

| Verb | Noun |
|---|---|
| apply | applicant |
| assist | assistant |
| participate | participant |

### *-ee*

| Verb | Noun |
|---|---|
| attend | attendee |
| employ | employee |
| interview | interviewee |
| retire | retiree |
| train | trainee |

### *-eer*

| Noun | Noun |
|---|---|
| engine | engineer |
| mountain | mountaineer |

### *-er*

| Verb | Noun |
|---|---|
| achieve | achiever |
| babysit | babysitter |
| bake | baker |
| begin | beginner |
| build | builder |
| buy | buyer |
| call | caller |
| clean | cleaner |
| climb | climber |
| dance | dancer |
| design | designer |
| diet | dieter |
| discover | discoverer |
| dive | diver |
| drive | driver |
| eat | eater |
| employ | employer |
| entertain | entertainer |
| explore | explorer |
| farm | farmer |
| follow | follower |
| hike | hiker |
| influence | influencer |
| interview | interviewer |
| lead | leader |
| listen | listener |
| manage | manager |
| own | owner |
| paint | painter |
| pay | payer |
| perform | performer |
| photograph | photographer |
| play | player |
| present | presenter |
| program | programmer |
| quit | quitter |
| read | reader |
| rent | renter |
| report | reporter |
| research | researcher |
| review | reviewer |
| run | runner |
| send | sender |
| shop | shopper |
| sing | singer |
| skate | skater |
| ski | skier |
| speak | speaker |
| swim | swimmer |
| teach | teacher |
| train | trainer |
| use | user |
| wait | waiter |
| walk | walker |
| windsurf | windsurfer |
| win | winner |
| work | worker |
| write | writer |
| **Noun** | **Noun** |
| backpack | backpacker |
| bike | biker |
| blog | blogger |
| football | footballer |
| law | lawyer |
| paddleboard | paddleboarder |
| skateboard | skateboarder |

### *-ian*

| Noun | Noun |
|---|---|
| comedy | comedian |
| electricity | electrician |
| library | librarian |
| magic | magician |
| music | musician |
| politics | politician |

### *-ist*

| **Noun** | **Noun** |
|---|---|
| art | artist |
| economy | economist |
| guitar | guitarist |
| novel | novelist |
| reception | receptionist |
| science | scientist |
| tour | tourist |

### *-or*

| **Verb** | **Noun** |
|---|---|
| act | actor |
| collect | collector |
| compete | competitor |
| construct | constructor |
| direct | director |
| instruct | instructor |
| invent | inventor |
| visit | visitor |

### *miscellaneous*

| **Verb** | **Noun** |
|---|---|
| guide | guide |
| host | host |
| receive | recipient |
| **Noun** | **Noun** |
| athletics | athlete |
| gymnastics | gymnast |

## Nouns

We often make nouns by adding a suffix to the verb or adjective. The most common noun suffixes are: *-able, -ance/-ence, -ion, -ment* and *-sion.*

### *-ance*

| **Verb** | **Noun** |
|---|---|
| accept | acceptance |
| annoy | annoyance |
| (dis)appear | (dis)appearance |
| attend | attendance |
| enter | entrance |
| perform | performance |
| rely | reliance |
| **Adjective** | **Noun** |
| distant | distance |
| elegant | elegance |
| important | importance |
| tolerant | tolerance |

### *-ence*

| **Verb** | **Noun** |
|---|---|
| depend | (in)dependence |
| differ | difference |
| exist | existence |
| **Adjective** | **Noun** |
| absent | absence |
| confident | confidence |
| different | difference |

### *-ight*

| **Verb** | **Noun** |
|---|---|
| fly | flight |
| see | sight |
| **Adjective** | **Noun** |
| frightened | fright |
| delighted | delight |
| high | height |
| intelligent | intelligence |
| violent | violence |

### *-ing*

| **Verb** | **Noun** |
|---|---|
| advertise | advertising |
| bake | baking |
| begin | beginning |
| belong | belonging |
| build | building |
| camp | camping |
| clean | cleaning |
| climb | climbing |
| cross | crossing |
| cycle | cycling |
| dance | dancing |
| draw | drawing |
| heat | heating |
| hike | hiking |
| mean | meaning |
| meet | meeting |
| paint | painting |
| record | recording |
| recycle | recycling |
| sail | sailing |
| shop | shopping |
| ski | skiing |
| spell | spelling |
| train | training |
| walk | walking |
| warn | warning |
| wash | washing |

### *-ion*

| Verb | Noun |
|---|---|
| act | action |
| add | addition |
| admit | admission |
| attract | attraction |
| celebrate | celebration |
| collect | collection |
| communicate | communication |
| compete | competition |
| conclude | conclusion |
| confuse | confusion |
| connect | connection |
| correct | correction |
| decide | decision |
| describe | description |
| direct | direction |
| discuss | discussion |
| elect | election |
| exhaust | exhaustion |
| graduate | graduation |
| immigrate | immigration |
| instruct | instruction |
| invent | invention |
| locate | location |
| operate | operation |
| pollute | pollution |
| prescribe | prescription |
| produce | production |
| react | reaction |
| revise | revision |
| satisfy | (dis)satisfaction |
| solve | solution |
| suggest | suggestion |
| translate | translation |

### *-ation*

| Verb | Noun |
|---|---|
| accommodate | accommodation |
| apply | application |
| cancel | cancellation |
| educate | education |
| explain | explanation |
| identify | identification |
| imagine | imagination |
| inform | information |
| install | installation |
| invite | invitation |
| organise | organisation |
| prepare | preparation |
| present | presentation |
| pronounce | pronunciation |
| relax | relaxation |
| register | registration |
| reserve | reservation |

### *-ity*

| Adjective | Noun |
|---|---|
| able | ability |
| active | activity |
| electric | electricity |
| national | nationality |
| possible | possibility |
| real | reality |

