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FOURTH EDITION



READY FOR

LUCY HOLMES

B2 FIRST

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MELAL LANGUAGE INSTITUTE

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1 LIFESTYLE

Reading and Use of English Part 7 Multiple matching

Don't forget!

If there are any questions you have not answered, scan the whole text again to look for the information you need.

1 **You are going to read an article in which four people talk about their lifestyles. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.**

Which person states

running out of money forces them to give something up? 1 ☐
their partner is keen for them to have a lifestyle change? 2 ☐
they'd like to be able to take more time off to relax? 3 ☐
more sleep at night would have a beneficial effect on their life? 4 ☐
they've become more eager to try new sports? 5 ☐
they undertook a building project as part of a lifestyle change? 6 ☐
they get great pleasure from their journey to work? 7 ☐
a change in career led to a positive outcome? 8 ☐
they are motivated to do physical exercise by their partner? 9 ☐
their previous job used to be very demanding? 10 ☐

2 **In the following two sentences from the magazine article, the word *run* is used with different meanings.**

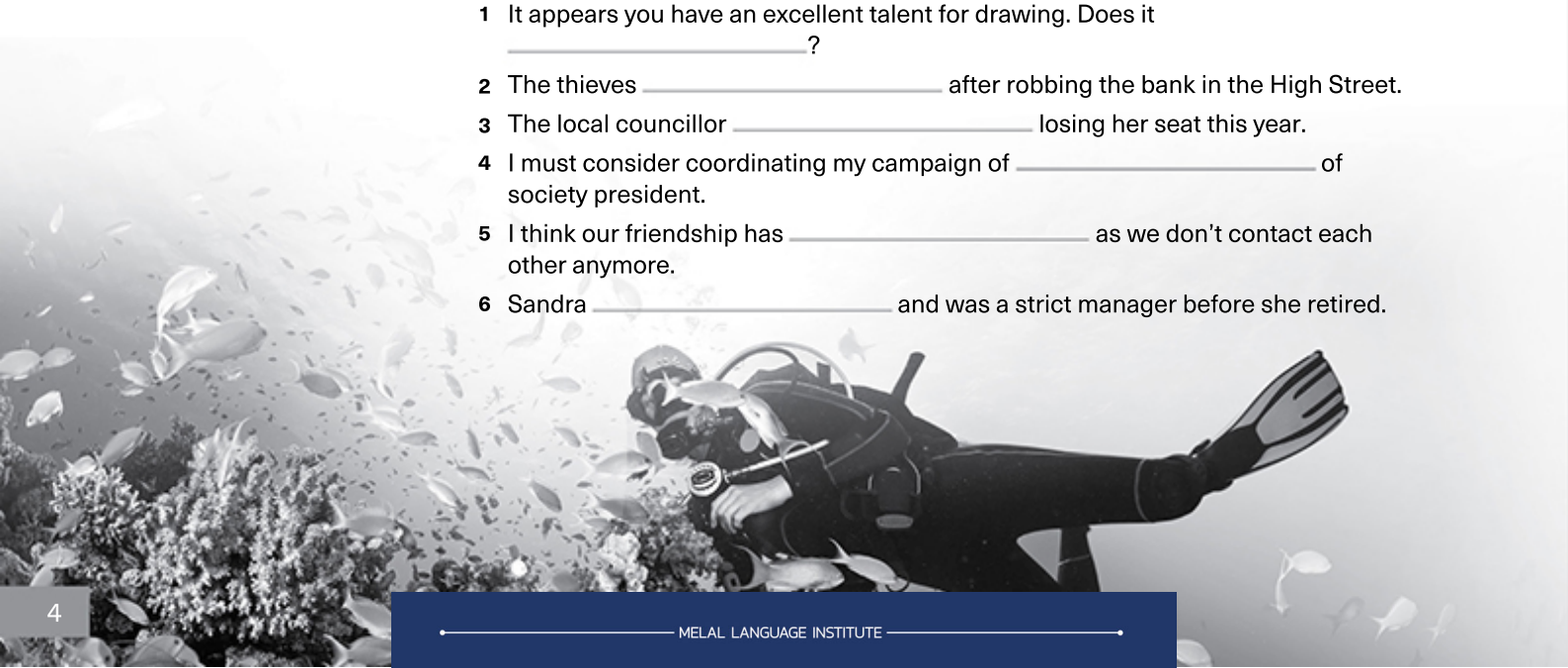
*This is a direct result of **running** my own real estate agency.*
*I can't make up my mind at the moment – I need to soon or she'll **run** out of patience!*

Match the expressions with *run* (1–8) to their meanings (a–h).

1 to run a tight ship	**a** to be in a bad situation where there is a possibility of something bad happening to you
2 to run in the family	**b** to finish naturally
3 to be running on empty	**c** to try to escape
4 to run your eye over something	**d** to look quickly at the whole of something
5 to run for office	**e** to control something firmly and effectively
6 to make a run for it	**f** to continue to be active with little energy left
7 to run the risk of	**g** refers to a quality or ability that many relatives have
8 to run its course	**h** to try to be elected

3 **Complete the sentences using the correct form of the expressions from Exercise 2. There is one expression you will not need. There is an example at the beginning (0).**

0 Would you mind *running your eye over* my proposal for the meeting?
1 It appears you have an excellent talent for drawing. Does it _____?
2 The thieves _____ after robbing the bank in the High Street.
3 The local councillor _____ losing her seat this year.
4 I must consider coordinating my campaign of _____ of society president.
5 I think our friendship has _____ as we don't contact each other anymore.
6 Sandra _____ and was a strict manager before she retired.



MAKING A POSITIVE CHANGE

Four people were asked how they'd change their lifestyle and why.



A Luke

I've wanted to make improvements to my life for as long as I can remember. But it's easier said than done, isn't it? It's just getting rid of bad habits that I have come to accept in my life as normal, I guess. I tend to work long hours. This is a direct result of running my own real estate agency. Usually, with people who have regular jobs, when it's the weekend or evening, it signals a time to put your feet up and switch off. With me, this is a rare occurrence. I'm not exactly tied to my phone, but it's my responsibility if something goes wrong. I can't ignore it because there's no one else to solve the problem and sometimes it can't wait until Monday morning. My wife wants us to take a year out and just see the world. We're lucky that we have the finances to do it, but I can't make up my mind at the moment – I need to soon or she'll run out of patience!



B Sophia

To be honest, I really don't have a great deal to complain about when it comes to the way I live my life. This isn't to say I don't spend countless hours trying to improve it, though. I'm always trying something different. I used to stick to the same thing and was very much a creature of habit. I wasn't very daring at all. These days, I'm far more adventurous. From time to time, I'll get bored with going for a jog, so I'll do a course in skiing or scuba diving or anything random like that. Then, I'll get bored of it or simply won't have the cash and I'll get my running kit on again. I always seem to come back to that because it's just a case of putting on some trainers. I suppose the main thing is that it's good to stay active, especially as you get older. Luckily, my boyfriend feels the same way as me in this regard, so we encourage each other.



C Elizabeth

I guess the single most useful thing for me would be to start again and completely change direction in terms of my chosen work path. But that's not going to happen any time soon, so in a close second place, I'd have to say turning my light off at a decent time would be a fantastic idea. It sounds so simple, doesn't it? But, for some reason, it isn't. I usually go upstairs and start reading. If I get into something good, this means going to sleep late. If I could wake up late, it would be OK, but I can't. I just get into a vicious circle this way, and I'm sure I'm not alone. So, I have to rely on my alarm and set off early the next morning. I must say, though, that my bike ride is a great start to the day. I absolutely love it, especially when I see all the traffic jams and stressed out drivers on the way. I wouldn't want to change this. I didn't use to do it and I can honestly say I even enjoy it in the pouring rain. That surprises a lot of people.



D Daniel

I often have moments to think about how I can change my life. The thing is there's a difference between thinking about it and actually doing it. I'm proud that I've actually managed to do so because there was a point when I thought I couldn't. I used to work in London and had to commute in from the suburbs every day. My day would start at around 6, and I wouldn't be back home, relaxing on my sofa, until around 12 hours later. Then when we had kids, I decided to give up my high-powered job and instead took on something much more manageable. This was stressful for me at the time, especially when we were renovating our new home, but I have no regrets. It's a simple lifestyle, but I guess that's the whole point. Shorter working hours mean I get to catch up on stuff during the week that I'd have usually had to find time for at weekends and this is great.



Vocabulary Lifestyle

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

0 quite / grandmother / My / has / lifestyle / sedentary / a
My grandmother has quite a sedentary lifestyle.

1 American / I / know / way / little / very / about / life / the / of
_____.

2 job / My / means / I / lifestyle / a / stressful / have
_____.

3 of / you / the / people / private / Are / lives / interested / in / famous
_____?

4 active / was / When / he / young / he / a / very / had / lifestyle
_____.

5 your / How / lifestyle / would / you / to / change / try
_____?

6 extremely / modern / is / way / The / life / of / fast-paced
_____.

7 well / relaxed / My / suits / character / my lifestyle
_____.

8 of / in / The / this / lead / a / people / traditional / life / town / way
_____.

Clothes

Choose the correct adjectives to complete the sentences.

0 I'm not keen on *casual* / *tight-fitting* clothes. I prefer baggy ones.
1 Oh no! I've got wine on my brand *new* / *second-hand* silk shirt.
2 It's best to wear a *scruffy* / *smart* suit to an interview.
3 Wow! I love the shoes. They're so modern and *trendy* / *baggy*.
4 I'd wear *casual* / *formal* clothes like jeans every day if I could.
5 He always chooses dark stuff, nothing *tight-fitting* / *colourful* at all!
6 Everyone wore very *casual* / *formal* dresses to the ball.
7 *Plain* / *Scruffy* tops tend to be versatile because they go with anything.
8 Mohammed's clothes are *smart* / *baggy* because he's lost weight.

Get phrases

1 **Complete the sentences with words from the box to form a verb with *get*. The verb with *get* should have the same meaning as the verb or phrase in brackets. There is an example at the beginning (0).**

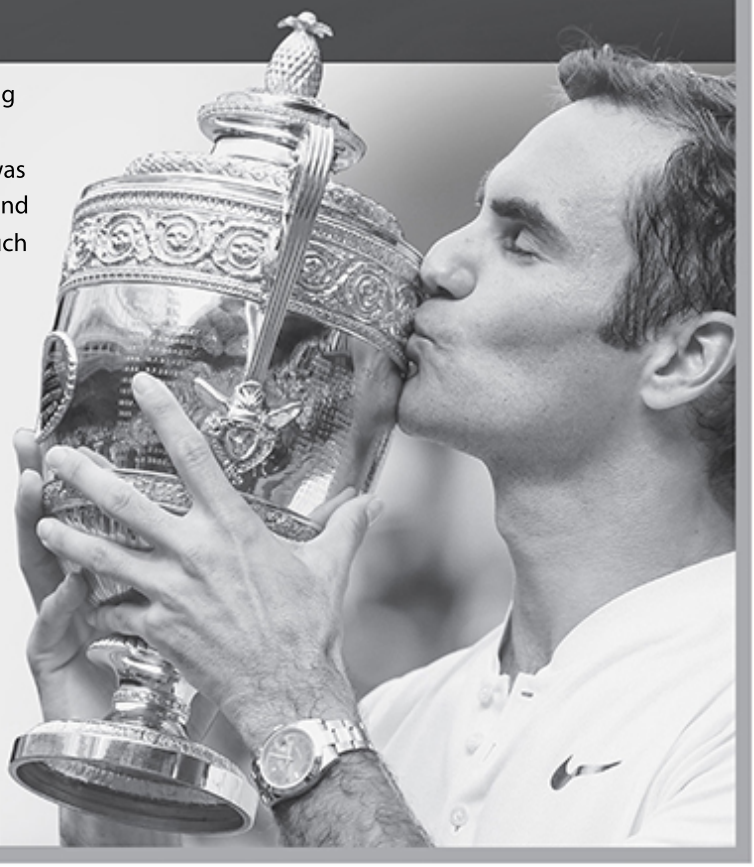
away back ~~by~~ off out of over to

0 I'd like a new job because it's hard to get _*by*_ (*manage to live*) on my salary.
1 Jack is slowly getting _____ (*recovering from*) the death of his father.
2 How did that prisoner manage to get _____ (*escape*) from all those police officers?
3 We didn't get _____ (*arrive in*) Paris until late, so we didn't want to call and wake you.
4 They got _____ (*returned*) at four in the morning, so they're still sleeping.
5 I wish I could get _____ (*stop*) the habit of buying coffee from coffee shops. It's expensive!
6 Let me know when you're getting _____ (*leaving*) the train and I'll come and pick you up.

2 Complete each gap in the text with the correct form of the phrases from the box. There is an example at the beginning (0).

get angry ~~get excited~~ get into trouble get over it
get rid of get stressed get stuck get the chance get to have

MEETING MY HERO



When I heard that Roger Federer was going to be playing an exhibition match in my home town, I tried not to **(0)** *get* too *excited* – I was supposed to be working that day after all. But as my friend said, when would we **(1)** _____ to see such a legend play again?

I'm happy that I hadn't **(2)** _____ my old tennis racket because I wanted him to sign the handle. I **(3)** _____ on the way there, as we **(4)** _____ in an awful traffic jam and I didn't think we were going to make it. I mean, **(5)** _____ this experience wasn't something that happened to me every day and I didn't want to miss it. I got there just in time and was over the moon to chat to him.

Unfortunately, I **(6)** _____ because I was on the local news talking to him. My boss **(7)** _____ because I should have been at work. One day, she'll **(8)** _____, but it might take a while!

Language focus *Be used to, get used to* and *used to*

Complete the questions using the correct form of *be used to*, *get used to*, *used to* and the verb in brackets. There is an example at the beginning (0).

0 **A:** Did you *use to have* (*have*) many friends at school?
B: Yes, I did.

1 **A:** _____ you _____ (*work*) every day?
B: No, I'm not. I have a part-time job.

2 **A:** Have you _____ (*be*) a student again?
B: Yes, but I miss earning money.

3 **A:** _____ you _____ (*swim*) every day as a child?
B: Yes, I was because I was in the county team.

4 **A:** What time _____ you _____ (*get up*) these days?
B: At around seven o'clock in the morning, for work.

5 **A:** Why didn't you _____ (*do*) your homework?
B: Because it was so difficult.

6 **A:** How long did it take to _____ (*eat*) English food?
B: Ages. But now I love it!

7 **A:** Why aren't you _____ (*speak*) French?
B: Because everyone wants to chat to me in English.

8 **A:** _____ you _____ (*live*) in the countryside?
B: Gradually, I suppose, but I still miss the city.

Language focus Habitual behaviour

Underline the adverbs or adverb phrases used in the incorrect position in the sentences below. Rewrite the relevant part of each sentence. There is an example at the beginning (0).

from time to time she'll

0 Sandra tries to maintain a vegan lifestyle but she'll ~~from time to time~~ slip up and eat a burger.

1 Did you tend to not have a lot of friends as a kid?

2 They'll spend sometimes the whole day watching films.

3 My parents never are impolite to staff in restaurants.

4 Karen now and again has to commute to her office in the city.

5 Always that student is forgetting his homework.

6 It's like not her to miss a social gathering.

7 My sister used often to go to parties as a teenager.

8 I stayed at friends' houses hardly ever when I was younger.

Reading and Use of English Part 1 Multiple-choice cloze

How to go about it

When choosing an answer, look carefully at the whole sentence, not just the words immediately before and after the gap.

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

I can't go to school – it's raining!



It's true that a popular topic of conversation in England is the weather. Have you ever taken a day off school because of it? Would you **(0)** ...*B*... suspicious if someone didn't turn up for school because of the weather?

Well, in 1960s England, these were actually **(1)** ..... reasons to miss school. Back then, teachers were required to record reasons why pupils weren't at school each day. This is clear from **(2)** ..... at a log from Leighton Buzzard, in the county of Bedfordshire. **(3)** ....., the reason for non-attendance was the weather.

Victorian school wasn't free. As such, poor people could attend, but only **(4)** ..... they were **(5)** ..... by charitable organisations. They didn't use to have appropriate clothing and wore scruffy, thin tops, dresses or trousers, **(6)** ..... without coats or shoes. Deciding not to set **(7)** ..... on foot to school in poor weather conditions suddenly becomes understandable. It must have been a real risk to their health. One day, when only 30% of the pupils went to class, lessons were **(8)** ..... and everyone huddled together close to the fire.

0	**A** have	**B** get	**C** make	**D** go
1	**A** correct	**B** true	**C** valid	**D** proper
2	**A** looking	**B** searching	**C** examining	**D** studying
3	**A** Hardly	**B** Rarely	**C** Almost	**D** Frequently
4	**A** if	**B** then	**C** whether	**D** before
5	**A** guaranteed	**B** sponsored	**C** donated	**D** commissioned
6	**A** usual	**B** rarely	**C** seldom	**D** often
7	**A** in	**B** up	**C** off	**D** back
				D suspended

Listening Part 3 Multiple matching

1 1 **You will hear five short extracts in which people are talking about moving to another country. Before you do the exam task in Exercise 2, listen and match the five speakers to the people in the box.**

college student doctor manager school pupil teacher

Speaker 1 _____ Speaker 4 _____

Speaker 2 _____ Speaker 5 _____

Speaker 3 _____

Don't forget!