### *-ment*

| Verb | Noun |
|---|---|
| achieve | achievement |
| advertise | advertisement |
| announce | announcement |
| argue | argument |
| arrange | arrangement |
| develop | development |
| disappoint | disappointment |
| embarrass | embarrassment |
| employ | (un)employment |
| enjoy | enjoyment |
| entertain | entertainment |
| improve | improvement |
| manage | management |
| move | movement |
| pay | payment |
| retire | retirement |
| treat | treatment |

### *-ness*

| Adjective | Noun |
|---|---|
| aware | awareness |
| fit | fitness |
| happy | happiness |
| ill | illness |
| lonely | loneliness |
| sad | sadness |

### *-th*

| Adjective | Noun |
|---|---|
| long | length |
| strong | strength |
| true | truth |
| **Verb** | **Noun** |
| die | death |
| grow | growth |

### *-y*

| **Adjective** | **Noun** |
|---|---|
| beautiful | beauty |
| difficult | difficulty |
| honest | honesty |
| safe | safety |
| **Verb** | **Noun** |
| discover | discovery |
| **injure** | injury |

### *Miscellaneous nouns*

| **Verb** | **Noun** |
|---|---|
| advise | advice |
| behave | behaviour |
| break | breakage |
| choose | choice |
| earn | earnings |
| fail | failure |
| practise | practice |
| receive | receipt |
| refuse | refusal |
| sell | sale |
| succeed | success |
| **Adjective** | **Noun** |
| bored | boredom |
| hot | heat |
| professional | professionalism |

### *Compound nouns*

Compound nouns are sometimes formed from phrasal verbs and have a closely related meaning. They are sometimes written as one word, or sometimes have a hyphen (-) between the two parts. Examples include:

| **Phrasal verb** | **Noun** |
|---|---|
| check in | check-in |

*Go to the **check-in** desk two hours before flying.*

| | |
|---|---|
| set up | set-up |

*I've used that system before, but this is a different **set-up**.*

| | |
|---|---|
| work out | workout |

*My sister does a daily **workout** at the gym.*

| **Phrasal verb** | **Noun** |
|---|---|
| break down | breakdown |
| break in | break-in |
| check in | check-in |
| mix up | mix-up |
| set up | set-up |
| take away | takeaway |
| take off | takeoff |
| work out | workout |

## Adjectives

We often make adjectives by adding a suffix to the verb or noun. The most common adjective suffixes are: *-able, -al, -ant/-ent, -ic, -ful* and *-ive.*

### *-able*

| **Verb** | **Adjective** |
|---|---|
| accept | (un)acceptable |
| achieve | (un)achievable |
| believe | (un)believable |
| forget | (un)forgettable |
| depend | dependable |
| discover | discoverable |
| enjoy | enjoyable |
| notice | (un)noticeable |
| pay | payable |
| predict | predictable |
| rely | (un)reliable |
| **Noun** | **Adjective** |
| comfort | (un)comfortable |
| fashion | (un)fashionable |
| reason | (un)reasonable |
| value | valuable |

### *-al*

| **Noun** | **Adjective** |
|---|---|
| benefit | beneficial |
| centre | central |
| coast | coastal |
| culture | cultural |
| education | educational |
| environment | environmental |
| experiment | experimental |
| globe | global |
| history | historical* |
| influence | influential |
| medicine | medical |
| magic | magical |
| music | musical |
| nature | natural |
| person | personal |
| profession | (un)professional |

Some adjectives can have different meanings depending on the adjective ending:

**historical:** relating to the past e.g. *historical documents*

**historic:** something important in history e.g. *a historic event*

### *-ed*

| Verb | Adjective |
|---|---|
| annoy | annoyed |
| bake | baked |
| boil | boiled |
| bore | bored |
| close | closed |
| confuse | confused |
| damage | damaged |
| disappoint | disappointed |
| embarrass | embarrassed |
| employ | employed |
| exhaust | exhausted |
| fascinate | fascinated |
| fit | fitted |
| frighten | frightened |
| frustrate | frustrated |
| fry | fried |
| grill | grilled |
| interest | interested |
| limit | limited |
| marry | married |
| please | pleased |
| pollute | polluted |
| prepare | (un)prepared |
| recycle | recycled |
| relax | relaxed |
| roast | roasted |
| satisfy | (un/dis)satisfied |
| shock | shocked |
| surprise | (un)surprised |
| **Noun** | **Adjective** |
| bottle | bottled |
| curry | curried |
| slice | sliced |
| spice | spiced |
| talent | talented |
| tin | tinned |

### *-ful*

| Noun | Adjective |
|---|---|
| beauty | beautiful |
| care | careful |
| cheer | cheerful |
| colour | colourful |
| help | helpful |
| hope | hopeful |
| peace | peaceful |
| power | powerful |
| stress | stressful |
| success | (un)successful |

### *-ic*

| Noun | Adjective |
|---|---|
| athlete | athletic |
| gymnast | gymnastic |
| history | historic* |
| robot | robotic |
| science | (un)scientific |

### *-ing*

| Verb | Adjective |
|---|---|
| annoy | annoying |
| bore | boring |
| challenge | challenging |
| confuse | confusing |
| disappoint | disappointing |
| embarrass | embarrassing |
| entertain | entertaining |
| fascinate | fascinating |
| freeze | freezing |
| frighten | frightening |
| frustrate | frustrating |
| increase | increasing |
| interest | interesting |
| match | matching |
| relax | relaxing |
| satisfy | (un)satisfying |
| shock | shocking |
| surprise | (un)surprising |

### *-ive*

| Verb | Adjective |
|---|---|
| attract | attractive |
| compete | competitive |
| create | creative |
| describe | descriptive |

### *-ous*

| Noun | Adjective |
|---|---|
| danger | dangerous |
| fame | famous |
| mountain | mountainous |
| nerve | nervous |