You will not hear exactly the same words as those in sentences **(A–H)**. Before you listen, consider at least one alternative way of expressing the general idea contained in each sentence.

2 1 **Listen to the five speakers again and choose from the list (A–H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.**

A I was very disappointed by the whole experience.

B I was interested in discovering new things.

C I was surprised by the number of English people there.

D I thought the cost of living was OK.

E I found it hard to adapt to the change of routine.

F Communication was sometimes difficult.

G I was concerned about losing my old friends.

H I missed my family a lot.

Speaker 1 ☐ 1

Speaker 2 ☐ 2

Speaker 3 ☐ 3

Speaker 4 ☐ 4

Speaker 5 ☐ 5

3 **Complete the listening extracts with the correct forms of the verbs in the box. The verb in each pair of extracts (a and b) is the same. There is an example at the beginning (0).**

~~get~~ look make set turn

0 **a** ... my dad _*got*_ transferred.
b ... there's a lot to _*get*_ your head round.

1 **a** I had to _____ the alarm for seven o'clock.
b _____ up a business in another country is not an easy thing to do!

2 **a** ... I never _____ up for nine o'clock lectures ...
b ... it _____ out to be a great success.

3 **a** I was actually _____ forward to meeting new people ...
b I haven't _____ back!

4 **a** ... no one _____ any fuss about it.
b ... it's the best decision I've ever _____.

4 **Match the extracts in Exercise 3 to the following meanings. There is an example at the beginning (0).**

0 There's a lot to learn and understand. _*... there's a lot to get your head round.*_

1 I've never made a better decision. _____

2 Nobody worried about it. _____

3 It's difficult to start a company abroad. _____

4 It was very successful in the end. _____

5 It's been a great achievement and I've become even more successful. _____







Writing Part 2 Article

Don't forget!

- Begin with an interesting opening paragraph.
- Include direct questions and/or direct speech for a lively article.
- Use contractions and phrasal verbs for an informal style.
- Include a range of descriptive language and linking words.
- Leave the reader something to think about at the end.
- Give your article a catchy title.

1 Read the following Writing Part 2 task and model answer. Put the paragraphs (A–D) from the model answer in the correct order.

1 ___ 2 ___ 3 ___ 4 ___

You see this announcement in an international magazine.

WHY ARE PEOPLE SO NOSTALGIC FOR THE PAST?

As we look to the future, so many people like to look back to where they've come from. What are the reasons for this love of our past lives? And why does it sometimes seem so much better than the present? The three best articles will be published in next month's magazine.

Back to the past

A The key is to be able to have this kind of positive selection in the present. But with bills to pay and a nine-to-five job, it's no surprise that the present often proves to be more of a challenge.

B The thing is, we tend to focus on positive memories. If you're anything like me, you'll remember parties and holidays rather than a job you disliked. Stressful aspects of life are going to dominate the present but not the past. That distance almost allows us to forget the things we simply don't want to remember.

C People love to look back at the good old days and to take a trip down memory lane. Why does the present very rarely live up to our nostalgia for the past?

D An obvious answer is that we're getting older. We might reflect that at that point in the past, we had our lives ahead of us and all the excitement and mystery that goes with it. Another response might be that our lives were simpler then. This is almost certainly the case with childhood. We had someone else to look after us and fewer responsibilities.

2 **Read the model answer to the task in Exercise 1. Match each paragraph (1–4) to its purpose (a–d).**

Paragraph 1	**a** Summary of the main ideas
Paragraph 2	**b** Communicating the first idea giving opinions and examples
Paragraph 3	**c** Introducing with a direct question to the reader
Paragraph 4	**d** Communicating the second idea giving opinions and examples

3 **Tick (✓) the techniques the writer uses in the model answer in Exercise 1.**

1 informal language ☐
2 taking a neutral stand point ☐
3 asking the reader questions ☐
4 formal language ☐
5 idioms ☐
6 semi-formal language ☐
7 addressing the reader ☐
8 a catchy title ☐
9 headings ☐
10 a range of adjectives and adverbs ☐

4 **Underline an example of each technique you ticked in Exercise 3 in the model answer.**

5 **Write an answer to the task below. Write your answer in 140–190 words in an appropriate style.**

You see this announcement in an international magazine.

UNHAPPY WITH YOUR LIFESTYLE?
CHANGE IT!

What would make your life better? Think of two changes that would have a positive effect on your life. The three best articles will be published in next month's magazine.

Write your **article**.

Useful language

Addressing the reader	Attitude adverbs	Developing points
You wouldn't believe ...	*Importantly, ...*	*Let's start with ...*
Have you ever ...?	*Surprisingly, ...*	*On top of all that, ...*
What would life be like if ...	*Essentially, ...*	*What's more, ...*
You absolutely must ...	*Suddenly, ...*	*Above all, ...*
Just imagine ...	*Amazingly, ...*	*Another advantage of ...*
I'm sure you'd agree ...	*Incredibly, ...*	*Yet another reason is ...*



2 HIGH ENERGY

Reading and Use of English Part 6 Gapped text

1 You are going to read an article about someone who started to do capoeira as a hobby. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.



THE JOYS OF CAPOEIRA

Personally, I can say that I have done capoeira once in my life and have never wanted to repeat that experience. I suddenly became aware of how stiff I was. On top of this was the knowledge that I had an audience of other much more flexible people watching me. This only added to the pain of the moment. I wanted the ground to swallow me up! But Lawrence Pickford has a very different, much more positive, opinion of the popular Brazilian martial art.

A few years ago, he tested video games for a living. He used to socialise with his friends by day and play games by night. Sounds like fun to some. 1 ☐ That was when he heard about capoeira in *The Traveller* by John Twelve Hawks and was inspired to take it up himself. Six months later and he had given up his job to go to university.

So what's it all about? Put simply, it's a form of Afro-Brazilian martial art which is like a dance with kicks, flips and leaps. It gets you super fit and you do all this to music. 2 ☐ Within this dialogue, your movements instantly communicate your character to the other players. In capoeira, participants are known as players. A *roda* is a circle formed around two players who use a series of gymnastic moves, flips and kicks to dance and beat their opponent. Throughout the game, the level of energy increases with the music and singing that surrounds the players. When it was my turn to play, there was an enormous sense of embarrassment due to my questionable flexibility, especially next to all the athletic bodies around me!

Outside the *roda*, the instrumentalists stand. They actually play a vital role in the activity. The reason is because the person with the biggest *berimbau* (a traditional stringed instrument) changes the game's feeling and speed. 3 ☐ The movement of the players follows the music being played. As well as the *berimbau*, there are also two types of drum called a *pandeiro* and an *atabaque*, a single or double bell called an *agogo* and a kind of scraper called a *reco-reco*, which originated in Africa.

Balance and strength are key when someone tries to kick you in the head without warning! 4 ☐ He is able to do things that he had never imagined he'd be able to do, like walk on his hands and do cartwheels.

It's not just about being more physically fit. There's also the social aspect, which didn't suit Lawrence's insular nature when he first started the sport. 5 ☐ But as his confidence grew, so did his enjoyment of getting out and meeting people from all over the world.

So who knows what would have happened if I'd managed to return the next week after my shameful experience? 6 ☐ Whatever you think about the sport having read the article, it's probably worth trying. You'll never know until you do.



A I might now be in great shape like Lawrence, have visited some new countries and have a new circle of friends.

B According to Lawrence, there's also a kind of conversation going on.

C For example, it can be faster and more intense at one point and more relaxed and friendly the next.

D Something you can't compare is the feeling of freedom in the circle.

E He found socialising difficult and didn't enjoy making small talk.

F But in actual fact, Lawrence was bored and wanted to spend time doing something physically active.

G Playing the sport, Lawrence has become fitter and more flexible.

Don't forget!

Check that the whole sentence fits in with the meaning of the text before *and* after the gap.

2 **In the following sentence from the magazine article, the word *get* is used in two expressions.**

*You **get the chance** to kick and throw yourself around and **get in shape**.*

Complete each gap in the text with the correct form of a *get* phrasal verb from the box.

get at get away with get into get onto get over get round to
get through get together with

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Last month, when I **(1)** _____ my friends for a catch up, we **(2)** _____ the subject of keeping fit. Dana had recently started attending a dance class at the local leisure centre and was really **(3)** _____ it. She tried to get everyone to give it a try, but they said they were too busy to **(4)** _____ going. I told her I was still **(5)** _____ a bad cold. When she didn't press me, I thought I had **(6)** _____ it.

But as the week continued, she kept **(7)** _____ me to do more exercise until she finally **(8)** _____ to me and I gave in. To be fair, it's been a lot of fun!



Language focus Gerunds and infinitives

1 Choose the correct verb forms to complete the sentences. More than one option may be possible. There is an example at the beginning (0).

0 I regret *miss* / *missing* / *to miss* my appointment. Now I have to wait ages for the next one!

1 Our teacher always makes us *do* / *doing* / *to do* two hours of homework every night!

2 Tim and Lisa would hate *live* / *living* / *to live* in the middle of nowhere.

3 Why did the man deny *commit* / *committing* / *to commit* the crime? He was clearly guilty.

4 We're having trouble *find* / *finding* / *to find* volunteers for the charity event.

5 If you have the opportunity *try* / *trying* / *to try* something new, go for it!

6 You mustn't *use* / *using* / *to use* any electronic devices during the exam.

7 Adam would prefer *travel* / *travelling* / *to travel* with family rather than friends.

8 Can you persuade your dad *give* / *giving* / *to give* us a lift home after the party?

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

~~be~~ break carry on chat count give up replace save work

Home Blog Archives

PEDAL POWER

I had tried many times **(0)** *to be* healthier. The main problem was work. When I was stressed one day, I stopped **(1)** _____ and went for a walk just for a change of scene. This did me the world of good. I remember **(2)** _____ to my friend who had told me to try **(3)** _____ my bad habit of working all hours. So, despite the mountain of stuff I had to do, I decided not at 5 pm, **(4)** _____ and went home instead. And I started cycling, but it soon became apparent that my bike needed **(5)** _____. So this would be my motivation; every time I went home on time, I would put money in a jar for a new bike.

I must say if you're trying **(6)** _____ for something, this is a great method! The first few days, I was terribly anxious, but it gradually got easier and I actually found that I was more productive in the office. I forgot **(7)** _____ the money in my jar until one day I saw that it was full. I went straight out and bought a new bike. If breaking a habit means **(8)** _____ something you like or think you need to do, it's worth it – I've never looked back.



Vocabulary Sport

Choose the correct options to complete the sentences. There is an example at the beginning (0).

0 The hockey player *passed* / *took* the ball to her teammate.
1 The footballer *kicked* / *won* the ball over the goal.
2 The athletics *meeting* / *lane* was held on a Friday evening.
3 Neither competitor wanted to *take* / *be* part in the controversial game.
4 The tennis player threw his *stick* / *racket* after his terrible backhand.
5 The company bosses met on the golf *green* / *pitch*.
6 The 100m race *had* / *took* place at the city's new stadium.
7 The child was so happy to receive a medal for *winning* / *passing* the competition.
8 It was a shame for the supporters that the teams *matched* / *drew* one-one.

Music

1 Match the sentence beginnings (1–8) to the endings (a–h) to make complete sentences. There is an example at the beginning (0).

0	She plays all	a	music venue in my city.
1	My son wants to become a rock	b	stage seven nights a week.
2	There are many stringed	c	instruments in an orchestra.
3	There is a famous live	d	guitarist before.
4	I have seen that lead	e	musician in the future.
5	Shall we create a	f	that track I like?
6	It must be hard to be on	g	concert many times?
7	Would you mind playing	h	playlist for the wedding?
8	Have you seen him in	i	wind instruments very well.

2 Complete each sentence with a word from the box. You may use each word only once. There is an example at the beginning (0).

charts guitarist live mime radio rock tour ~~tune~~ wind

0 I am a terrible singer. I never manage to sing in *tune*!
1 _____ performances are usually far better than recorded ones.
2 She is a famous session _____ and can play electric and bass really well.
3 When I was younger, I dreamt of playing in a _____ band like Nirvana.
4 This group goes on _____ about three times a year. It must be exhausting.
5 What's the name of the song that's number one in the streaming _____?
6 When pop stars _____ a song, it's always obvious that they aren't singing live.
7 _____ instruments include flutes, clarinets and oboes.
8 Is your new track going to be played on the _____? How exciting!



Word formation Affixes

1 **In each group of four adjectives in 1–6 below, one of the adjectives has been written with an incorrect negative prefix. Find the adjective and write the correct negative form.**

1	unsociable	unsure	unresponsible	unknown
2	irregular	irreliable	irrational	irrelevant
3	intolerant	incompetent	inaccurate	inusual
4	dishonest	dissatisfied	disabled	disexperienced
5	impatient	impolite	impleasant	improbable
6	illimited	illegal	illiterate	illogical

2 **Complete the sentences with the correct form of one word from each group in Exercise 1.**

1 She's a superstar in her own country but still relatively _____ outside of it.
2 His illness resulted in _____ attendance at school and he failed all his exams.
3 Lara's always punctual, so it's _____ for her to be late; maybe she's overslept.
4 The manager was _____ with his team's performance, despite the two-nil win.
5 Her arm is still injured, so it's highly _____ that she'll play in the tournament.
6 For ten euros a month, you get _____ access to a huge database of movies.

3 **Find and correct the eight mistakes with affixes in the blog. There is an example at the beginning (0).**

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(TEAM) BUILDING YOUR CONFIDENCE

My husband, Luca, used to be a really ~~sociable~~ person. He didn't like talking to people he didn't know and people thought he was being dispolite. Then, one day, he was a spectater at a hockey match that an ex-colleague had invited him to. One of their players had overslept, so they needed a player and the organisor asked him to step in. Luca explained that he was unexperienced, but she said that wasn't a problem and handed him a stick. Luca had been a bit dishonest because he had actually played hockey when he was at school, but he hated it. At that time, he thought it was unlikeable that he'd ever play again.

Anyway, fast forward two years and he plays regular in the team. He's still a bit insure of himself, but it has given him so much confidence. He's an engineer and it's even helped him at work. Now, he doesn't stress each time he has to teach a new group of trainists. I would recommend joining a team if you are shy. It helped my husband and can help you too!



0	*unsociable*	3	_____	6	_____
1	_____	4	_____	7	_____
2	_____	5	_____	8	_____

Listening Part 2 Sentence completion



1 2 **You will hear someone giving a talk about sports psychology. For questions 1–10, complete the sentences with a word or short phrase.**

The speaker says that as a schoolboy he had no **(1)** .....

Matthew Syed was an Olympic® **(2)** .....

According to Syed, we need to practise for about **(3)** ..... hours to become a successful sportsperson or musician.

Tiger Woods started learning golf when he was **(4)** ..... years old.

Success in sport becomes more difficult at a later age due to the number of **(5)** ..... we have.

Many successful table tennis players came from Syed's **(6)** .....

Syed attributes his own success to having a particularly good **(7)** .....

Andre Agassi has written a book entitled **(8)** .....

Syed had a bad sporting experience in **(9)** .....

Some sports stars depend a great deal on **(10)** ..... to cope with the pressure of competing.

2 The collocations in bold are from the listening. Complete the collocations with words from the box. You need to use two of the words twice.

for in on to

1 It was really humiliating not to be **picked** _____ **a team** when I was at school.
2 My parents' encouragement **played a** big **part** _____ helping me to keep training regularly.
3 If you don't **put** _____ **the hours**, you won't get anywhere in sport.
4 Lucy loves the idea of playing the flute, but **when it comes** _____ practising, she's not so keen!
5 A lot of young people train hard to become swimmers, but only a very few **make it** _____ **the** very **top**.
6 She is a former Olympic® champion, but **she went** _____ **to** be a TV pundit.

Reading and Use of English Part 2 Open cloze

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

SPORTS LOVERS



Some people seem to love the challenge of extreme sports. They enjoy the adrenaline rush **(0)** *that* breaks up the boredom of everyday life. It would be easy to regard these daredevils **(1)** ..... dangerous and irresponsible. In actual **(2)** ....., there is often much less risk involved than you'd think.

As **(3)** ..... as possible, very little is left to chance. Professional base jumpers have been known to turn back when conditions haven't been right, even **(4)** ..... this has meant letting down a film crew. If the jumpers don't feel safe jumping, nothing will happen **(5)** ..... they are ready.

This is **(6)** ..... to the fact that there isn't a rule book for extreme sports professionals. They're writing it as they go along. **(7)** ..... a mistake could have very serious consequences. This leads **(8)** ..... a sense of trust, both in yourself and in your environment, which isn't encouraged in modern life. We are too worried about what could go wrong.

Reading and Use of English Part 4 Key word transformation

Don't forget!

You must write at least two words and no more than five, and you cannot change the key word in any way.

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

0 We have to paint this room again.
NEEDS
This room *NEEDS TO BE* painted again.

1 It's impossible for that boxer to continue to fight until he's 50.
GO
That boxer can't ..... until he's 50.

2 Can I suggest that you go to bed early tonight?
TRY
Why don't you ..... early tonight?

3 It looks like Martin isn't interested in the lecture.
APPEARS
Martin ..... uninterested in the lecture.

4 The cover teacher doesn't want to do the planned lesson.
RATHER
The cover teacher ..... the planned lesson.

5 I think it's advisable to take out some travel insurance.
IDEA
I think it's a ..... some travel insurance.

6 Don't ask Mum because she isn't at home.
USE
It's ..... Mum because she isn't at home.

Writing Part 2 Informal email

1 Read the following Writing Part 2 task and informal email. Answer the questions below.

1 Does the letter address all of the questions in the task?
2 Is the letter organised in a logical manner?
3 Is the register suitable for the task?

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

I can't wait for your visit to Dublin. Will you be here long with your band? When will you be free? Is there anything you want to do while you're here?
Anyway, let me know and I'll try to organise some things.
Lots of love
Benny



To: Benny Ash

Subject: I'll be coming over

(1) Dear Mr Benny Ash

How are you? **(2)** Thank you very much for your letter which I received on 28th June. It was great to hear from you.

You're right, I'll be in Dublin this summer for a week, so it would be fun to hang out. **(3)** I would appreciate it if you could recommend a place where we could meet. I've only been there once so I don't have a clue.

I'll be coming over to do some concerts with my town band so I won't be free in the afternoons. **(4)** The evening would be a convenient time to meet, however. I'd love to go to one of the venues where they play traditional Irish music. Is there one you go to?

(5) Incidentally, I'll have to go souvenir shopping at some point as well. I know you hate that kind of thing so just point me in the right direction and I'll go by myself.

Anyway, **(6)** please pass on my regards to your family and tell them I can't wait to see them again. Let your sister know I'll bring some chocolate for her.

(7) I look forward to your prompt reply.

(8) Yours sincerely

Katie

2 Replace the formal phrases (1–8) in the model answer in Exercise 1 with a more informal equivalent (a–h).

a By the way, ____
b Dear Benny, ____
c But I'm around in the evenings. ____
d Lots of love ____
e Write to me soon. ____
f Where's a good place to meet? ____
g Thanks for your email. ____
h Please say hi to your family. ____

3 Write an answer to the task below. Write your answer in 140–190 words in an appropriate style.

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

It's going to be great when we meet. We've got a whole week! Can you let me know if there's something new and exciting we can try? I know you're into dangerous stuff like me.

Lots of love

Tomoko

Write your **email**.

Don't forget!

Write your answer using logical paragraphs, a variety of linking devices and a range of language.

Reading and Use of English Part 5 Multiple choice



The life and work of STEPHANIE KWOLEK

In 2014, the world said goodbye to one of its greatest inventors. It was the American chemist, Stephanie Kwolek, who passed away at 90 years of age. She created the first in a group of synthetic polymers, a type of long-chained molecule, that would be spun together to form the lightweight fibre, Kevlar. It has since been used in many products from bike tyres to racing sales. But its use in bulletproof vests has achieved the most praise for obvious reasons.

Back in the 1960s, Kwolek was working for DuPont, a chemical company. It was **looking into** how car tyres could be reinforced without having to use heavy steel belts. A shortage of oil was said to be **on the way** and the aim was to produce cars that were more efficient with fuel as a result. Along with her colleagues, Kwolek started to experiment with long-chain molecules with rod-like structures or polyamides.

She was the one to discover that these polyamides, when put in solution, formed liquid crystals. Her colleague was initially hesitant at putting the liquid through the equipment. This was due to the fact that the majority of polymer solutions are thick and easily block such machinery. Stephanie held her ground, though, and the fibre produced as a result was stronger than her team had ever seen. It was immediately obvious that she had made an important discovery.

More testing followed and the polymer, known as Fibre B, didn't fail to disappoint those who had worked tirelessly on its creation. Not only was it fireproof and about half the weight of fibreglass, it was also five times as strong as steel. It was in 1972 that DuPont decided to patent the material and found an excess of 200 uses for it. The DuPont Survivors Club is proof of its importance in bulletproof vests within law enforcement agencies. To date, it has saved no less than 3,100 people.

Kwolek was born in New Kensington, Pennsylvania, on 31st July 1923. That she became a scientist was no surprise, although it was initially biology rather than chemistry that interested her. This could have been due to the influence of her father, who would take her for walks in the woods to gather plants and seeds. Sadly, he died when she was just ten. Her mother was no less influential to her daughter. She could sew very well and it was probably for this reason that Kwolek debated whether to become a fashion designer.

It was the lack of finances to study medicine that led her into attending the Carnegie Institute of Technology in Pittsburgh, the women's college she graduated from in 1946. Immediately afterwards, she got a temporary job with DuPont in their textiles research department. This in turn opened the door to greater opportunities. The temporary post she accepted was, in actual fact, a 40-year-long position.

The company **took its time** in giving her the recognition she deserved. She'd have to wait 15 years for a promotion. On top of this, despite receiving 17 patents in total between 1961 and 1986, she **missed out on** the success of Kevlar as she'd signed over all royalties to DuPont.

Thankfully her contribution to science and discovery has since been honoured. In 1994, her name was added to the National Inventors Hall of Fame and she received countless awards. To this day, she is still the only woman to have been given DuPont's Lavoisier Medal, which recognises outstanding technical achievement.





1 You are going to read a magazine article about Stephanie Kwolek. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 What is true of Kwolek's invention?
- **A** It was used to form the main component of Kevlar.
- **B** It helped her to go on to invent the other fibres in Kevlar.
- **C** It was combined with other similar molecules to form Kevlar.
- **D** It was the lightest part of the mixture of fibres that went into Kevlar.

2 What seemed to encourage her experiments into long-chain molecules?
- **A** There had been a lack of oil in the past.
- **B** The company wanted an alternative to the steel belts.
- **C** She wanted to provide more support for the tyres.
- **D** The previous method of producing cars was expensive.

3 What do you think the phrase 'held her ground' in line 21 means?
- **A** was realistic
- **B** refused to give up
- **C** hoped for the best
- **D** did what she was told

4 What is true of the material known as Fibre B?
- **A** Its strength is far greater than that of steel.
- **B** DuPont found a maximum of 200 uses for it.
- **C** The people who worked on its production felt let down.
- **D** It didn't cope well under extreme heat.

5 What does the writer suggest regarding Kwolek's early ambitions?
- **A** Her father was surprised she became a scientist.
- **B** She had always wanted to go into chemistry.
- **C** She almost chose to follow in her mother's footsteps.
- **D** Her father was keen for her to study biology professionally.

6 What do you think is the writer's opinion of DuPont?
- **A** It gave Kwolek a fair share from the financial success of her work.
- **B** Kwolek should appreciate DuPont's recognition of her work.
- **C** It employed Kwolek for too long.
- **D** It should have awarded Kwolek for her talent much earlier.

Don't forget!
- If you are unsure of the answer, choose one of the options. Do not leave the answer sheet blank.
- Marks are not deducted for incorrect answers.

2 Match the phrases in bold in the article to the meanings (1–5). Use the context to help you.

1 did something too slowly _____
2 lost an opportunity to do or have something _____
3 trying to discover the facts about something such as a problem _____
4 died _____
5 about to arrive or happen _____

3 Complete each sentence with the correct form of a phrase from Exercise 2.

1 Lara narrowly _____ a medal at the last year's championships, so she's hoping to place this time.
2 The government has announced that funding for a new high-speed railway is _____.
3 William really _____ getting to the point. He really is a terrible public speaker.
4 Unfortunately, my grandfather _____ before I was born, but my mother always tells me lots of stories about him.
5 We have spent the past few years _____ a more efficient way to manufacture our products.

Language focus Comparisons

In each sentence 1–8, there is a mistake. Find the mistakes and correct them.

1 It was by far the worse film I've seen in ages.
2 The town was slightly near than we thought.
3 That boy is just as noisy than his brother.
4 The more time I have, the more long I take to do things.
5 You ought to talk lesser and listen more.
6 She is the sincere person I've ever met.
7 There isn't much difference to my life and his.
8 This wasn't so good a restaurant as I thought.

Articles

1 Choose *a*, *the* or no article (–) to complete the sentences.

1 My cousin has played *a* / *the* / – piano professionally for many years.
2 Go down *a* / *the* / – North Street and meet me at the coffee shop. It's easier than coming to my place.
3 Mr Raven's *a* / *the* / – maths teacher. He's great because he got me into it when I was struggling.
4 He was the youngest person ever to sail solo across *a* / *the* / – Atlantic.
5 Many famous British comedians attended *a* / *the* / – Oxford University.
6 I wanted to buy a dress and shoes. I ended up just getting *a* / *the* / – dress as I was broke at the time.
7 He's always asking to borrow *a* / *the* / – pen. It's quite irritating because he never returns them.
8 Scientists have found that *a* / *the* / – dolphins enjoy playing games with each other.
9 My brother is obsessive about the gym. He goes at least five times *a* / *the* / – week!

2 Match each sentence (1–9) in Exercise 1 to a description (a–i) of why *a* / *the* / no article should be used.

a one of several things ____
b the second mention ____
c town name + building ____
d with most streets, towns, cities and countries ____
e a person's job ____
f with musical instruments ____
g plurals or uncountable nouns ____
h oceans, mountain ranges, deserts, rivers ____
i meaning 'per' in expressions ____



Vocabulary Technology

Replace each verb in italics with the correct form of the verbs from the box to create a correct collocation with the noun(s) in bold. You can use one verb multiple times. There is an example at the beginning (0).

access call comment communicate share take use

use

0 Whenever I ~~*communicate*~~ **predictive text**, I end up sending people absolute nonsense.
1 Nowadays, because of smartphones, you can *take* **the internet** anytime, anywhere.
2 Have you ever *shared* on **a blog**, **online article** or **video**?
3 I wish Tom would *call* **a headset** when gaming – it's so loud!
4 Most people stay in touch and *comment* with **people** via social media.
5 Sandra is always *taking* funny **gifs** on our group chat.
6 Unless you want to be a photographer, it's fine to *make* **photos** with your phone.
7 My aunt still prefers to *communicate* **me** using a landline.
8 Can you please stop *sharing* **abbreviations** in your messages.

Expressions with *as ... as*

1 Choose the correct options to complete the expressions.

1 As *well* / *soon* as I heard the phone, I got out of the bath.
2 As *many* / *long* as 5,000 students enrolled last year.
3 As *much* / *well* as being an accomplished musician, he has a great voice.
4 You can go to the party as *far* / *long* as you've finished the majority of your work.
5 She's the best woman for the position as *far* / *much* as I'm concerned.

2 Match the expressions (1–5) to a word or phrase with a similar meaning (a–e).

1 as long as	a in addition to
2 as far as I'm concerned	b immediately
3 as soon as	c in my opinion
4 as many as	d provided
5 as well as	e a surprisingly large number of

Word formation Nouns 1

1 Complete the table with the correct noun form of each verb or adjective. There is an example at the beginning (0).

Verb/Adjective	Noun
careless	(0) *carelessness*
similar	(1) _____
appear	(2) _____
generous	(3) _____
explain	(4) _____
lonely	(5) _____
object	(6) _____
exist	(7) _____
govern	(8) _____

2 Complete the news story with the correct form of a noun from Exercise 1.

CONVERSATION CLUBS

More and more, we read reports warning that **(1)** _____ is increasing not just among older generations but also for young people. The **(2)** _____ does not seem to be addressing the issue, so some people have taken matters into their own hands and started conversation clubs – meet-ups in local cafés where strangers can come for a coffee and a chat. One of the founders, Kerry Smith, spoke to us about the clubs: 'A few years ago, I realised that I was leading an increasingly lonely **(3)** _____ almost through **(4)** _____ I suppose – losing touch with friends, not socialising after work ... then I had the idea to set up the club. Through the **(5)** _____ of local businesses – who helped with advertising and group discounts – it was surprisingly easy to set up. The biggest takeaway for me, though, has been discovering the huge number of **(6)** _____ between myself and someone I would otherwise never have met.'

Reading and Use of English Part 3 Word formation

Don't forget!

Double check your spelling and write your answers in CAPITAL LETTERS.

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



In 2019, at just 16 years of age, Greta Thunberg was named *Time* magazine's **(0)** *YOUNGEST* 'Person of the Year'. It said she had managed to make her wish for a cleaner, greener planet a worldwide **(1)** _____. So how did this environmental activist from Sweden come to be **(2)** _____? — **YOUNG** **MOVE** **KNOW**

Her protest started in August 2018, when she decided to calmly sit outside the Swedish parliament building holding a sign which read 'School Strike For Climate' in an attempt to make **(3)** _____ notice her and take action against climate change. The **(4)** _____ of Greta alone outside the building soon got the media's attention. — **POLITICS** **APPEAR**

The **(5)** _____ of students all over the world was one of support and many had **(6)** _____ from their parents to skip school to protest peacefully for change like Greta. — **REACT** **PERMIT**

Whether you agree or disagree with Greta, she has been **(7)** _____ successful in her aim, achieving more in her **(8)** _____ than most of us can dream of achieving in our lifetimes. — **EXTREME** **CHILD**



Listening Part 4 Multiple choice

1 3 **You will hear a man talking on a radio programme about changes he has noticed in his home town. For questions 1–7, choose the best answer (A, B or C).**

Don't forget!

As in all parts of the Listening paper, you will hear distractors.

1 Tommy has not returned to his home town for a long time because
   - **A** he has had to devote all his time to acting.
   - **B** there are some aspects of his life there he is ashamed of.
   - **C** he no longer has close relatives in the area.

2 What contributed most to the changes in Tommy's attitude to life?
   - **A** becoming a celebrity
   - **B** being a long way from home
   - **C** not having his friends around him

3 How has the centre of Tommy's home town changed?
   - **A** The shops there are much bigger.
   - **B** It offers more facilities for families.
   - **C** The road system has been altered.

4 How does Tommy feel about the changes made to the road where he used to live?
   - **A** He regrets the loss of green spaces.
   - **B** He is concerned about overcrowding in the area.
   - **C** He is full of admiration for the design of the new buildings.

5 What did Tommy use to do in his free time?
   - **A** He walked other people's dogs for them.
   - **B** He met up with his friends outside the shops.
   - **C** He did open-air sporting activities.

6 Why did Tommy's parents want him to join the drama group?
   - **A** They thought it would keep him out of trouble.
   - **B** They felt he had real acting talent.
   - **C** They wanted to pass on their love of the theatre.

7 What does Tommy say he has heard about his old school?
   - **A** The sports facilities have improved.
   - **B** People think more highly of it now.
   - **C** The students are more involved in looking after the gardens.

2 Match the phrasal verbs in extracts 1–6 from the listening to the meanings (a–f). The meanings are in the infinitive form.

1 Tommy Wells, the famous TV and film star, is a local boy who **grew up** in Marchwood.
2 Most of my mates I really valued **moved on**, like me.
3 I don't think I was a very nice person at that time. But I **grew out of it**, luckily!
4 [The houses have] all been **knocked down** and replaced with boring blocks of flats and retirement homes!
5 We used to **hang out** in the local park and practise our football skills.
6 My English teacher ... pushed me to join the local drama group. I must admit I wasn't too keen; I'd rather have been **chilling out** with my mates!

a demolish
b spend time in a particular place (informal)
c change from being a baby or young child to being an older child or adult
d stop behaving in a certain way because you are older
e spend time relaxing (informal)
f leave one place to go to another

Writing Part 1 Essay

1 **Read the following Writing Part 1 task. Think about the question. Do you think the use of technology in education is a good thing? Complete the table below with two positive and two negative aspects of technology in education.**

In your English class you have been talking about technology at school. Now, your English teacher has asked you to write an essay.