### *-y*

| Noun | Adjective |
|---|---|
| fog | foggy |
| hill | hilly |
| ice | icy |
| juice | juicy |
| mess | messy |
| noise | noisy |

| | |
|---|---|
| salt | salty |
| spice | spicy |
| sun | sunny |
| trend | trendy |
| wind | windy |

## Adverbs

### *-ly*

The most common way to form adverbs is by adding *-ly* to the adjective.

| Adjective | Adverb |
|---|---|
| attractive | attractively |
| brilliant | brilliantly |
| huge | hugely |

### *-ly (after l)*

Similarly, *-ly* is added to all adjectives ending in *-l* to form adverbs.

| Adjective | Adverb |
|---|---|
| actual | actually |
| awful | awfully |
| beautiful | beautifully |
| environmental | environmentally |
| essential | essentially |
| (un)eventful | (un)eventfully |
| experimental | experimentally |
| historical | historically |
| influential | influentially |
| magical | magically |
| medical | medically |
| peaceful | peacefully |
| personal | personally |
| (un)professional | (un)professionally |
| (un)successful | (un)successfully |
| (un)usual | (un)usually |

### *-y (replacing -e)*

In most adjectives ending in *-le*, *-y* replaces *-e* to form adverbs.

| Adjective | Adverb |
|---|---|
| (un)acceptable | (un)acceptably |
| enjoyable | enjoyably |
| (un)fashionable | (un)fashionably |
| noticeable | noticeably |
| (un)reliable | (un)reliably |
| terrible | terribly |

### *-ally*

*-ally* is added to most adjectives ending in *-ic*.

| Adjective | Adverb |
|---|---|
| historic | historically |
| (un)scientific | (un)scientifically |

### *-ily*

*-y* is deleted and *–ily* added to all adjectives ending in *–y* to form adverbs.

| Adjective | Adverb |
|---|---|
| icy | icily |
| messy | messily |
| noisy | noisily |
| temporary | temporarily |
| trendy | trendily |

### *-ingly*

A number of common adverbs can be formed from present participle adjectives.

| Verb | Adjective | Adverb |
|---|---|---|
| annoy | annoying | annoyingly |
| bore | boring | boringly |
| confuse | confusing | confusingly |
| disappoint | disappointing | disappointingly |
| embarrass | embarrassing | embarrassingly |
| fascinate | fascinating | fascinatingly |
| frighten | frightening | frighteningly |
| frustrate | frustrating | frustratingly |
| increase | increasing | increasingly |
| interest | interesting | interestingly |
| satisfy | (un)satisfying | (un)satisfyingly |
| surprise | (un)surprising | (un)surprisingly |
| shock | shocking | shockingly |

## Verbs

We often make verbs from adjectives or nouns by adding a suffix.

### *-en*

| Adjective | Verb |
|---|---|
| glad | gladden |
| hard | harden |
| sweet | sweeten |
| worse | worsen |

| Noun | Verb |
|---|---|
| fright | frighten |
| strength | strengthen |

### *Miscellaneous*

| Noun | Verb |
|---|---|
| half | halve |

### *Zero derivation**

Zero derivation (also known as 'conversion') is when you create a word (e.g. a verb) from another word (e.g. a noun) without changing its form, e.g.

*Can you **call** me on my mobile?* (*call* = verb)

*My mobile has a missed **call** from you.* (*call* = noun)

| Noun | Verb |
|---|---|
| bake | bake |
| barbecue | barbecue |
| break | break |
| bottle | bottle |
| call | call |
| challenge | challenge |
| change | change |
| charge | charge |
| chat | chat |
| check | check |
| click | click |
| comment | comment |
| cough | cough |
| decrease | decrease |
| defeat | defeat |
| design | design |
| diet | diet |
| drop | drop |
| email | email |
| exercise | exercise |
| experiment | experiment |
| farm | farm |
| guide | guide |
| hike | hike |
| increase | increase |
| influence | influence |
| interest | interest |
| interview | interview |
| juice | juice |
| like | like |
| limit | limit |
| message | message |
| mark | mark |
| photograph | photograph |
| post | post |
| program | program |
| rent | rent |
| reply | reply |
| report | report |
| research | research |
| rest | rest |
| restart | restart |
| review | review |
| save | save |
| score | score |
| share | share |
| shock | shock |
| shop | shop |
| shower | shower |
| ski | ski |
| slice | slice |
| sneeze | sneeze |
| surprise | surprise |
| tag | tag |
| tour | tour |
| transport | transport |
| update | update |
| video | video |
| wash | wash |
| waste | waste |

# IRREGULAR VERBS LIST

| Infinitive | Past simple | Past participle |
|---|---|---|
| be | was/were | been |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bite | bit | bitten |
| bleed | bled | bled |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| burn | burnt/burned | burnt/burned |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| creep | crept | crept |
| cut | cut | cut |
| deal | dealt | dealt |
| dig | dug | dug |
| do | did | done |
| draw | drew | drawn |
| dream | dreamt/dreamed | dreamt/dreamed |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| forbid | forbade | forbidden |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| freeze | froze | frozen |
| get | got | got/gotten (AE) |
| give | gave | given |
| go | went | gone/been |
| grow | grew | grown |
| hang | hung | hung |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |

| Infinitive | Past simple | Past participle |
|---|---|---|
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| lean | leant/leaned | leant/leaned |
| learn | learnt/learned | learnt/learned |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lie | lay | lain |
| light | lit | lit |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| quit | quit | quit |
| read | read | read |
| rebuild | rebuilt | rebuilt |
| ride | rode | ridden |
| ring | rang | rung |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| shake | shook | shaken |
| shine | shone | shone |
| shoot | shot | shot |
| show | showed | shown |
| shut | shut | shut |
| sink | sank | sunk |
| sit | sat | sat |
| sleep | slept | slept |
| smell | smelt/smelled | smelt/smelled |
| speak | spoke | spoken |
| spend | spent | spent |
| stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wake | woke | woken |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

# AUDIOSCRIPTS

## UNIT 1

### Listening Part 1 Multiple choice

**C = Customer A = Assistant**

**1**

**Why does the man need the shoes?**

**C:** Excuse me. I'm looking for some new shoes, but there are too many to choose from!

**A:** Let me help. What do you need them for? Do you like running?

**C:** Yes. I go running twice a week. But I've already got running shoes. I need something to wear when I'm walking.

**A:** OK. These shoes are ideal for long walks in the mountains. But if you're looking for something more elegant, then what about these?