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

Is technology in education a good thing?
Notes
Write about:
1 the use of technology for homework
2 the use of technology in lessons
3 ..... (your own idea)

Positive	Negative
1	1
2	2

2 **Read the following model answer to the task in Exercise 1. Were any of your ideas mentioned? What positive and negative aspects are included?**

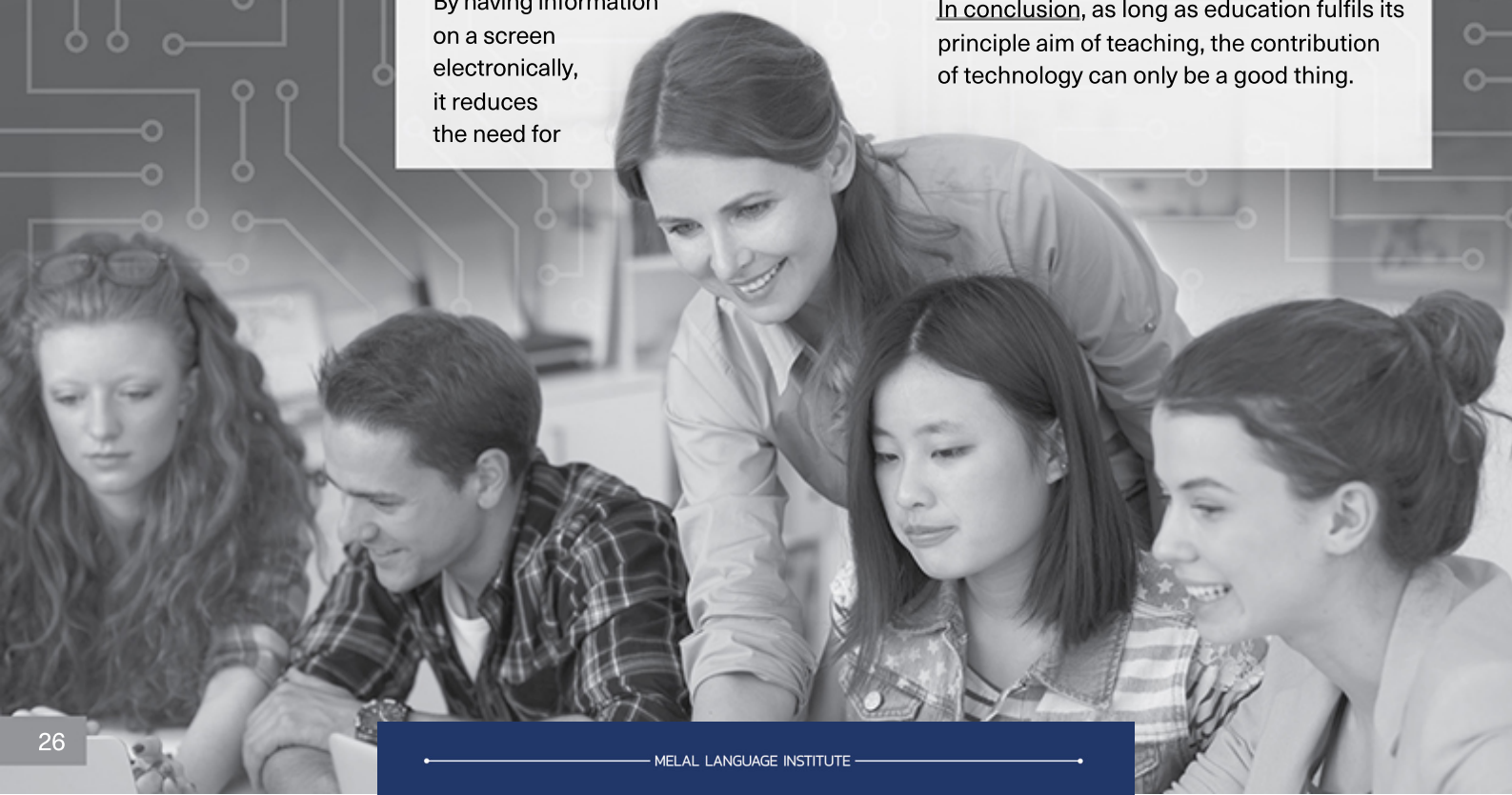
IS TECHNOLOGY IN EDUCATION A GOOD THING?

Some people believe that technology helps students study and makes a positive contribution to education. Others, however, believe it has a negative impact on learning.

On the one hand, the use of technology in lessons can maintain the student's interest in the subject being taught. For example, interactive whiteboards make learning fun. The whole class can take part in an activity, which can be motivating and rewarding. Additionally, it's good for the environment. By having information on a screen electronically, it reduces the need for paper photocopies. This also applies when sending information to parents.

On the other hand, homework on websites is not necessarily a good idea. Young people often get so much screen time these days that it's beneficial for them to have a break from this when they're at home. For that reason, working from a physical book is probably better. Moreover, they could get distracted by other things if they're online.

In conclusion, as long as education fulfils its principle aim of teaching, the contribution of technology can only be a good thing.





3 **Read the model answer in Exercise 2 again. Complete the table below with the underlined linkers.**

And	But	So

4 **Add the following linkers to the correct column in the table in Exercise 3.**

although as a result consequently furthermore in addition therefore

5 **Complete the sentences with a suitable linker from the table in Exercise 3. There may be more than one possible answer.**

1 The school doesn't open at weekends. _____, you will be unable to visit on Saturday.
2 On the one hand, I'm interested in the job. _____, I love what I currently do.
3 _____ he was a talented singer, he never did it professionally.
4 I'm afraid the President is busy. _____, he will be unable to attend the conference.
5 The house has a swimming pool. _____, it has a spectacular view.
6 He wasn't considered good enough for the job and, _____, was unsuccessful in his application.
7 Professional sportspeople earn high salaries. _____, they are under immense pressure.
8 Living outside a city ensures a healthier environment. _____, the cost of living isn't as high.
9 Public transport is often expensive. _____, it is often relatively slow.

6 **Write an answer to the task below. Remember to use the linkers from Exercises 3 and 4. Write your answer in 140–190 words in an appropriate style.**

In your English class, you have been talking about technology in our everyday lives. Now, your English teacher has asked you to write an essay.

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

Has technology in our everyday lives had a positive effect?

Notes

Write about:

1 the use of technology for communication
2 the use of technology in the house
3 ..... (your own idea)

4 A GOOD STORY

Reading and Use of English Part 6 Gapped text

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

Make Way for CHOLLYWOOD!

There aren't many people in the world who haven't heard of Hollywood and Bollywood. Well, another film industry is slowly but surely making a big impact. It's challenging those two global giants for the top spot. Make way for the Chinese film industry, or Chollywood!

With the success of such films as *Operation Red Sea*, *Wolf Warrior 2* and *The Wandering Earth*, China appears to have found a formula for keeping their own domestic audiences entertained. 1 It earned an incredible $539 million in the first 12 days of its release in February 2019. Its phenomenal success was rather unexpected and it now sits in second place behind China's highest grossing film, *Wolf Warrior 2*.

It very much looks like movie-goers prefer to see home-grown movies rather than Hollywood ones. The box office receipts certainly seem to reflect this trend with more than half preferring these to those made in America. 2

And other countries are starting to stand up and listen. *The Hollywood Insider* reported that, while Hollywood's position on the global stage was somewhat uncertain, Chinese language films were not only solid but showing an upward trend. Artisan Gateway, which carried out the report for the magazine, stated that revenue had fallen by just over 15% every year for American films released in China. 3 And they show no sign of decreasing any time soon.

So, what is the appeal for Chinese audiences? What is encouraging them to look closer to home when making their movie choices? In short, what has changed in Chinese film-making? Stephanie Xu, who works for the US-Asia Innovation Gateway, puts it down to good storytelling and improvement in production. 4 Rather, it's the stories that leave a lasting impression and encourage people to head back to the cinema time and again.



Ms Xu led a team of four writers from Hollywood who attended a special conference for Chinese scriptwriters in Beijing in January 2019. 5 The American writers get a great deal of inspiration from their Chinese counterparts. It makes them think of other ways in which to tackle script writing. They seem to be especially interested in how they approach storytelling and character development.

Stories like *Mulan* and *Kung Fu Panda* are based on Chinese culture and traditional stories. These are often new to western audiences and nostalgic for domestic ones. 6 If Hollywood wants to compete with China, it is going to have to up its game. The old formula needs to be revised with a fresh, new approach to win back their market share.

A While she recognises how important special effects are, they can't exist in isolation.
B In addition, the writers have failed to rise to the obvious challenge.
C In fact, the latter title became China's first sci-fi blockbuster.
D This has been done over the last four years to try to get the two markets to share ideas.
E Conversely, films made in China are certainly on the increase.
F They have the ability to engage everyone, a kind of universal appeal.
G This figure is only expected to rise, which spells good news for the Chinese film market.

Don't forget!

Look for connections between the language in the missing sentences and the language in the text.

2 In the following sentence from the article, there is an example of a dependent preposition.

Stories like Mulan *and* Kung Fu Panda *are* ***based on*** *Chinese culture and traditional stories.*

Choose the correct preposition to complete the sentences.

1 Sarah **congratulated me** *by* / *about* / *on* passing my driving test.
2 My sister has been **jealous** *of* / *by* / *for* my long hair ever since we were children.
3 I don't know who this phone **belongs** *with* / *on* / *to*, but I'm taking it to lost property.
4 For me, there is no **comparison** *of* / *between* / *by* cats and dogs – cats are much nicer.
5 Simon won the competition and he wouldn't stop **boasting** *of* / *with* / *about* it.
6 I don't **blame** you *in* / *at* / *for* being so **frightened** *at* / *of* / *on* spiders – I am too!
7 The criminal was **arrested** *in / by / on* the police *for / about / with* robbing the bank.
8 I couldn't stop **laughing** *for / by / at* my dog's **reaction** *about / to / for* their reflection.
9 James found it difficult to **concentrate** *on / for / at* doing his homework because he was **anxious** *for / about / with* finishing.
10 Your teacher is very **satisfied** *by / for / with* the targets you are **aiming** *by / in / for* this year.



Language focus *So* and *such*

Choose the correct words to complete the sentences. There is an example at the beginning (0).

0 It was *such* / *so* a stupid thing to say to his friend.
1 The food was *such* / *so* terrible that we left the restaurant.
2 I'd never met *such* / *so* a lovely person before in my life.
3 There were *such* / *so* many people at the party I didn't know.
4 We had *such* / *so* delicious coffee in Brazil.
5 Mum is *such* / *so* busy at the moment. She needs a holiday.
6 It was *such* / *so* a shocking story, I had to sit down.
7 He came home *such* / *so* quietly I didn't wake up.
8 My dentist says I shouldn't eat *such* / *so* many sweets.

Past tenses and time linkers

1 Complete each sentence with a word from the box. You may use each word only once. There is an example at the beginning (0).

as at during for in just ~~last~~ until while

0 It took forever but we have moved house at *last*.
1 He had called her several times and _____ the end of the day, she finally picked up. ____
2 We had been enjoying the show but left early _____ the end to make it to our last bus. ____
3 David went into the bank _____ the robbery was taking place. ____
4 I had wanted to go out _____ I saw the black rain clouds. ____
5 The house shook a lot _____ the night because of the storm. ____
6 _____ we were jogging, we saw a lot of wildlife. ____
7 When the teacher got to class, the students had _____ finished the work. ____
8 They had been waiting _____ almost an hour when he finally showed up. ____

2 Match the tenses in the box to the underlined parts of the sentences in Exercise 1. Use the short form in brackets. There is an example below (0).

past simple (PS) past continuous (PC) past perfect simple (PPS) past perfect continuous (PPC)

0 It took forever *PS*

Vocabulary Films

Complete the words with the missing letters. The first letter of each word is provided in bold. There is an example at the beginning (0).

0 **m** *u s i c a l* – a film which has a lot of songs
1 **p**____ ____ ____ – the main story of a film
2 **r**____ ____ ____ ____ ____ ____ – a film which features a love story
3 **s**____ ____ ____ ____ ____ – the film which continues the story of a previous film
4 **c**____ ____ ____ ____ ____ – the person who writes about a film
5 **c**____ ____ ____ – the people who work in front of the camera
6 **w**____ ____ ____ ____ ____ ____ – a film which has cowboys set in America
7 **s**____ ____ ____ ____ ____ ____ ____ ____ ____ – the music which goes with a film
8 **c**____ ____ ____ – the people who work behind the camera

Take

1 Choose a preposition from the box to complete the sentences. There is an example at the beginning (0).

after aside ~~back~~ in off on over to up

0 If you have the receipt, you can take it *back*.
1 I'm so happy that the company has taken _____ a new director.
2 My mother took me _____ to tell me what I'd done wrong.
3 All of my three children take _____ their dad.
4 When did you first take _____ ballroom dancing?
5 After being in the local paper, his career took _____.
6 Have you managed to take _____ the good news yet?
7 Kim took _____ skiing immediately without any lessons.
8 That independent cinema is being taken _____ by a national one.

2 Match the sentence beginnings (1–8) to the endings (a–h) to make complete sentences. There is an example at the beginning (0).

0 The elderly man was the first person to
1 I'm not sure if this verb takes the
2 It's admirable that he takes
3 My sister just can't seem to take a
4 Mum finally took your
5 The student took the
6 It took a great deal of
7 She doesn't want anyone to take
8 They seem to take no

a joke for some reason.
b pity on her because she lost her job
c blame for her classmate's mistake.
d interest in anyone but themselves.
e pride in whatever he does.
f advice and went to the doctor's.
g courage to admit that you were wrong.
h infinitive or gerund.
i be taken to hospital by helicopter

Word formation Participle adjectives and adverbs

Choose the correct options to complete the text below. There is an example at the beginning (0).

THE SILVER SCREEN

I remember going to the cinema as a kid. I didn't feel very **(0)** *relaxing / relaxed*. First of all, my mum would take in sweets from the supermarket, which was **(1)** *worrying / worried* because it felt like we were doing something wrong. Then, I would get **(2)** *annoying / annoyed* with my little brother. He never understood the story and kept asking me what was happening. On top of that, my mum was always **(3)** *tiring / tired* and would start sleeping, often snoring! I couldn't help but feel **(4)** *embarrassing / embarrassed*! If the film was **(5)** *boring / bored*, I'd just sit there unable to escape. But if it was something that **(6)** *fascinating / fascinated* me, the distractions from my family were awful.

When I got older, I was actually **(7)** *surprising / surprised* that going to the cinema could be an enjoyable experience. When I go now, it's **(8)** *exciting / excited*. I just have to remember not to invite my mum or brother!



Listening Part 1 Multiple choice

What to expect in the exam

You may hear the key language which guides you to the answer near the beginning, the middle and/or the end of the extract.

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

1 You hear a woman talking about telling jokes. What does she say is her problem?
- **A** She cannot remember jokes.
- **B** She does not hear or read many jokes.
- **C** She cannot make people laugh.

2 You hear a man talking about writing books. What is he proud of?
- **A** He started writing at a young age.
- **B** He has adapted to writing on a computer.
- **C** He has published two books.

3 You hear two people talking about children's books. Where are they?
- **A** in a bookshop
- **B** at school
- **C** at home

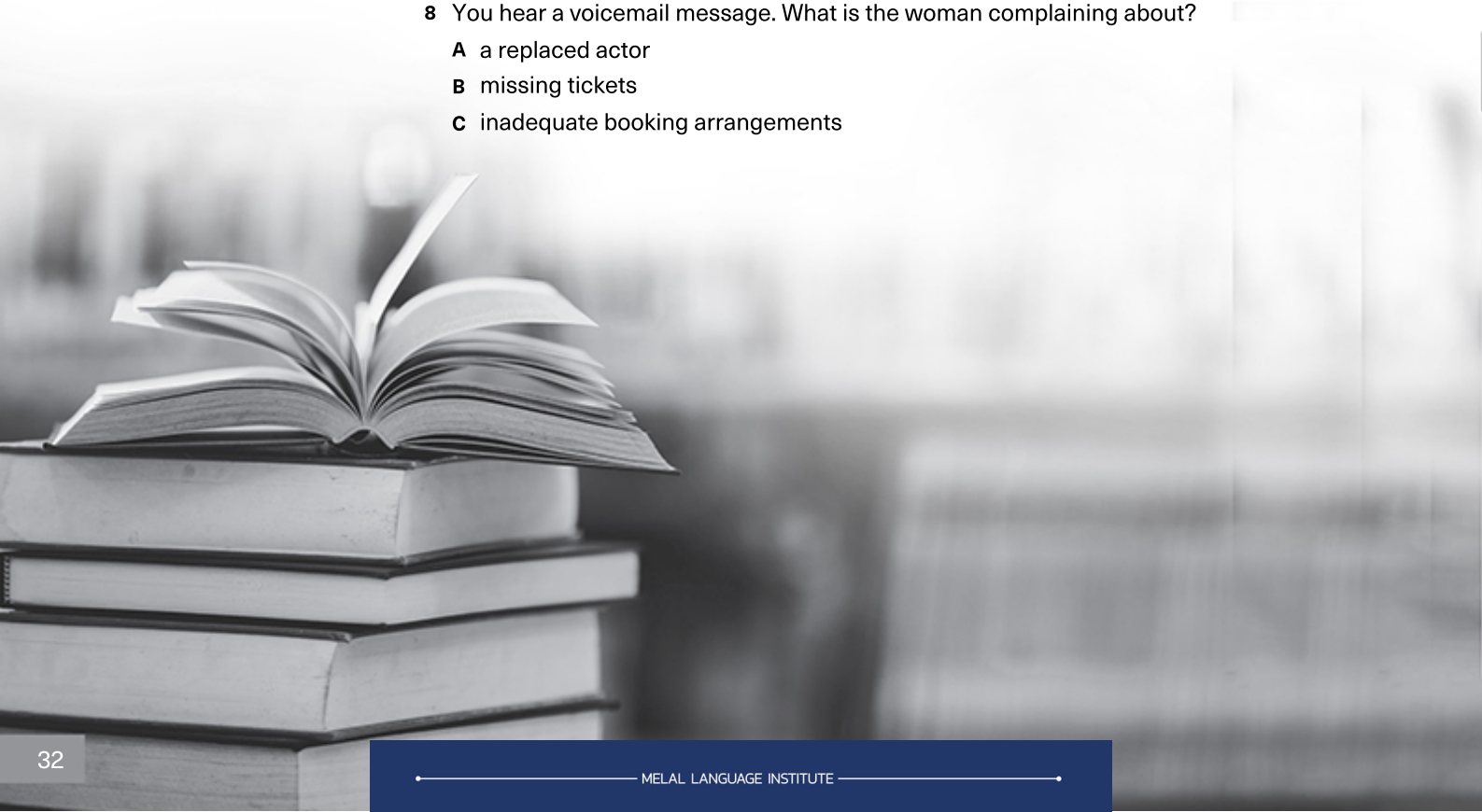
4 You hear two people talking about a new drama series. How does the man feel about it?
- **A** disappointed
- **B** impressed
- **C** confused

5 You hear a voicemail message about a new job. What is the speaker doing?
- **A** making a recommendation
- **B** making an offer
- **C** making a request

6 You hear a woman talking about a lie she told. Why did she tell the lie?
- **A** Her mum did not like her friends.
- **B** She was bored with swimming.
- **C** She needed the money.

7 You hear two people talking about a writing competition. Why is the man concerned?
- **A** He wrote about the wrong topic.
- **B** He wrote his entry too quickly.
- **C** He sent his entry in too late.

8 You hear a voicemail message. What is the woman complaining about?
- **A** a replaced actor
- **B** missing tickets
- **C** inadequate booking arrangements



Reading and Use of English Part 4 Key word transformation

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

What to expect in the exam

The second sentence of a transformation is a paraphrase of the first sentence; it expresses the same idea but with different words.

0 My advice is to accept the job.
WOULD
If *I WERE YOU, I WOULD* accept the job.

1 The teacher didn't think the joke was funny.
AMUSED
The teacher ..... the joke.

2 Actually, in my opinion, this is the best all-in-one printer on the market.
FAR
Actually, ... concerned, this is the best all-in-one printer on the market.

3 My mum spends so long in the shower!
TAKES
My mum ..... a shower.

4 Last week was the first time I went to karaoke.
NEVER
Until last week, I ..... to karaoke.

5 That film was terrible – I can't recommend it!
SUCH
It was ..... I can't recommend it.

6 We got there late and missed the start of the show.
IN
We did ..... and missed the start of the show.

Reading and Use of English Part 3 Word formation

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

A WINNING FORMULA FOR THE *BEDTIME STORY*

Do you remember going to bed as a child? Did your parents use to read to you? Did they manage to keep you **(0)** *ENTERTAINED* with these stories?

I have very fond memories of this part of my **(1)** ..... . My dad jumping around, using a **(2)** ..... of voices for each character. I didn't want it to end.

Now, the results of a recent survey of 2,000 parents are out. It found that the **(3)** ..... of the story was key – 8.6 minutes to be precise. This means your child is **(4)** ..... and ready to close their eyes. Any more or less and they are **(5)** ..... to settle down as easily.

As far as characters are concerned, dragons, wizards and fairies are the most popular **(6)** ....., and even better if it's centred around a castle. Most **(7)** ....., despite having some drama in the middle, it has to have a happy ending. And perhaps bad news for more reserved parents, a quarter wanted their parents to show off their **(8)** ..... skills!

ENTERTAIN

CHILD
VARY

LONG
RELAX
LIKE

CHOOSE
IMPORTANT

ACT



Writing Part 2 Report

Don't forget!

- Use a variety of linking devices.
- Write in a neutral or formal style.

1 Read the following Writing Part 2 task and model answer. Do you think the ideas in the report are good or can you think of some better ones?

Your university wants to encourage international students to socialise together. Your lecturer has asked you to write a report giving recommendations about:

- types of events
- place of events
- where to advertise.

(1) I'm going to write about my ideas about social events for international students and how they can be advertised around the university.

Not surprisingly, many international students experience culture shock because they are unfamiliar with British life. **(2)** Most students said they wanted a social event where they could learn about cultural differences. **(3)** Or, an evening where they could try traditional food would be appreciated.

(4) Something else to think about is that the location of these events should be easy to find. It can be difficult getting around a new city. I would strongly recommend having the event on campus wherever possible. **(5)** Of course, we need to give them easy and clear info about where the place is.

While social media is an obvious means of advertising, **(6)** it looks like the student canteen is where they check this kind of information. **(7)** That's why a poster on the notice board would be a cheap and effective method

(8) To end, I think if these recommendations were put into practice, international students would be able to meet and socialise with new friends more easily.



2 **The model answer is missing subheadings. Choose from the box the correct subheading for each paragraph.**

Conclusion	~~Introduction~~	Place of events	Types of events	Where to advertise

Paragraph 1: *Introduction*
Paragraph 2: _____
Paragraph 3: _____
Paragraph 4: _____
Paragraph 5: _____

3 **Replace the informal phrases (1–8) in the model answer in Exercise 1 with a more formal equivalent (a–h).**

a Alternatively, ... ____
b Another point to consider is ... ____
c In conclusion, I believe ... ____
d The purpose of this report is to suggest ... ____
e The majority of students said they would welcome ... ____
f For this reason, ... ____
g ... it appears that ... ____
h Obviously, directions to the venue should be simply and clearly communicated. ____

4 **Read the task below and fill in your report plan.**

Your town has asked for ideas to attract young people to the town centre. Your teacher has asked you to write a report giving recommendations about:

- social activities
- where to hold events
- how to get young people interested

Report plan
Paragraph 1: _____
Paragraph 2: _____
Paragraph 3: _____
Paragraph 4: _____
Paragraph 5: _____

5 **Now write your answer to the task in Exercise 4 in 140–190 words using your report plan. Use the language in Exercise 3 and in the Useful language box below to help you.**

Useful language

Introducing the report
This report will assess/analyse/examine ...
The main purpose of this report is to ...

Facilities
The venue/college/hotel boasts a range of facilities which ...
The amenities on offer are first-class/second-to-none and include ...

Generalising
In general, ...
Generally speaking, ...
On the whole, ...

Making recommendations
I believe, therefore, that it would be in our best interests to ...
Taking the above factors into consideration, I feel/propose that ...

5 DOING WHAT YOU HAVE TO

Reading and Use of English Part 7 Multiple matching

Don't forget!

Read all the questions to see the kind of information you are looking for. Underline the relevant parts of the text as you answer the questions.

1 You are going to read an article in which four teenagers talk about their part-time jobs. For questions 1–10, choose from the teenagers (A–D). The teenagers may be chosen more than once.

Which teenager

is working for the family business?	1 ☐
is not content with the earnings they receive?	2 ☐
has parents who didn't work in their teens?	3 ☐
is gaining work experience for their future career?	4 ☐
finds it hard to get up early for work?	5 ☐
doesn't have to travel far from home to work?	6 ☐
is worried about finding time for their studies?	7 ☐
used to be lazy and stay in bed half the day?	8 ☐
has made some good mates at work?	9 ☐
enjoys the independence of the job?	10 ☐

PART-TIME JOBS



A FINN

Well, unlike a lot of people my age, I like my part-time job. It could be a lot worse. I don't have to work that hard and can relax when we're quiet. I'm not keen on that though because time drags when that happens. It's much better to be busy. I work in a gym and the only thing I'm not really into is doing the 6am shifts. It's so hard to get out of bed then, especially when it's cold and wet outside. We have a rota, so it's not like we get the early shift all the time. The best thing is I get on with the other guys there. We've become pretty close over the past year and hang out when we're not there. But, I must admit, it's not exactly the kind of thing I'd want to be doing when I leave school. I want to get into something more corporate. Maybe go into business like my parents.

B GIOVANNI

I'm a dog walker. I gave up my last job at a restaurant because it was so stressful and tiring. We weren't even allowed to take a break at busy times. This is much more me. It's just around the corner, so I don't even have to take the bus. I can just walk in. Then there's the fact that I don't have the boss constantly telling me what to do. I can do my own thing. I mean, obviously they need to have a good walk, but I can choose the route and time really. I like that. Even when I have a lot on at school, it's just nice to take an hour off and get outside. Mum and Dad have their own business and are away a lot. I keep asking them to get a dog of our own. They reckon their lives are too busy right now, but I just think they don't want to get up super early before work to take it out.



2 Excluding *part-time*, underline the nine expressions with *time* in the article above.

3 Replace the underlined words in the following sentences with the correct form of an expression with *time* from the box. There is an example at the beginning (0).

do time	down time	high time	in next to no time	keep time
make up for lost time	on time	~~pass the time~~	time out	

0 Henry read his book to <u>make the time go quicker</u> on the long train journey. *pass the time*

1 No matter how hard I try, I am never <u>punctual</u> for lessons. _____

2 You'll see – <u>before you know it</u>, you'll be flying off on holiday. _____

3 I think it is <u>appropriate</u> that we left and went home now. _____

4 Fiona needs her <u>relaxation</u> or she will get too stressed. _____

5 My father is useless at <u>maintaining rhythm</u> while he dances. _____

6 It is reported that the criminal is now <u>serving a sentence in jail</u>. _____

7 I'm so sorry I'm late – I'll <u>catch up on what I've missed</u>. _____

8 The manager needed to take <u>a break</u> from the frustrating negotiations. _____



C LAUREN

My job is OK. To be honest, I didn't go out looking for one. I'm perfectly happy relying on the bank of Mum and Dad! I'm not exactly in a rush to work a nine-to-five job. Mum just said they needed a hand with the gardening jobs. They have their own company and it was expanding, so I agreed to it for a short time. The stuff I do is outside the city mainly, so a lot of the time is spent going to and from places with Dad, which can be time-consuming. Mum mainly does the accounts and bookings in an office at the end of our garden. It's challenging because I don't want my schoolwork to suffer. It hasn't yet, but it's always at the back of my mind. And actually, my parents have such a good work ethic. They've always paid their way, even as teens, so I guess I ought to take their example.

D TARA

Having a part-time job has been a big wake-up call for me. Before I worked weekends, I would lie in until midday surfing the internet or just sleeping. Looking back, it was such a waste of time. Now, I work at the bakery. It's a bit monotonous and the wages really could be better. On the other hand, the cakes and bread that they give away at the end of the day are so worth it. My parents would rather I focus on schoolwork but, you know, that's probably because my grandparents didn't let them have a job until they finished uni. I'm not planning on that and being in the kitchen every weekend is just a great way to learn things for when I go to catering college. The other people there are mainly full-time. They're OK, but I wouldn't say they're people I'd make plans with in my free time.



Language focus Obligation, necessity and permission



1 Read the university library rules below. Choose the correct options to complete the sentences. There is an example at the beginning (0).

GENERAL RULES

SOUTHMOOR UNIVERSITY LIBRARY

Welcome to Southmoor University Library. Please read the rules below and if you have any questions, you **(0)** *should* / *ought* ask a member of staff.

- Books **(1)** *must be not* / *must not be* taken off the premises without a valid library card.
- Library card holders **(2)** *must* / *are allowed to* take up to ten books out at a time for a period of two weeks, but if they are returned late, you will be **(3)** *made* / *have* to pay a fine.
- If another user requests a book in your possession, this **(4)** *must* / *has* be returned within seven days.
- Children can enter the library but **(5)** *need* / *should* to be accompanied by an adult.
- Libraries **(6)** *are supposed to be* / *had better be* places where people can quietly read. Anyone making excess noise will be politely asked to leave.
- Users can bring in drinks, but you **(7)** *don't have to* / *are not allowed to* bring them in open cups, just containers with lids.
- Finally, users **(8)** *no need to* / *don't have to* become members, but we would recommend you do as you'll be able to enjoy the many benefits the library has to offer.

2 Match each sentence beginnings (1–8) to the endings (a–h). There is an example at the beginning (0)

0	I think you had	**a**	sign their name before entering.
1	Be careful. We aren't	**b**	allowed to eat in here.
2	Do students have	**c**	made to eat all my vegetables.
3	Visitors must	**d**	you stay out late?
4	He thinks he ought to	**e**	to have membership cards?
5	Do your parents let	**f**	take off our shoes?
6	She'd better	**g**	not be late for her interview.
7	As a kid I was	**h**	increase the amount of voluntary work he does.
8	Do we need to	**i**	better take an umbrella.

Vocabulary The world of work

1 Complete each gap in the text with one word from the box. Use each word only once. There is an example at the beginning (0).

abandoned ~~change~~ devote good long resign rewarding tiring worked

CAREER CHANGE

When Toby was 40, he decided to **(0)** *change* careers. He had been a banker but decided to **(1)** _____ from his job in the city after 15 years and become a teacher. This was a big move because he had been earning **(2)** _____ money. The problem was he had been working **(3)** _____ hours and didn't see his family at all, so it was time to rethink his life. He had wanted to **(4)** _____ his life to teaching after graduating but **(5)** _____ this when he was offered the opportunity in banking.

He finished his course and found a job right away at the local school. Like all teachers, he **(6)** _____ overtime, but unlike banking, he didn't have to work during school holidays or commute every day. The job was **(7)** _____ with a full class of 30 energetic children, but far more **(8)** _____ than his previous job had been. Best of all, he was around more for the people who mattered.

2 Four of the following sentences contain mistakes. Find the mistakes and correct them.

1 The worker was redundant by her boss after 30 years' service.
2 Most hospital employees have to make shifts.
3 She decided to give in her job because she disliked her new boss.
4 Excellent organisational skills are vital for this post.
5 The worker was sacked for continual lateness.
6 The summer job offered a good weekly wage for students.
7 Getting an excessive salary in a job you actually enjoy is the goal.
8 It was a monotonous job but was at least well paid.

Word formation *En-* prefix and *-en* suffix

Complete each gap with one word from the box. Use each word only once and make changes to the words if necessary. There is an example at the beginning (0).

able courage danger high ~~large~~ long threat wide worse

0 Hello, I'd like to *enlarge* these photos if possible.
1 When the storm came, the weather across the country _____.
2 Can you _____ these trousers? They're too short.
3 I'll always be grateful to my maths teacher. She _____ me to believe in myself.
4 My mum is _____ not to let me go to the party unless I clean my room.
5 This new laptop will _____ staff to work from home.
6 The high speed limit on this road _____ life and should be reduced.
7 The council is _____ this road to make a bus lane.
8 Soundtracks usually _____ the tension in horror movies.

Listening Part 2 Sentence completion

Don't forget!

You do not need to write more than three words for each answer.

1 5 **You will hear author Sara James giving a talk about her work. For questions 1–10, complete the sentences with a word or short phrase.**

According to Sara, an essential requirement for a successful writer is **(1)** .....

Her first published book was called **(2)** .....

Before her first book was accepted she received **(3)** ..... rejections.

Sara says she needs to have the same **(4)** ..... every day.

Sara only writes in the **(5)** .....

She sometimes gets inspiration when she is in a **(6)** .....

Sara uses a **(7)** ..... when she is writing the first draft of a story.

She has experience of getting **(8)** ..... before a deadline.

She recommends writers do a **(9)** ..... activity when they are stuck for ideas.

The initial plan was for **(10)** ..... writers to participate in a documentary.

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

fool go put run set write

1 Unless you have a lot of confidence in your book, it might _____ some writers off.

2 Don't be _____ into believing that it's a glamorous or romantic life.

3 I _____ aside four hours every morning for writing.

4 I find that I work better if I _____ out my first drafts the old-fashioned way.

5 I'm afraid I've _____ out of time today.

6 A new documentary about different writers and their working lives will _____ out on Channel 3 next month.



Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Don't forget!

Think about meaning, grammar and collocation when making your decisions. Sometimes, two or all three of these areas will be important for a particular answer.



One of the biggest things to consider when setting **(0)** ...A... your own business is how to manage your staff. The success of your company depends **(1)** ..... having happy, motivated employees.

A good place to start is learning how to delegate. You probably started the venture alone and **(2)** ..... of this, handing over control and responsibility to others can be difficult. **(3)** ..... to do everything yourself, especially as the business grows, is a mistake. **(4)** ..... your staff have the power to make decisions and they'll be less likely to leave and more likely to feel valued.

Next, feeling **(5)** ..... they belong is important. They **(6)** ..... know everything, but allow them to be a part of decisions whenever possible. They will feel happier and more motivated this way. **(7)** ..... short, they are adults rather than children, so should be treated as such.