**C:** Wow! I could wear those to a nice restaurant! But no, I prefer the other ones – something to wear outside.

**M = Man W = Woman**

**2**

**What time does the woman decide to leave home?**

**M:** What time's your flight tomorrow?

**W:** Eight thirty in the morning.

**M:** Wow! That's early! What time do you need to set off?

**W:** Well, I need to be at the airport two hours before, so six thirty. It's a half an hour drive to the airport, so that takes us to six o'clock.

**M:** Well, you still need to park your car. I think you should leave at five-thirty.

**W:** But I'm taking a taxi, so no need to park. I'll be fine.

**M = Man**

**3**

**What does the man want to borrow?**

**M:** Hi, Dave. I'm going cycling this weekend, but my old bike is useless. The tyres are always flat – even when I pump them up, they're flat again a few minutes later. So, I decided to get a new bike like yours. The problem is I need to pick it up from the shop, but I don't have the thing for putting the bike on my car. Could you lend me yours? Thanks a lot.

**W1 = Woman 1 W2 = Woman 2**

**4**

**Which earrings does the woman buy?**

**W1:** Can you help me choose some earrings?

**W2:** What happened to your old ones? The little ones with the butterflies.

**W1:** I lost them. They were my favourites.

**W2:** Oh, no! So what about these, with shiny stones hanging down?

**W1:** They're pretty, but not my style. What about these big plastic earrings?

**W2:** I love them. But aren't they a bit big for you? You look better in small ones. Oh look! These are just like your old ones.

**W1:** They're perfect! I'll get them.

**D = Designer**

**5**

**Where does the designer get his original ideas?**

**D:** A lot of people ask me where I get the ideas for my designs. For example, in my latest collection, there's a robot theme, almost like science fiction. I do enjoy sci-fi films, but my ideas are simpler. Many designers get their ideas from long walks in the forest. Well, I also love walking, but I walk around factories and watch the robots and other cool machines there. So that's my starting point.

**M = Man W = Woman**

**6**

**Which cat is the man looking for?**

**M:** Hi. Sorry to bother you. One of my cats is missing, and I wonder if you've seen it.

**W:** Oh, dear. Yes, I saw a black cat in my garden this morning. It looked hungry, so I gave it some food.

**M:** Really? That sounds like my cat. Did it have white feet and a white nose?

**W:** Oh, no, sorry, it didn't.

**M:** Oh, no. Then it wasn't mine.

**M = Man W = Woman**

**7**

**How much does the handbag cost?**

**W:** Ooh, this handbag is lovely. What do you think?

**M:** Yeah, it's nice.

**W:** It's quite expensive, though. £49.99 is a lot for a handbag.

**M:** But it's in the sale. Look: the label says, '£34.99'. That's better.

**W:** Yeah. It's still quite a lot. Hang on. This sign says, 'all bags in this section from £19.99'.

**M:** Yeah, 'from £19.99'. That means '19.99 or more'. The price on the label is the right one.

**W:** OK. So, what do you think? Shall I buy it?

## UNIT 2

### Listening Part 2 Multiple choice

**M = Man W = Woman**

**1**

**You will hear two friends talking about a new video game.**

**W:** What were you doing last night?

**M:** Playing the new *Lemon Crunch Six* game on my phone.

**W:** Cool. What's it like?

**M:** Well, it's similar to the other *Lemon Crunch* games, so that's good. And the graphics are excellent. In the previous version, they were terrible.

**W:** OK. Is that all they changed?

**M:** Well, they also added a story, so you're not just collecting lemons, as before. Now you're the boss of a lemonade factory where you make as much lemonade as possible.

**W:** What? I guess I prefer the simple version.

**M:** Me too. It's a shame they didn't keep it simple.

**2**

**You will hear a woman telling a friend about a visitor.**

**W:** I've got a visitor this week – my flatmate's best friend from her hometown.

**M:** That's nice. But it's a really small flat, isn't it?

**W:** Yeah. She's sleeping on the sofa. It's not very comfortable, but she doesn't mind.

**M:** And what about you? Do you mind?

**W:** Well, it wasn't great last night. I was trying to study, but they were talking and laughing for hours, so I got a bit frustrated. But it's just for a few days, and it's nice for them to spend time together. They're both having a great time.

**M:** When's she going back?

**W:** On Sunday. I'm looking forward to getting my sofa back!

**3**

**You will hear two friends talking about an unusual collection.**

**M:** Wow! What a lot of clocks!

**W:** I know! They're my sister's. She collects them. There are over 200 of them, and they're everywhere – in all the cupboards, in boxes on the floor. It's crazy.

**M:** Yeah, there isn't enough room for them in this house. Maybe she should keep them somewhere else.

**W:** Or throw them away. They're not worth anything.

**M:** Are you sure? Some of them look quite old. Maybe she could sell them.

**W:** I don't think so. Most of them are just cheap copies of antiques.

**4**

**You will hear two friends talking about a music concert.**

**W:** Wow! That was the best concert ever! It was amazing, wasn't it?

**M:** Well, it looked great – I mean, the light show was incredible. But it was a shame she only played her greatest hits. I was looking forward to hearing some of her slower songs.