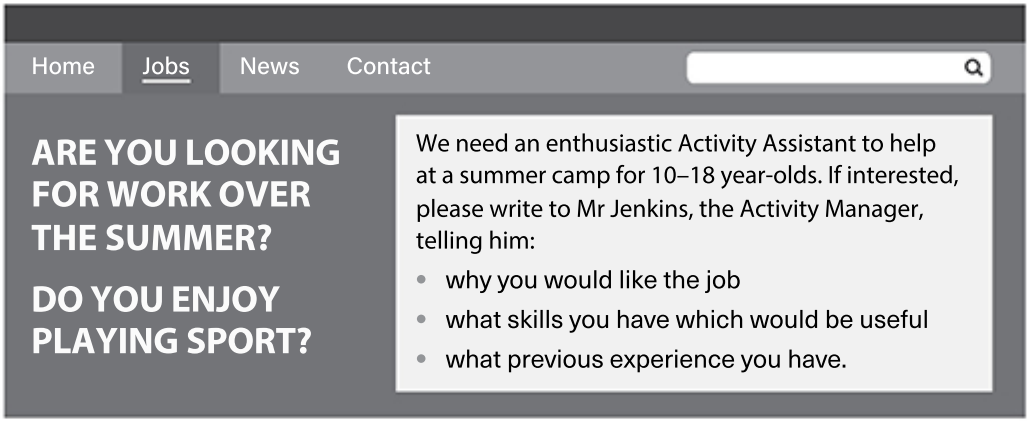
Finally, be **(8)** ..... who is approachable while maintaining a professional distance. You can't be a friend to all, but at the same time, you want your staff to be able to come to you if they have a problem.

0	**A** up	**B** in	**C** by	**D** for
1	**A** in	**B** on	**C** for	**D** of
2	**A** because	**B** as	**C** so	**D** therefore
3	**A** Try	**B** Trying	**C** Tried	**D** Having tried
4	**A** Make	**B** Should	**C** Will	**D** Let
5	**A** as	**B** if	**C** like	**D** about
6	**A** aren't allowed	**B** are supposed to	**C** needn't	**D** had better
7	**A** In	**B** For	**C** By	**D** To
8	**A** anyone	**B** everyone	**C** no one	**D** someone

Writing Part 2 Formal email

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

You see a job advertised on your university website.



Now tick (✓) the things that should be included in the email.

1 where you live ☐
2 where you saw the job advertised ☐
3 the reason you want this position ☐
4 your family ☐
5 the sports you play ☐
6 how much you earn at your part-time job ☐
7 experience of working with young people ☐
8 where you've travelled ☐
9 your hobbies apart from sport ☐
10 what you're doing now (work or study) ☐



2 **Read the model answer to the task in Exercise 1. The underlined parts of the email are too informal. Replace the informal phrases (1–8) with the more formal equivalents (a–h).**

To: Jenkins@sporthub.nett

Subject: Application

Dear Mr Jenkins,

(1) I saw the ad for an Activity Assistant job on the uni website and was interested in applying as I'm looking for summer work.

At present, I am studying for a degree in Sport Science. **(2)** This job would get me a load of fantastic experience, which I could apply to my studies.

(3) I love all sports and am really into football and volleyball. I am a member of the university football club and regularly play on their first team. Volleyball is more of a hobby for me. **(4)** But, I play most weekends in summer.

Last year, I worked at a youth camp for a month. **(5)** I had to teach sport to small groups of teens every afternoon and I also assisted on day trips to local sightseeing places. **(6)** Also, I am energetic and enjoy working with young people.

(7) I'd love the chance to work for you and would be delighted if you could consider me for the role.

(8) Write to me soon.

Yours sincerely,

Matt Parker

a I am keen on all sports but particularly football and volleyball.

b In addition to this, ...

c However, ...

d I saw the advertisement for an Activity Assistant on the university website ...

e I would love to have the opportunity to work for your company.

f I feel this position would be valuable experience ...

g I look forward to hearing from you soon.

h My responsibilities included teaching sport to small groups of teenagers ...

3 **Match the formal verbs in the box to their informal equivalents (1–8).**

assist attend contact inform permit provide request require

1 help _____ **5** ask for _____

2 tell _____ **6** give _____

3 need _____ **7** get in touch _____

4 go to _____ **8** let _____

4 **Write an answer to the task below. Write your email in 140–190 words in an appropriate style. Use Exercises 2 and 3 to help you.**

You see a job advertised in your local newspaper.

ARE YOU LOOKING FOR PART-TIME WORK?
DO YOU LIKE WORKING WITH THE PUBLIC?

We need a waiter/waitress with experience of working in a restaurant.

If interested, please write to Ms Williams, the Restaurant Manager, telling her:

- why you would like the job
- what experience you have
- when you are able to work.

Useful language

Starting the email

To whom it may concern

Dear Sir/Madam

Dear Mr/Mrs/Ms (surname)

Ending the email

Yours faithfully

Kind regards

Yours sincerely

RELATIVE RELATIONSHIPS

Reading and Use of English Part 5 Multiple choice

FRIENDS *LIKE THESE*

Friends, the TV series which follows six 20-somethings living in New York, doesn't seem to have lost its appeal even though the doors to Central Perk finally closed in 2004. It ran for 10 years and its last episode attracted over 50 million American viewers. So, what continues to be the appeal of this iconic programme? Shouldn't something your parents watched be 'uncool'?

I can't quite remember the first episode I watched. I realised then that it was ahead of its time. But I had no idea of the impact it would have in years to come, thanks to the incredibly talented cast and crew who all contributed to its success. It is cross-generational, which is something that is harder to achieve than it sounds.

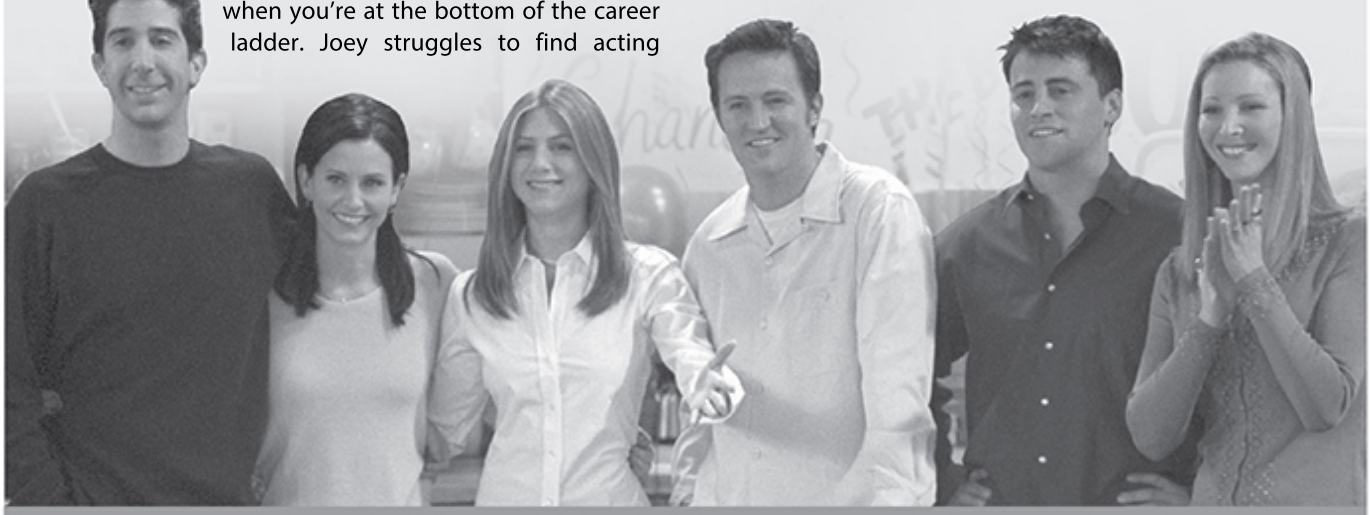
There is no denying that certain aspects of the show give the game away regarding when it was made. The appearance of the Twin Towers on the New York skyline is hard to miss, as are the fashions: the high-waisted trousers, the 1990s hairstyles and the amount of denim! Then, there's the technology, which is perhaps the most evident factor. There are several scenes where one of the characters puts a VHS into the far-from-slimline TV. And the lack of phones is actually nostalgic, considering they are so prominent in modern life. How refreshing are their chats at the Central Perk café without people constantly checking their phones?

Not many series could stand the test of time over 25 years since it was first aired. Regardless of certain aspects of the show that date it, there is a lot to be positive about. It is still relatable to people in their 20s. There are the dating disasters, not just from Joey, the serial dater, but from all of the key characters. Then, there's entering the world of work when you're at the bottom of the career ladder. Joey struggles to find acting work, Rachel starts off waitressing and Monica tries to establish herself as a chef. Also, family dynamics which have been carried over from childhood – Ross is still the golden child, leaving sister, Monica, to live in his shadow. Chandler's relationship with his parents is difficult and Phoebe's childhood is a slow reveal of tragedy.

But the main message is that friendship makes you strong. Although they are all very different in character, they all get on. To anyone who has made the move to a big city from the security of their parents and siblings, living with friends for the first time increases your dependence on them. If there's a problem with colleagues at your new workplace, your friends are there to make you feel better. To young people about to leave home, this type of programme must be reassuring.

And let's not forget the fun factor. Ultimately, the show is uplifting. No one actor stands out when it comes to comic timing. This is due to the quality of the writing as well as the actors themselves, who quite literally throw themselves into the part. One of the funniest scenes is when Ross, Rachel and Chandler try to get a sofa up a narrow staircase. Any fan would tell you that the comedy here is both physical and verbal.

So, when I find my kids watching the whole series for the third time, it's far from the annoyance of other rubbish they watch. As I find a comfortable place on the sofa, there's a little guilt as I know I should be getting on with some jobs. It's not quite nostalgia I feel, more a sense of satisfaction. There aren't many things that I can honestly say we watch together, but this is definitely one of them – a rare and genuine common interest in a world where teen life and adult life rarely meet.



1 You are going to read a magazine article about the TV series *Friends*. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 What does 'the doors to Central Perk finally closed' in line 3 mean?
- **A** The series came to an end.
- **B** The actors found new jobs.
- **C** The filming location moved.
- **D** The series was no longer popular.

2 What does the writer appreciate about the show in the second paragraph?
- **A** the impact of the very first show
- **B** the future influence the show would have
- **C** the appeal of the show to all age groups
- **D** the well-written scripts

3 What is it that most dates the show?
- **A** the Twin Towers
- **B** the coffee shop
- **C** the technology
- **D** the fashion

4 What message do the storylines give to young people?
- **A** A support network is very important.
- **B** Look for acceptance in others.
- **C** Don't grow up too soon.
- **D** Try to forget the past.

5 What does 'uplifting' mean in line 51?
- **A** intelligently written
- **B** thought-provoking
- **C** a high standard
- **D** full of hope



6 How does the writer feel when she sees her children watching the series?
- **A** nostalgic
- **B** annoyed
- **C** content
- **D** guilty

2 In the magazine article, there are two words ending in *-line*.

*The appearance of the Twin Towers on the New York **skyline** is hard to miss.*

*... one of the characters puts a VHS into the far-from-**slimline** TV.*

Choose the correct word to fill each gap in the following sentences. There is an example at the beginning (0).

~~airline~~ coastline deadline guideline headline offline outline pipeline underline

0 Which *airline* are you flying with?
1 Have you seen the _____ of this morning's newspaper?
2 The _____ of our country is becoming more damaged by violent seas.
3 I'm working as fast as I can to make sure I meet the _____.
4 When writing an essay, make sure you write an _____ first.
5 Do we have to _____ or just circle the answers?
6 I'm going to take a week _____ to have a break from technology.
7 I read that an important oil _____ was damaged in the storm.
8 I followed every _____ so I know I did everything correctly.

3 Which of the words in the box in Exercise 2 are nouns? Which one is a verb? Which one is an adjective?

Vocabulary Relationships

Choose the correct options to complete the sentences. There is an example at the beginning (0).

0 It looks like they've managed to **sort** *out* / *on* / *of* their differences.
1 My cousin was **brought** *up* / *on* / *in* mainly by my parents.
2 I have no idea how they **put up** *by* / *with* / *for* each other.
3 I'm really starting to **run out** *for* / *of* / *off* patience with her attitude to work.
4 Mary and Jack are so different, but they **get** *over* / *in* / *on* so well.
5 They **fell** *down* / *over* / *out* years ago and haven't spoken since.
6 Who did you *look* / *watch* / *see* **up to** when you were a child?
7 You should never **let** a good friend *up* / *down* / *in*.
8 That girl always gets *spoken* / *said* / *told* **off** in lessons for talking.

Describing people

1 Complete the table below with words from the box. The first one has been done for you.

bald expressive freckled generous insensitive intolerant modest pale plump reserved ~~well-built~~

Appearance	Character
well-built	

2 Use the words from the box in Exercise 1 to complete the sentences. There is one extra word which you do not need to use. There is an example at the beginning (0).

0 He goes to the gym every day. He's extremely *well-built*.
1 She has red hair and _____ cheeks just like her sister.
2 He is very _____ about how good he is at playing the piano.
3 My dad went _____ at an early age. I can't imagine him with hair now!
4 The dog is looking a little _____. We should take her for longer walks.
5 My grandma has become so _____. She used to be very open-minded.
6 Mr Bean has a very _____ face. That's what makes him so funny.
7 I'm really _____. I need to go somewhere hot on holiday to get a tan.
8 My brother is _____. He doesn't show his true feelings very often.
9 Our teacher is _____. She gave us all ice creams at the end of term.

Language focus Defining relative clauses

Choose the correct relative pronoun from the box to complete the sentences. You can use each word more than once. There is an example at the beginning (0).

that when where which who ~~whose~~ why

0 I can't find the person *whose* bag I found.
1 This is the place _____ I grew up in the 1990s.
2 Let me know a day _____ we can meet for a coffee.
3 This is the man _____ dog I looked after.
4 My teacher is the reason _____ I loved French.
5 The woman _____ you usually talk to is away today.
6 The clock _____ is in the kitchen is the only one that works.
7 Summer is the season _____ the city is most crowded.
8 He's the colleague _____ I met on my first day.

Non-defining relative clauses

Write the words in the correct order to make a sentence. Insert commas if the sentence contains a non-defining relative clause. There is an example at the beginning (0).

0 I/whose/wants/bike/neighbour/it/borrowed/back/The

The neighbour, whose bike I borrowed, wants it back .

1 a pharmacist/woman/I/week/The/met/last/is/who

_____ .

2 heights/parachute/aunt/doesn't/who/like/a/did/My/jump

_____ .

3 The/worked/very/where/office/I/is/modern

_____ .

4 is/the/My/when/birthday/party/a/time/I/have/big

_____ .

5 the/world/the/painting/is/that/is/This/all/known/over

_____ .

6 was/nine/left/only/when/older/my/brother/home/I

_____ .

7 The/reason/she/why/here/learn/was/to/came/English

_____ .

8 a/which/toy/I/had/child/as/popular/is/still/That/very

_____ .

Causative passive with *have* and *get*

Complete each gap in the text with the correct form of a verb from the box. Use each word only once. There is an example at the beginning (0).

be cut deliver enlarge ~~fix~~ get have paint renew

Home Blog Archives

There was so much to do before the holiday, it almost made me not want to go. My best friend was getting married abroad and there was a lot to organise. First, I got my car **(0)** *fixed* because I had to drive a group of us to the airport. Then, I went to pick up my friend's present. I **(1)** _____ got a great picture of her and her fiancé **(2)** _____ on the internet, so I collected it and put it in a nice frame. I even managed to get some flowers **(3)** _____ to the hotel where we were staying.

Weddings always involve **(4)** _____ your photo taken, so obviously I wanted to look my best for the event. I got my nails **(5)** _____ and had my hair **(6)** _____. I was ready.

There was just one thing I'd forgotten. As I **(7)** _____ getting some money exchanged a week before our flight, I had a terrible realisation. I hadn't got my passport **(8)** _____. After several stressful days, I managed to get an emergency one, much to everyone's relief.







Listening Part 3 Multiple matching

1 6 **You will hear five short extracts in which people are talking about their families. For questions 1–5, choose from the list (A–H) what each speaker says about the different family members. Use the letters only once. There are three extra letters which you do not need to use.**

A She has a busy working life with little opportunity to go out much.

B She has worked hard to achieve her ambitions.

C Her marriage was not as strong as it seemed.

D She now has the job that her parents had hoped for her.

E She does not judge the speaker.

F She studied the same subject as the speaker.

G She has a successful and steady relationship with her partner.

H Her work seems unsuited to her personality.

Speaker 1 1 ☐

Speaker 2 2 ☐

Speaker 3 3 ☐

Speaker 4 4 ☐

Speaker 5 5 ☐

What to expect in the exam

- You will not hear exactly the same words as those in sentences **A–H**. Before you listen, consider at least one alternative way of expressing the general idea contained in each sentence.
- Each extract usually contains at least one distractor – a key word or expression which could cause you to make the wrong choice. Pay close attention both times you hear the recording.
- Each extract lasts about 30 seconds.

2 **Match the phrases in bold in extracts 1–6 from the listening to the meanings (a–f).**

1 But she seemed to **prove them all wrong**. ___

2 Apparently, they'd been **having an affair** for the previous five years. ___

3 Susan **was devastated** and went to pieces for about six months. ___

4 She'd always loved the open air and animals, but ... she never wanted **to let anyone down**. ___

5 She's ten years older than me and I've always **looked up to her**. ___

6 She's also **pushed herself to the limit** to reach the top in her chosen sport. ___

a became extremely upset

b done as much as she possibly could

c show everyone they were mistaken

d admired and respected her

e going out with each other

f disappoint people

Reading and Use of English Part 4 Key word transformation

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

0 He's not talking to his brother because of the argument.

OUT

He's *FALLEN OUT WITH* his brother, so they aren't talking.

1 That company is fixing the roof today.

HAVING

We're ..... that company today.

2 This part of France is where I spent my childhood.

GREW

I ..... this part of France.

3 Paul said I could stay in his flat for a few nights.

PUT

Paul offered ..... in his flat for a few nights.

4 I really don't want you to contact him again.

CIRCUMSTANCES

Under ..... to contact him again.

5 Mary doesn't have any patience for anyone.

IS

Mary ..... everyone.

6 Maria and Richard were acquaintances for a long time before they became a couple.

KNOWN

Maria and Richard ..... many years before they became a couple.

Reading and Use of English Part 2 Open cloze

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

Home | Blog | Archives

Why I Travel Alone

People always ask me **(0)** *why* I travel alone. It's hard for them to understand and, as a result, they like to come **(1)** ..... with various reasons for my strange habit. The first is that I must have no friends or at least none **(2)** ..... wants to spend an extended period with me. **(3)** ..... next is that I'm fiercely independent. I **(4)** ..... deny that I am the first to refuse help from others, preferring to struggle and do it myself. Then, there's the desire to meet new people **(5)** ..... than hanging out with someone I know from home.

(6) ..... fact, the reality is rather simple. I enjoy it. I can do what I want when I want to do it. I don't have to compromise. That's not to say I have given **(7)** ..... on travelling with others. It's just that if I had the choice, I **(8)** ..... choose solo travel over that with friends at this point in my life.



Writing Part 2 Review

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

1 Have you seen the film in the review? If yes, do you agree with the reviewer? If no, would you like to see it?

2 Which film would you review for this task?

You see this announcement in your school's newsletter.

> **Musical Review Wanted**
>
> Have you seen a musical on stage or at the cinema recently? Write a review of the musical. You should explain what the musical was about, tell us what you liked or disliked about it and say whether other people would want to watch it too.
>
> The best reviews will be put on the school website next month.

Write your **review** in **140–190 words.**

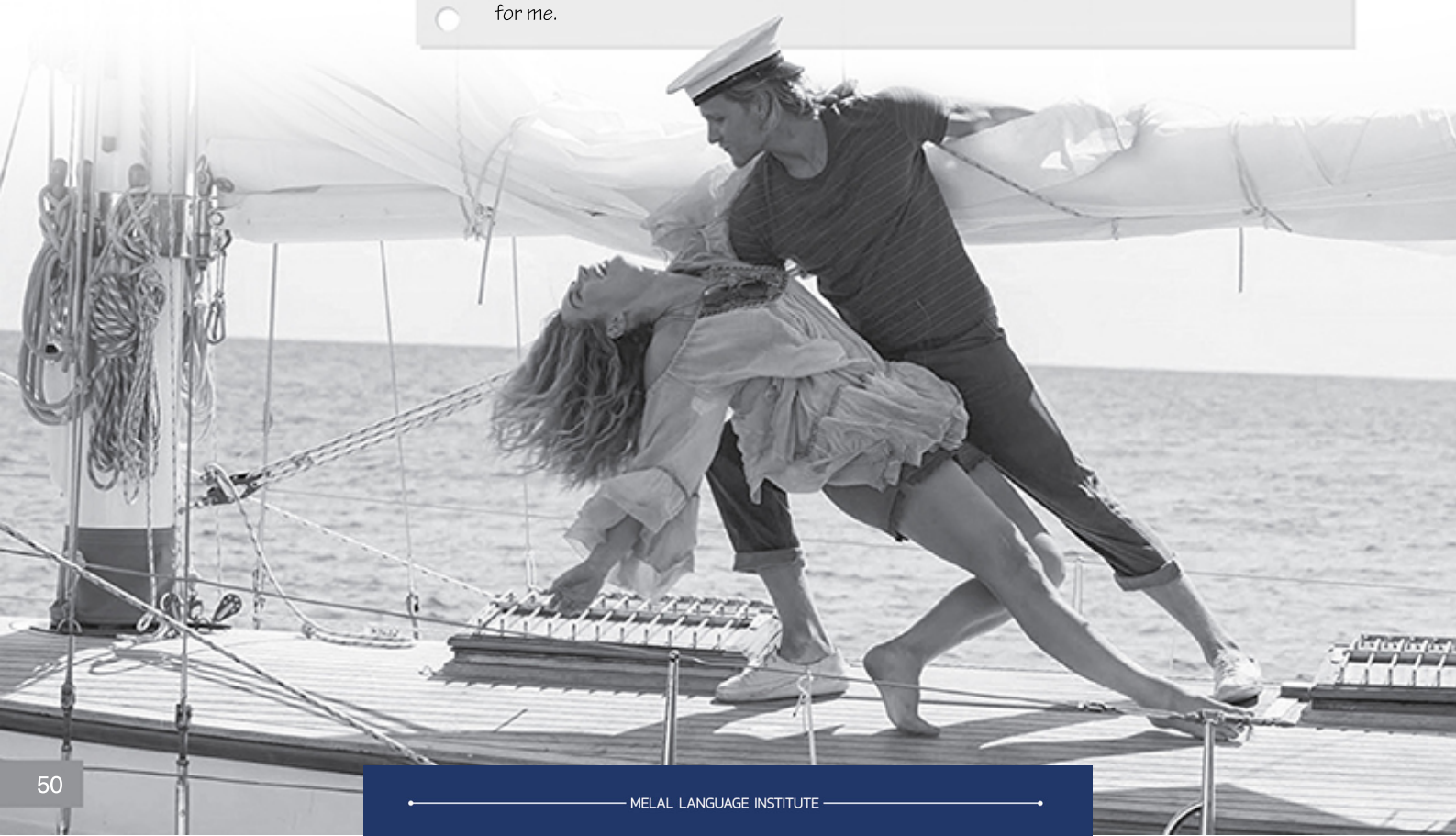
Mamma Mia! *Here We Go Again*

I recently went to see *Mamma Mia! Here We Go Again*, the sequel to the first film. It featured many of the original cast. (1) I went to see it with my mum, dad and brother for my birthday. While the first film was filmed on location on the Greek island of Skopelos, the 2018 sequel, directed by Ol Parker, was filmed on the island of Vis in Croatia.

In the sequel, (2) the story takes place in the present with flashbacks to 1979 when Donna, the main character, Tanya and Rosie graduate from Oxford University. Donna then goes travelling all over Europe, where she meets all three of her love interests, Harry, Bill and Sam. In the present, Donna's daughter, Sophie, is pregnant and dreams about opening a tavern. She also reunites with her mother's friends from university. (3) Unfortunately, one of the main characters dies.

(4) So, what's right about it and what's wrong? If you liked the first movie, it's very much the same again. Anyone who loves glitter and ABBA will love it. The absolute beauty of the location is also a big positive. (5) My only criticism is that Meryl Streep features less in this one. (6) Also, a few of the songs are rubbish.

(7) I would recommend this film to anyone who wants to go into the cinema and come out feeling better about the world. (8) I reckon it's pretty good. It's uplifting and a must-see for me.



2 **Match each paragraph from the model answer in Exercise 1 to its structural purpose (a–d).**

Paragraph 1	**a** Plot details without revealing the ending
Paragraph 2	**b** Introduction and title of the musical
Paragraph 3	**c** Recommendation to the reader
Paragraph 4	**d** Discussion about the musical

3 **Read the model answer in Exercise 1 again. Write the number of each underlined phrase to complete the table below.**

Include in a review	Don't include in a review
___	___
___	___
___	___
___	___

4 **Complete the sentences with the descriptive adjectives from the box. There is an example at the beginning (0).**

confusing fantastic gripping hilarious moving predictable stunning ~~terrifying~~ uplifting

0 Some of the scenes were absolutely *terrifying*. I couldn't watch.
1 The comedy is laugh-out-loud. The main character is _____.
2 The plot was fast-paced and unclear. In fact, it was rather _____.
3 I hoped the ending would be original, but unfortunately it was all very _____.
4 The Greek scenery was _____. It really made me want to travel to the area.
5 If you don't come out of this film happy, I'd be surprised. It's so _____.
6 It's a _____ story of love and loss. You'll be fighting back the tears.
7 It's action-packed and _____. You'll be left wanting more.
8 I have never seen such a _____ cast. The script, however, was disappointing.

5 **Now plan your own review for the task below.**

You see this announcement in an English-language magazine.

Comedy Review Wanted

Have you seen a comedy on stage or at the cinema recently?
Write a review of what you saw.
You should explain what the comedy was about, tell us what you liked or disliked about it and say whether other people would want to watch it too.

The best reviews will be put on the school website next month.

Follow these planning steps:

1 Decide which comedy production or film you want to write about.
2 Make notes under the following headings:
- What the production or film was about
- What I liked about it
- What I didn't like about it
- Would I recommend it? Why/Why not?

How to go about it

- Underline the key words in the question to ensure you include all the points.
- Plan your review and divide your answer into clear paragraphs.
- Use a range of language.
- When you have finished, check your writing carefully for spelling and grammatical errors.

6 **Write an answer to the task in Exercise 5. Write your review in 140–190 words in an appropriate style.**

7 VALUE FOR MONEY

Reading and Use of English Part 6 Gapped text

BUY NOTHING DAY

If you're anything like me, spending money on anything is an easy and enjoyable task. Who can resist all the half-price sales and discount rails we come across in almost every shop? This is made worse by the desperate message of marketing campaigns like Black Friday and Cyber Monday. 1 We usually take the advice fearing that we'll miss this fantastic opportunity. To counteract this pressure to spend, spend, spend, Canadian artist, Ted Dave, came up with the idea of Buy Nothing Day back in 1992.

Held on the same day as Black Friday since 1997, the rules are simple, according to its UK website: an entire day without spending money on consumer items. 2 It is, in practice, much harder than it looks. The consumer machine not only corners us on the high street but also in our own home via our TVs, tablets, phones and laptops.

And if you really have to buy something, consider popping into local independent shops for the things you require. 3 But why bother when you can purchase something for less? Well, there are a number of reasons. You keep money in your region, you can often pick up unique products that are not mass produced and you can also create jobs for local people.

Buy Nothing Day is, perhaps unsurprisingly, supported by a number of environmental organisations. They use the day to highlight the fashion industry and its impact on our environment. Textile dying is the second biggest polluter to clean water (the first being agriculture), and the industry uses around a tenth of the water used in all types of industry. On Black Friday, clothing comes in as one of the top sellers. 4 In short, Buy Nothing Day is a way in which we, the consumers, can help our planet.

And it doesn't need to stop there. It is hoped that by changing people's spending for one day, we might be encouraged to try it for longer. This is what one consumer did after Black Friday in 2015. Londoner, Michelle McGagh, promised herself that she wouldn't spend anything apart from her mortgage, bills and food for a whole year.

It wasn't without hardships. She found the winter months particularly challenging, as in the summer months there was more opportunity for free outdoor activities. However, she has no regrets and saved an estimated £22,000. 5 It has led her to focusing on buying essentials and setting aside some of her income for fun, like going to the cinema or on holiday, and none for takeaway coffees! The main message she took from it was that her long-term goals, security and being content with what she has are far more rewarding than anything she can buy in a shop. 6 You never know, maybe you'll be someone who turns Buy Nothing Day into Buy Nothing Year and enjoy the benefits this has to offer. At the very least, you may be more successful in spending less to save more for the things you really want.



1 **You are going to read an article about Buy Nothing Day. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.**

A This does nothing to discourage the water waste associated with the industry.

B They have little chance of competing against the big consumer giants.

C So, why not take a leaf out of her book this year?

D If you think this seems easy in theory, give it a go.

E On top of that, her spending priorities have changed as a result of the experiment.

F Shouldn't they all be partly to blame for the high prices in local shops?

G You'd better buy quickly or they'll sell out of that amazing bargain product.

Don't forget!

When you have finished the task, check that the sentence which you have not used does not fit into any of the gaps.

2 **In the article, the word *come* is used in two phrasal verbs.**

*Who can resist all the half-price sales and discount rails we **come across** in almost every shop?*

*To counteract this pressure to spend, spend, spend, Canadian artist, Ted Dave, **came up with** the idea of Buy Nothing Day back in 1992.*

Match each phrasal verb with *come* (1–9) to a definition (a–i).

1	come about	**a**	develop or happen
2	come apart	**b**	be as good as something
3	come by	**c**	offer to help
4	come forward	**d**	cause trouble between people
5	come between	**e**	change your opinion/decision after persuasion
6	come down with	**f**	break into pieces
7	come up to	**g**	get something (hard to get/find)
8	come up against	**h**	get an illness
9	come round	**i**	deal with problems or difficulties

3 **Complete the sentences using the correct forms of the phrasal verbs in Exercise 2. There is an example at the beginning (0).**

0 I hate to *come between* friends in an argument, but you need to resolve your issues.

1 I'm afraid that your presentation hasn't _____ the standard of your previous one.

2 I was so pleased to see that many people _____ to volunteer for the charity.

3 The new manager _____ a lot of criticism from fans.

4 Let me know if you happen to _____ that book I've been looking for.

5 I didn't realise the model was so fragile. It just _____ in my hands.

6 The project _____ after a discussion with my colleagues.

7 I think Sandy is _____ a bad cold; she sounds terrible.

8 I know Mark hasn't _____ to the idea of moving house yet, but he will.



Language focus Present perfect simple

1 Four of the following sentences contain mistakes. Find the mistakes and correct them.

1 I last met my university friend three years ago.
2 My mum already went to the gym three times this week.
3 That player has only started the match once this year.
4 They went to America only once since they were kids.
5 We've lived in this house for over ten years.
6 I called Mary a few times yesterday, but she didn't pick up.
7 Dad did a lot of overtime in the last few days.
8 We have swum every week when we were younger.

2 Complete the sentences using the past simple or present perfect simple of the verb in brackets. There is an example at the beginning (0).

0 My sister *went* (*go*) abroad several times last year with work.
1 I _____ (*not see*) my best friend since her birthday party.
2 We _____ (*know*) each other for over 20 years.
3 They wanted to get to the party before everyone _____ (*eat*) the food.
4 My cousin _____ (*work*) in Australia until she came back in 2018.
5 My mum and dad _____ (*never go*) outside of Europe.
6 These children have studied French ever since they _____ (*start*) this school.
7 We _____ (*order*) takeaway three times this week!
8 That's the third time I _____ (*hear*) that joke, but it's still funny.

Present perfect simple or continuous

1 Choose the correct options to complete the sentences.

1 I've just *been seeing* / *seen* that thriller at the cinema. It was so scary.
2 Tom's *been calling* / *called* me three times today so far.
3 Where have you been? I've *been waiting* / *waited* for ages!
4 I'm sorry but my boss has just *been* / *gone* out for lunch. She'll be back soon.
5 Take a five-minute break. You've *been working* / *worked* all morning.
6 My sister's *been breaking* / *broken* her wrist so she can't write for six weeks.
7 They've *been living* / *lived* in Rome for two months but go back to England in July.
8 I've always *been studying* / *studied* hard so I'm used to it.

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

0 My brother *has been staying* (*stay*) with my aunt in London all summer.
1 I'm applying for a new job. I _____ (*write*) ten letters of application so far today.
2 Mum _____ (*just get*) home. She'll be able to help you with your homework.
3 My boss _____ (*call*) me all morning about various things. It's really annoying.
4 That's the first time my grandma _____ (*visit*) my place in five years.
5 We _____ (*already book*) our summer holiday – I'm so excited!
6 I _____ (*look*) online for a new phone for ages and haven't got anywhere.
7 Our teacher _____ (*work*) at our school for over 40 years.
8 The kids _____ (*not go out*) of the house all day. Let's go for a walk.