**W:** I know what you mean, but don't you think it's cool when everyone around you knows all the words?

**M:** Not when they're shouting those words in my ears, no! I came to listen to her singing, not the audience!

**W:** Hah! That's a good point. But I agree with you about the lights. Unbelievable!

**5**

**You will hear two friends talking during a walk in the forest.**

**W:** So where did you lose your keys? Was it around here somewhere?

**M:** Yes, I think so. But there's no sign of them. Oh, what's that?

**W:** Where? I can't see anything.

**M:** Listen. It sounds like a woodpecker – one of my favourite birds. But where is it?

**W:** No idea.

**M:** Look at all those blue flowers! We saw those earlier!

**W:** Yeah, they're bluebells. They're very common at this time of year.

**M:** Ah yes, the bluebells ... Aha! I think I've found them! Look!

**W:** Are you sure they're yours?

**M:** Let me check.

**6**

**You will hear a man telling a friend about a course.**

**M:** Did you know I've started a cake-making course?

**W:** Cake-making? I didn't know you were into cooking.

**M:** I'm not. But my friend Robert started doing evening classes in website design at the college a few months ago, and he suggested that I should join, too.

**W:** OK, so why didn't you?

**M:** Well, when I went to register, there were no spaces on the evenings I was free. In fact, all of the courses on those evenings were full, apart from one.

**W:** Cake-making?

**M:** Exactly. So I thought, 'Why not? – I'll give it a go!'

## UNIT 3

### Listening Part 3 Gap fill

Hello and welcome to my podcast. Today, I want to tell you about an amazing market I visited during my travels around China earlier this year.

It's in the city of Kashgar – that's K-A-S-H-G-A-R, in the far west of the country. It's thousands of kilometres from the huge Chinese cities like Beijing and Shanghai in the east.

I wanted to visit because it's been an important market for around 2 000 years. It's on the world-famous Silk Road, which is the historical trading route between China, the Middle East, South Asia and Europe. And it really feels like a place where those very different worlds come together.

The market itself is huge, with thousands of people buying and selling all types of food, and everything else you can imagine. I visited on a Sunday, which is the day of Kashgar's famous animal market, when farmers travel great distances to sell their sheep, goats and other farm animals.

For most of its history, the animal market took place right next to the indoor marketplace in the centre of the Old Town. But a few years ago, it moved to a new location on the edge of the city.

I started my day in the indoor marketplace. I loved seeing all the colourful spices and the beautiful silk. But this part of the market is definitely for tourists, with fairly high prices and not much atmosphere, in my opinion. Local people buy everyday things in the streets behind the indoor market.

Later, I visited the animal market, to get a sense of history. The atmosphere was incredible, with all the noise and smells and movement. I loved watching people discussing and agreeing prices, as they've done for thousands of years – although now they use mobile phones to pay, not gold coins. You'll be pleased to hear I didn't buy any goats – all I brought home were some amazing memories of a truly wonderful place.

## UNIT 4

### Listening Part 4 Multiple choice

**I = Interviewer R = Dr Rice**

**I:** My guest today is Dr Judy Rice, who is here to tell us about her latest book, *The Problem with Sharenting*. So, what exactly is *sharenting*, Dr Rice?

**R:** Well, the word comes from 'share' and 'parenting'. It's when parents share too much information about their children on social media.

**I:** Like photos?

**R:** Yes, and videos. But also personal information, like names and dates.

**I:** Really? I'm not very careful about that with my own kids. Should I be? Why is that a problem?

**R:** Well, there are three big issues. The first one is that as the children grow up, photos, videos and stories of their childhood can be embarrassing. I know I'm glad my friends never saw my baby photos when I was a teenager, many years ago! But for today's teens, those photos are often easy to find on their parents' social media accounts.

**I:** Yes, I can imagine that's awful for teenagers. What else?

**R:** Hackers and other criminals might use information like your date of birth to steal your identity and your money. So every time you post a photo of your child's birthday party, you're giving valuable information about them to criminals.

**I:** That's terrible. And what's the third issue?

**R:** This is about the small number of parents who film their kids in order to make money from social media sites. Sometimes it seems harmless, like children playing with toys, but of course the child still might feel bad about those videos in later life. However, some parents share videos of their children being scared or getting angry. To my mind, that's not fair at all, and it might harm the children now, not just when they're older.

**I:** So, what should we do?

**R:** It's easy to delete photos and videos from social media accounts. Most social media companies allow you to fill in a form to ask them to delete other people's photos and videos of you. I recommend checking all your old social media posts to remove anything that feels like *sharenting* before it's too late. Your kids will thank you for it when they're older!

**I:** I'm sure they will. Thanks a lot for your time, Dr Rice.

## UNIT 5

### Listening Part 1 Multiple choice

**M = Man W = Woman**

**1**

**How will the woman get to the office?**

**M:** What time will you be here?

**W:** Well, my train arrives at 10.30. Can I walk to your office from the station?

**M:** Not really. It's about five kilometres.

**W:** OK. What about buses?

**M:** There's just one from the railway station that passes our office. I think it's only once an hour. Why don't you take a taxi instead?

**W:** I prefer not to. I don't mind waiting a bit longer to use public transport – it's better for the environment.

**M:** OK, that's good.

**2**

**Which cup can the man use for his tea?**

**M:** Hey, Paula, I'm making a cup of tea. Do you want one?

**W:** Ooh, yes please, Marco.

**M:** Does it matter which cup I use?

**W:** Yes! The one with stars on it belongs to Zoe, and she doesn't like it when anyone else uses it! Mine is the one with circles and squares.

**M:** OK. What about this one with flowers on it?

**W:** That's nobody's. You can use that for your tea if you like.

**M:** Great. Thanks. Er ... do you have any teabags?

**3**

**What type of noise stopped the woman from sleeping?**

**W:** I'm so tired! I didn't really sleep last night. Our neighbours had a party, and it was really loud until at least 3 am. I say 'party', but I don't mean they were singing and dancing and playing music. It was just a group of people, all chatting and laughing and having fun together. I'm not angry with my neighbours – it's nice that they have so many friends. Also, I still feel bad about all the terrible noise from our flat recently – we've been decorating our kitchen, you see, but my neighbours haven't complained about it once.

**4**

**Which bin should the man use?**

**M:** That was a nice picnic! Now we just need to throw away all this rubbish. Aha ... there's a bin over there.

**W:** Yeah, but that's for general waste! We should find some recycling bins for these bottles.

**M:** OK, sorry. There are some next to that wall. Come on. I guess it's this one with the picture of the bottles, right?

**W:** That's for plastic. These bottles are made of glass, which goes in the one with the picture of bottles and jars.

**M:** How confusing!

**5**

**Which ticket does the woman buy?**

**W:** Hi, can we have three tickets to visit the cave please?

**M:** How many adults? How many children?

**W:** Er, it's me and my two kids.

**M:** How old are they?

**W:** My son's 15 and my daughter's 13.

**M:** OK, so children's tickets are for 14 and under, so your son counts as an adult.

**W:** Really? Do you have family tickets?

**M:** Yes. But that's more expensive than three individual tickets.

**W:** Fine. Let's go for the cheaper option.

**6**

**Which photo is the man describing?**

**M:** This next photo is one of my favourites. I had to climb up a mountain to reach the waterfall in this picture – it was a long walk, but the views were amazing. I waited for three hours for the sun to go down because I wanted the perfect photo. After the sun went down, I climbed down in the dark, with only light from the moon above the mountain. In the distance, I could hear the sea which was behind the hills. It was an incredible night!

**7**

**Which man is Monica's dad?**

**M:** Hi, Monica, I'm in the airport arrivals hall. Are you here?

**W:** I'm sorry, but I couldn't come, but I've sent my dad to pick you up. He should be there now.

**M:** OK, but there are lots of men here. Which one's your dad? Does he have a beard?

**W:** A small one, yes. And he's probably wearing a cap.

**M:** I can't see him. Does he wear glasses?

**W:** Only when he's driving. Maybe he's taken his cap off.

**M:** Aha, yes. I see him. He's waving at me! Great. See you soon!

## UNIT 6

**Listening Part 3 Gap fill**

A lot of people have asked me for advice on becoming a travel blogger, so I thought I'd record this little podcast for you.

The first thing to say is that it's fairly easy to get started. I did it by travelling around the Mediterranean and writing about my experiences. That was fifteen years ago, and I'm still doing it now!

There are just two problems – and they're pretty big! First, it's incredibly expensive to travel so much. I was lucky enough to have a well-paid job as a website designer, so I could work on my laptop and travel at the same time. But it was hard work, as you can imagine! After eight hours of work, you're usually too tired to go out and explore the city you're visiting, and you certainly don't have enough energy to write about it! But somehow, I managed to do it.

The other problem is that there are thousands of other travel bloggers out there, so it's hard to get anybody to visit your blog. For my first year, I was happy if ten people posted comments on

each article. Now I have the opposite problem: I get thousands of comments, and unfortunately, I don't have time to read them all.

You need to work really hard to build your audience. The best way is to find something that nobody else is blogging about – or at least, not too many people. My blog is for travellers who use wheelchairs, like me. And then you need to offer really useful advice for your readers. Plus, of course, your writing needs to be fun and interesting.

Of course, the dream is to get paid for blogging. And travel companies are happy to pay good money to the best bloggers – the ones with thousands of followers. But I needed to spend a lot of time and effort on getting those people to notice me and to give me any money! It wasn't easy at all.

## UNIT 7

**Listening Part 2 Multiple choice**

**M = Man W = Woman**

**1**

**You will hear part of a job interview.**

**W:** According to your CV, you quit your last job six months ago. Why?

**M:** My employer relocated to a different city a few months earlier. I decided to move, too, because I loved my job.

**W:** How exciting!

**M:** Yes. I earned a higher salary too, but I also had a lot more work. Some members of my new team were difficult to work with and I ended up spending much more time in the office than before, and I made myself ill. That's when I realised I needed to look for a new job.

**2**

**You will hear a man telling a friend about the book he's reading.**

**W:** Are you enjoying your book?

**M:** Not really. It started well, but the story is getting too silly now. It's hard to take it seriously.

**W:** Oh dear. What's it about?

**M:** It's a crime story set in the 1980s. It's funny to read all the long dialogues because of course those were the days before the internet and mobile phones. It makes you realise how much things have changed. That part of it is quite clever, but it's not enough to make it a good book.

**3**

**You will hear a woman phoning her father from a cruise ship.**

**M:** Hi. Where are you this week?

**W:** Somewhere in the middle of the Atlantic.

**M:** We miss you very much.

**W:** I know, but it's my job. I love working on this ship, and the salary's good, too. Anyway, I'll be home soon.

**M:** Good. We worry about you.

**W:** I'm fine. I talk to everyone back home all the time, so it doesn't really feel like I'm so far away.

**M = Man D = Doctor**

**4**

**You will hear a man visiting his doctor.**

**D:** Ah, Mr Reeves. Welcome back. How's your knee now?

**M:** I'm still in a lot of pain, and that's keeping me awake at night.

**D:** Oh, dear.

**M:** Yes, that's why I'm here. I wonder if you could give me some medicine to help with that.

**D:** I don't think you need sleeping pills, Mr Reeves. I've told you before – the best way to improve your sleep is to do plenty of exercise and get fresh air during the day. Would you like me to give you some information about that?

**M:** No, thanks. You did that last time I was here.

**5**

**You will hear a manager training a temporary worker.**

**W:** OK, so I've shown you the basics of the computer system. You'll soon get used to it.

**M:** I hope so. Can I come to you if I get stuck?

**W:** Normally, I'd say yes, but I'm away for the next two weeks, so I won't be able to help you. The best thing is to check the guidebook. It has all the information you need.

**M:** OK. What about your IT people? Can't they help me?

**W:** In an emergency, yes, but they're always really busy. It's best to try to find the answer yourself first.

**6**

**You will hear two friends talking about a recent sports event.**

**M:** Hey, how did your marathon go? Did you manage to finish?

**W:** Yeah. I didn't try to go too fast, so I always knew that I'd reach the end. Of course, I was a lot slower than when I was younger, but I'm not too disappointed. This time, it was all about raising money for the local hospital.

**M:** Ah, I forgot. How much do I owe you?

**W:** £2 per kilometre – that's £84 please. Ah, it feels great to help, doesn't it?

## UNIT 8

### Listening Part 4 Multiple choice

**I = Interviewer A = Arturo**

**I:** Is it difficult to be a tennis umpire?

**A:** Yes! It's incredibly difficult. Some people think it became easier when new technology was introduced in the 1980s – now we have high-speed cameras to check whether the ball was in or out – but I think it makes my job more stressful because players expect every decision to be perfect. That's impossible.

**I:** So, if the technology does all the work, what do **you** do?

**A:** Well, technology can't control the players' behaviour. When they're rude to each other or to my officials, I have to decide how to control that situation. And world-class tennis players can be very rude because the need to win is part of their character.

**I:** How does a good umpire deal with rude players?

**A:** By being strong but passive. We show that we're in charge, we're confident and professional. But we try not to show emotions and we say as little as possible. We need to calm things down, not make them worse. A lot of it is about smiling, eye contact, even the way you hold your shoulders.

**I:** Can't you just say nothing? The players should accept your decisions.

**A:** That's what umpires did in the old days. When players got angry, the umpire stayed silent, up in their chair. But often it made the situation worse because the player got angrier. Now, when necessary, we come down from our chair to explain difficult decisions. We show that we're trying to be fair, even if they don't believe us.

**I:** So, what makes a great umpire?

**A:** It's all about leadership. The umpire is in charge of all the people – the players, the judges, the fans. I see my job as like the conductor of an orchestra. I'm the person that makes beautiful music happen, although most people don't notice me. It's all about feeling the atmosphere and deciding when to slow it down and when to make things more exciting.

**I:** Apart from the players, what's the hardest part of your job?

**A:** Staying focused. A high-level match typically takes about four hours, sometimes much longer, and I need to stay 100% focused the whole time. If I lose concentration even for a second, it's a disaster. That's what new umpires find so difficult – they often get headaches because it's so hard. After a match, I'm always exhausted, although it looks like I've just spent the afternoon sitting in a chair!

## UNIT 9

### Listening Part 3 Gap fill

Today, I want to talk about gamification, which means turning everyday activities into games. A good example is a fitness app on your phone, which encourages you to go running every day by making it feel like a game. Maybe you've been for a run six days this week, and you'll get a medal if you can hit a seven-day streak. Or perhaps you can run further or faster than yesterday to beat your high score. So you go for a run because you need those points!

It shouldn't work – I mean, those medals, high scores and points are just numbers on your phone screen. They're meaningless. But for many people, they are extremely powerful.

And if we can use this trick to stay fit, we can use it for other things, like learning. Let's say you want to learn 2 500 words of a new language. That's a lot of words – probably more than enough for everyday communication. But that big number feels impossible, so many people don't even try. But if you treat it as a game, a challenge, then it's much easier – and even fun! Set yourself a target of ten words a day, and, with a bit of help from gamification, you'll reach your goal in just over eight months. That's nothing!

Of course, gamification only works if you believe in it. As soon as you say to yourself, 'I don't care about beating my high score or winning another medal', then it won't work. It's like if you're playing chess and you stop playing by the rules – it stops being fun, right?

Another problem is that gamification sometimes makes people learn less. For example, I usually hit my target of learning ten words a day by midday, so I don't feel motivated to study in the afternoons and evenings. So, gamification isn't perfect, and it's not right for everyone, but it's still pretty impressive. Let's look now at what that means for your own studies ...

## UNIT 10

### Listening Part 1 Multiple choice

**W = Woman M = Man**

**1**

**Which part of the speaker's body hurts?**

**W:** I'm in a lot of pain now after my visit to the dentist. It was just a check-up to make sure everything's fine in my mouth. The dentist used a special brush to clean my teeth – you know the ones that make that terrible noise in your ears? It sounds really painful, but actually, I find it quite nice and relaxing. Anyway, I was fine until I stood up, and I then felt a pain in my back. I suppose there was something wrong with the dentist's chair. Now I need to go to the doctor to see what's wrong.

**2**

**What will the weather be like this weekend?**

**M:** I've had enough of all this rain. I hope it's going to stop before the weekend.

**W:** Just a second – I'll check on my phone. Good news! You're right. This weekend will be dry.

**M:** Excellent. We need a bit of sunshine for a change, don't we?

**W:** Absolutely. But we'll need to wait a few more days for the sun to come out. According to my phone, it won't come out from behind the clouds until next Tuesday at the earliest!

**P = Presenter**

**3**

**What will they build where the old hospital is now?**

**P:** Local news now. The old hospital in the city centre is going to close next October. The building will be pulled down and in its place, there will be a modern shopping centre. Local people shouldn't worry, though. There will be a new hospital on the edge of the city, on the site of an old factory. This will mean the city's hospital will be a lot bigger, with much more space for parking.

**4**

**What does Ben want to borrow?**

**M:** Hey, Emma. I've left my pencil case at home, and I need to draw some straight lines. I've found a pencil in my bag, but ...

**W:** OK, no worries, Ben. Do you need my ruler? I'll give it to you when I finish.

**M:** Don't worry. I can use this book to keep my lines straight. But I keep making mistakes. I need something to erase these lines and start again.

**W:** OK, no problem. Here you go.

**5**

**Which type of tree is the most common in the garden?**

**W:** So, what sort of fruit do you grow here in your garden?

**M:** Well, mostly cherries. There are just a couple of trees, but they produce a lot of fruit. There are too many to eat in the summer!

**W:** Wow!

**M:** We also have about ten pear trees. They're too young to produce any fruit yet, but hopefully in a year or two, we'll have lots of pears.

**W:** What about apples?

**M:** We had over 30 trees until a few years ago, but they all got very sick. Now we just have one left – this old one here.

**6**

**When will the woman's operation happen?**

**W:** Hi there. I'm just letting you know that they've changed the date of my operation. The original plan was for it to be on the 2nd, but now they're saying two weeks later, so the 16th. I really hope it doesn't change again – we're going away on the 20th, and I really don't want to cancel our trip after all that money we spent.

**7**

**What is the man's temperature now?**

**W:** How are you feeling now?

**M:** Absolutely terrible.

**W:** Have you checked your temperature?

**M:** Yeah. It says 37.5, but I think that's a mistake – I feel a lot hotter than that.

**W:** OK,shall I call the doctor? What was it this morning, was it 39?

**M:** 38.6.

**W:** OK. So at least it's going down a bit. Get some sleep and hopefully you'll feel better soon.

## UNIT 11

### Listening Part 4 Multiple choice

**I = Interviewer T = Teresa**

**I:** Welcome to the show, Teresa. Is it right that the program you work for owns forty-five houses?

**T:** Actually, they bought two more last week, so it should be forty-seven. But one of those is going to be used for office space, so that leaves forty-six houses that we can rent out.

**I:** How did you get involved?

**T:** My family was very poor when I was a child. We used to move house every few months, so there was never one place that felt like home. I didn't mind that, but sometimes the house owners treated us badly. I can't say I always dreamt of owning a house. My dream was to help lots of other people by giving them a place to call home – at a price they could afford.

**I:** That's great. Tell me about your job on the programme.

**T:** I find houses that are very cheap – usually because they look old, or they need a lot of work. That takes me a lot of time. I get them fixed by a team of people who make them look better. A few months later, they're ready to rent to other people. After that, there are other problems to deal with.

**I:** What problems do you have with the houses?

**T:** One common problem is when things like air

conditioners and toilets break, and we have to get them fixed. Another problem is when people don't look after the house properly. That's the part of my job that I hate – I want everybody to love the houses as much as I do. We don't mind if somebody can't pay on time, but I do mind if they treat the house badly.

**I:** What happens if somebody pays late?

**T:** If somebody can't afford to pay on time, then we try to work out a solution together. For us, it's not about making money or having as many houses as possible. I grew up thinking that every family should have a comfortable home. So, I see it as my job to help good people to have their own home.

**I:** What about the future?

**T:** A lot of people tell me to stop working and relax! I probably could, now the programme is working well. But I'd miss the fun of finding houses and turning them into wonderful homes. So, although we'll probably employ more people soon to help run the business, I won't stop doing the things I enjoy.

## UNIT 12

### Listening Part 2 Multiple choice

**M = Man W = Woman**

**1**

**You will hear a conversation about a broken microwave.**

**M:** So, what do you think's wrong with it?

**W:** Maybe it's something simple that we can fix ourselves. Shall we take the back off it and have a look?

**M:** I'm not sure. Neither of us knows anything about microwaves. I think we should call Laura – she got hers fixed recently.

**W:** It's quite old, though. Why don't we just get a new one?

**M:** Let's see what Laura says first. Maybe she can recommend someone to keep it going for a few more years.

**W:** OK.

**2**

**You will hear a man asking a stranger for directions.**

**M:** Excuse me. I'm trying to find a supermarket. Is there one around here?

**W:** Yes, but it's quite a walk. Can you see that tall building over there? That's the museum. Behind the museum, there's a big park.

**M:** OK.

**W:** You'll need to go right through the park, for about ten minutes. When you get to the other end of the park, you'll see a large concert hall in the distance. Walk to the concert hall, cross the road, and you're there.

**M:** Brilliant. Thanks a lot.

**P = Presenter E = Expert**

**3**

**You will hear part of a radio show about some research.**

**P:** My next guest is Dr Elizabeth Evans, an expert in technology. Can you tell us about your research?

**E:** Of course. We wanted to find out how people feel about technology. For example, are they worried about it? And indeed, we found that over 50% said they were either extremely or slightly worried. But for me, the most interesting result is that over a quarter of people love technology so much that they want more and more of it.

**P:** Really? I'd say we have too much already!

**E:** Well, almost half the people we interviewed agreed with you.

**4**

**You will hear two friends discussing a meal.**

**W:** Is everything ready? The others will be here in about half an hour.

**M:** Yeah, I think so. The pasta sauce is done, but I'll cook the spaghetti when everyone arrives.

**W:** Great. Are you sure there'll be enough for everyone?

**M:** I hope so. I've made enough for six.

**W:** Cool. But isn't Fiona a vegetarian? What will she eat?

**M:** I've made two types – one with meat, one without.

**W:** Good idea. Oh no! David's just sent me a message. He wants to bring two more people! That'll bring us up to eight!

**5**

**You will hear two business colleagues talking about a meeting.**

**M:** How was the meeting with your client?

**W:** Not great. They aren't happy with the service we're giving them.

**M:** Well, it's true that our company has treated them quite badly.

**W:** I know. I felt really uncomfortable about it. I know it's our fault, and they should be angry with us, but I had to pretend it was just an accident.

**M:** So how did you leave it with them?

**W:** They're going to give us one more chance. But if we don't keep our promises this time, they'll stop buying from us.

**6**

**You will hear a customer trying to buy a new smartphone.**

**W:** I'd like to buy a new smartphone, please.

**M:** Excellent. This is one of our most popular models. It has an amazing camera – you can take incredible photos with it. Do you like taking photos?

**W:** Yes, of course. But I'm happy with something quite simple. I just want a phone that I can use for 24 hours or more without charging it.

**M:** OK. Well, it depends how much you use your phone, but this one has an excellent battery. It's not cheap, though.

**W:** That's not a problem. Can you tell me more about it?