Vocabulary Shopping

1 Match each word or phrase (1–8) to its definition (a–h).

1	receipt	a	to request to buy something
2	in stock	b	the value of something
3	to buy at a discount	c	to buy something at a reduced price
4	to be free of charge	d	a piece of paper or similar showing that you bought something
5	10% off your next purchase	e	an item which is in the shop and not sold out
6	to order	f	a reduced price for the next thing you buy from the company
7	refund	g	to not have to pay for something
8	worth	h	the money you get back that was paid for something
9	bargain	i	something costing less than normal



2 Complete each sentence with the correct form of a word from Exercise 1. There is an example at the beginning (0).

0 We got a real *bargain* when we bought our new car. It had £1,000 off.
1 Don't worry, the case is _____ of charge when you buy a new phone.
2 Excuse me, can I get a _____? It broke after two days!
3 How much do you think that watch is _____? It looks expensive.
4 Buy today and get up to 50% off your next _____!
5 I can't find this dress in my size. Do you have more in _____?
6 Keep the _____ and if there are any problems, you can bring it back.
7 I _____ a scarf online and got an email today telling me to collect it from the store.
8 We bought our laptop at a _____ from a friend who works at the company.

Paraphrasing and recording

Complete each gap with one word so that the second sentence has the same meaning as the first. The first letter of the missing word is given in bold. There is an example at the beginning (0).

0 There weren't enough shoes for the customers.
The shoes didn't **m***eet* _____ the demand of the customers.
1 The new pricing caused a lot of confusion.
The pricing brought **a**_____ a lot of confusion.
2 The main difference between Scottish and British English is the accent.
The biggest **c**_____ between Scottish and British English is the accent.
3 That boy really looks up to his father.
That boy **r**_____ his father a great deal.
4 Many people didn't know tickets could be bought on the day.
Few people were **a**_____ tickets could be bought on the day.
5 A recent study found many adults sleep less than eight hours a night.
Research **s**_____ that many adults sleep less than eight hours a night.
6 Greece is known for its Olympic® history.
People **a**_____ Greece with the Olympics®.
7 There was an outbreak of chaos at the band's concert.
There were chaotic **s**_____ at the band's concert.
8 Online shopping is changing all the time.
Online shopping is developing **c**_____.

Towns and villages

Match each sentence beginning (1–8) to a suitable ending (a–h). There is an example at the beginning (0).

0	You can get most things at the industrial	**a**	blocks tend to be very modern.
1	Our house is surrounded by building	**b**	streets, which residents love.
2	I dream of living in a leafy residential	**c**	centres are appearing in cities.
3	Living in a big block of	**d**	flats without a lift must be hard.
4	In downtown Tokyo, the office	**e**	distance of the train station.
5	The centre of this town has pedestrian	**f**	sites – it's so ugly at the moment.
6	More and more indoor shopping	**g**	estate has won many awards.
7	Jack lives within easy walking	**h**	area in the suburbs.
8	This vibrant housing	**i**	estate just outside the centre.

Listening Part 4 Multiple choice

7 You will hear part of a radio interview with a woman called Gail Simpson, who lives in an area where trees are protected. For questions 1–7, choose the best answer (A, B or C).

1 Gail believes that people
- **A** cut down trees for building and furniture too easily.
- **B** do not spend enough time in the countryside.
- **C** do not think trees are an important subject.

2 Gail's main concern is related to
- **A** clean air.
- **B** the quality of life.
- **C** money.

3 What do Gail and her husband like about the position of their house?
- **A** It is near woodland.
- **B** It is near the sea.
- **C** It is near a tourist attraction.

4 Why have the trees in her area been protected?
- **A** to stop them becoming extinct
- **B** to help maintain a natural habitat
- **C** to prevent new building projects

5 When did the tree disappear from Gail's garden?
- **A** during the night
- **B** during the tourist season
- **C** while Gail was on holiday

6 Why did Gail's neighbour want her to cut the tree down?
- **A** He thought it was dangerous.
- **B** It was too expensive for him to cut down himself.
- **C** He wanted his house to be worth more.

7 What has the neighbour done since the court case?
- **A** He has refused to speak to Gail and her husband.
- **B** He has moved away.
- **C** He has apologised.



Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

The Concept of 'BUY ME ONCE' *Shopping*



It can be hard for any business owners to say 'That's **(0)** ...C... gave me the idea.' But in Tara Button's case she can literally point to a Le Creuset dish in her kitchen. She knew she was going to have that product for life and thought about what **(1)** ..... this would work with.

Her website, called Buy Me Once, launched in early 2016 and is aimed at **(2)** ..... the place to get the most durable products. It deals **(3)** ..... everything from cutlery and clothing to toys and luggage.

As well as the obvious attraction of not having to **(4)** ..... back or replace low-quality goods, there is the positive environmental message. After reading articles about climate change issues, Tara would often feel like she wasn't doing her part. An idea started to germinate: what if people **(5)** ..... things that were built to last?

It's not always easy to see why people should spend money **(6)** ..... high-quality goods rather than cheap goods that will have to be replaced **(7)** ..... your lifetime. However, it is hoped that by having websites such as Tara's, people **(8)** ..... change their buying habits.

0	**A** where	**B** when	**C** what	**D** which
1	**A** other	**B** if	**C** on	**D** else
2	**A** being	**B** be	**C** to be	**D** been
3	**A** about	**B** of	**C** for	**D** with
4	**A** return	**B** take	**C** refund	**D** get
5	**A** have bought	**B** would buy	**C** bought	**D** will buy
6	**A** with	**B** for	**C** on	**D** in
7	**A** throughout	**B** along	**C** overall	**D** until
8	**A** ought	**B** must	**C** maybe	**D** might

Reading and Use of English Part 3 Word formation

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

What a waste!

'Waste not, want not' our grandparents used to say. They hadn't had to adapt to a frugal **(0)** ...LIFESTYLE..., it was just the way things were. Nowadays we throw away a **(1)** ..... amount of food every year. Some estimates put the amount of food wasted in the UK alone at about 7 million tonnes, and we could have **(2)** ..... around half of that. — LIFE SHOCK / EAT

The **(3)** ....., transport and disposal of food all have an impact on the environment. And it's not just food that is wasted. Add the clothes, furniture and technology that we no longer want or need and we have a serious problem. — PRODUCE

(4) ..... of frugal living say that small changes can make a big difference. We should all walk more, buy less and eat locally produced, **(5)** ..... food. Shop in charity shops and make **(6)** ..... there too. Recycle and reuse. — SUPPORT / SEASON / DONATE

(7) ....., several well-known millionaires have always lived this way. Perhaps we would all be better off if we followed their **(8)**..... towards a waste-free life. — SURPRISE / FOOT

Writing Part 1 Essay

1 **Read the following Writing Part 1 task and think about how to plan your essay. What should be included in each paragraph?**

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

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

Some people say buying local is better than buying from big supermarket chains. What do you think?

Notes

Write about:

1 cost

2 transport

3 ..... (your own idea)

Essay plan

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____

2 **Read the following model answer and compare with your ideas in Exercise 1.**

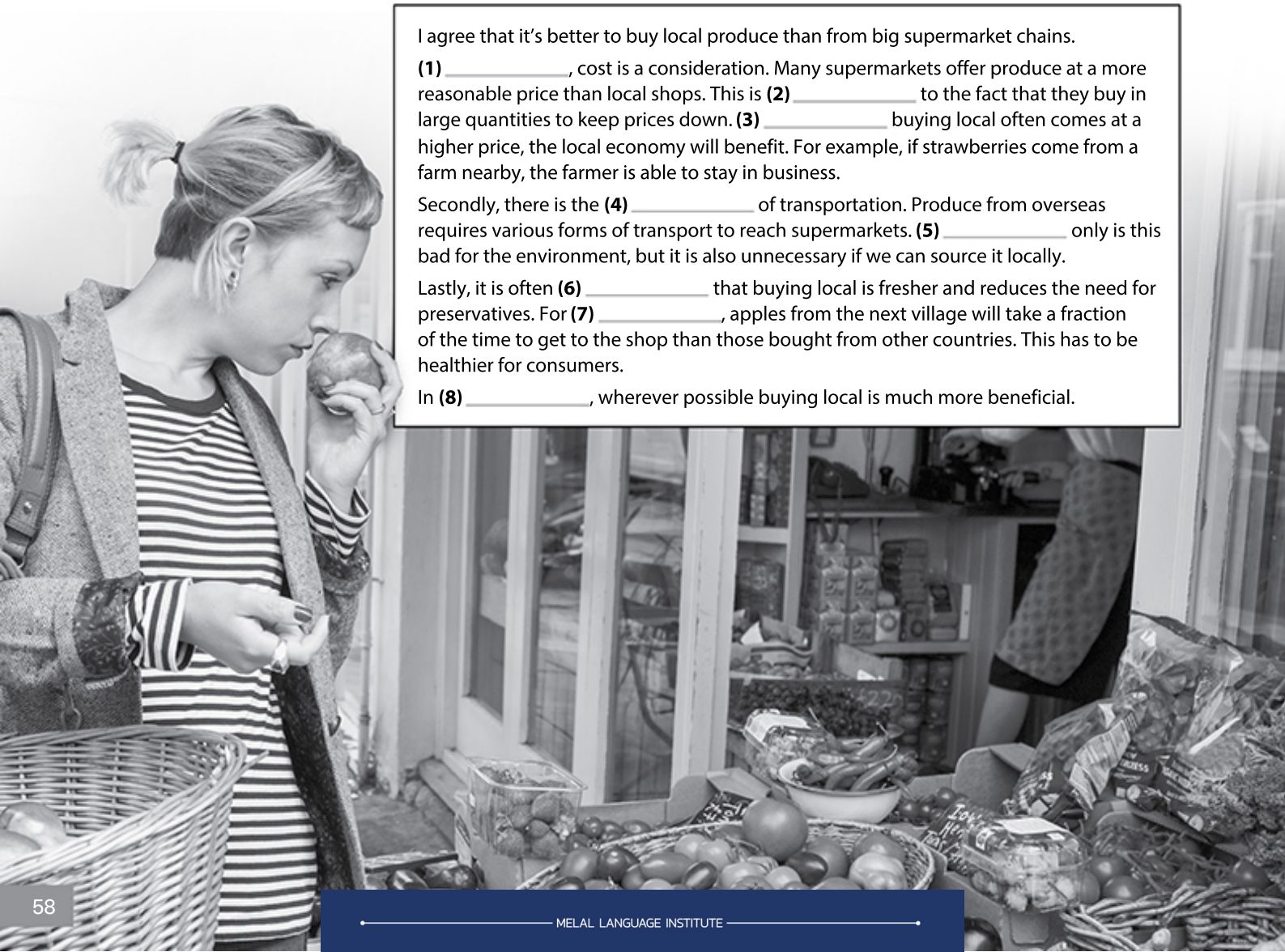
I agree that it's better to buy local produce than from big supermarket chains.

(1) _____, cost is a consideration. Many supermarkets offer produce at a more reasonable price than local shops. This is **(2)** _____ to the fact that they buy in large quantities to keep prices down. **(3)** _____ buying local often comes at a higher price, the local economy will benefit. For example, if strawberries come from a farm nearby, the farmer is able to stay in business.

Secondly, there is the **(4)** _____ of transportation. Produce from overseas requires various forms of transport to reach supermarkets. **(5)** _____ only is this bad for the environment, but it is also unnecessary if we can source it locally.

Lastly, it is often **(6)** _____ that buying local is fresher and reduces the need for preservatives. For **(7)** _____, apples from the next village will take a fraction of the time to get to the shop than those bought from other countries. This has to be healthier for consumers.

In **(8)** _____, wherever possible buying local is much more beneficial.



3 Complete each gap in the model answer to Exercise 2 with a word from the box.

conclusion due firstly instance not question said while

4 The word *firstly* is an example of a sequencing linking word, but *due* is an example of a cause and effect linking word. Put the following linking words in the correct columnn of the table below their purpose.

also as a result because of ~~due~~ finally ~~firstly~~ lastly next so therefore the second since

Sequencing	Cause and effect
firstly	*due*

5 Read the task in Exercise 6. Which is the best introduction (A–C) and conclusion (A–C) for the task?

Introductions:

A Yes, it's absolutely correct. There is no doubt that, if you ask me, the city is cooler in many ways.

B More and more people are heading to our cities to live and deserting the countryside. I believe that there are valid reasons for this movement.

C The topic of whether we should live in the city or the countryside is mainly due to job opportunities. For example, career choices are limited in the countryside.

Conclusions:

A To sum up, while there are some benefits to country living, I strongly believe that they are far outnumbered by the opportunities on offer in the city.

B To be honest, I reckon there's no comparison between country and city life. Living in the city is the best.

C In conclusion, if I were you, I'd live in the city because it's more expensive but you earn more money. I lived in the city for a while and it wasn't as expensive as I thought because my salary was pretty good.

6 Do the following Writing Part 1 task.

In your English class, you have been talking about life in the city and the countryside. Now, your English teacher has asked you to write an essay.

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

Some people say it's better to live in the city than the countryside. What do you think?

Notes

Write about:

1 cost of living

2 job opportunities

3 ..... (your own idea)

Write your **essay** in **140–190** words.

Don't forget!

- Plan your essay. Consider all three points in the Notes.
- Write in a consistently formal or neutral style.
- Organise your ideas using paragraphs and linking devices.
- Include a suitable introduction and conclusion.
- Use a range of language and avoid repetition.
- Check your answer for accuracy.

8 ON THE MOVE

Reading and Use of English Part 7 Multiple matching

Don't forget!

- You do not lose marks for wrong answers. So always put an answer, even if you are not sure.
- When doing the Reading and Use of English paper, remember to leave enough time to transfer all of your answers to the separate answer sheet. You will **not** be given extra time to do this.

1 **You are going to read an article in which four people talk about their lives abroad. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.**

Which person states

they've loved trying the local cuisine?	1 ☐
they enjoy trying to speak the language?	2 ☐
they missed their family right from the start?	3 ☐
they don't have to work hard in their job?	4 ☐
they worry about being far from older relatives?	5 ☐
they've gained valuable work experience?	6 ☐
they'd love to get a job where they can travel?	7 ☐
they've managed to put aside some money?	8 ☐
they've gained confidence since working abroad?	9 ☐
they can imagine staying there for a long time?	10 ☐

2 **In the article, there are examples of nouns formed from verbs.**

And I'll admit that the local cuisine is far from what I'd expected – a bit of a ***disappointment****.*

Because ***accommodation*** *is reasonable, this is more than I could have wished to make in the UK.*

I made the ***decision*** *right away.*

I already knew it was a beautiful ***location****.*

Match the words in the box with the correct suffix *-ment* or *-ion*.

amaze construct develop excite graduate improve prevent treat

-ment	-ion
_____	_____
_____	_____
_____	_____
_____	_____

3 **Complete each gap with a word from Exercise 2.**

1 The _____ of technology has been increasing faster than we expected.
2 Security cameras have been installed for the _____ of criminal activity.
3 I'm really looking forward to my _____ ceremony.
4 To my _____, I won the painting competition!
5 The children were full of _____ when we told them we were going on holiday.
6 I enjoy architecture, so maybe I should look for a job in _____.
7 The athlete is receiving medical _____ for her dislocated shoulder.
8 Whilst his attitude to work is better, there is still room for _____.

LIVING ABROAD

Four people were asked about living and working in a foreign country.

A James

When I was given the chance to work overseas, I jumped at it. It's not something I'd really thought much about before, but my friend had been to China and she really loved all it had to offer. I was going to see it as a working holiday. It didn't take long for me to realise the error of my ways. As I was sitting on my flight to China, I was already thinking, 'It's going to be ages until I see them again.' I'm really close to my mum and dad, so that was hard. And I'll admit that the local cuisine is far from what I'd expected – a bit of a disappointment. Having said that, the people I work with are brilliant, and I've learnt so much that it should put me in a good position job-hunting when I get back. I'm going to complete the year for sure.

B Susanna

I've been working in Brazil now for six months. I didn't think it would be this hard, but day to day we work long hours – much more than at home. The thing is I really don't mind at all because I get to use my speaking skills. There's a lot of humour when I make a grammatical mistake in the office of course, but I try not to worry too much about it. The other thing is that the more I work, the more I can send back home. Because accommodation is reasonable, this is more than I could have wished to make in the UK. And I'm picking up some local recipes in my free time. I'm really enjoying sampling the restaurants in Rio and being invited round to friends' houses for dinner. That's a real plus.

C Katya

I was on a trip around the world, but I kind of fell in love with this place, and when they offered me a job at the hotel where I was staying, I couldn't believe my luck. I made the decision right away. I've been in Thailand now for three months. Even though I keep reassuring my mum that I am coming home as planned at the end of the year, I could actually see myself settling here. I'm not sure about staying in the hotel business. It's not that it's difficult and I can't complain about my time off; I just don't think it's really for me. I'd like the chance to see more of Asia while I'm here, so a job which allows me to do that would be ideal. For now, though, I'm happy.

D Daniel

I did a lot of travel in my 20s, so when my boss asked me to develop the business in South Africa, I already knew it was a beautiful location. My wife would like to stay long-term, whereas I can't see us being able to survive on this salary for long. A couple of years will be enough for me. The distance is something which makes me anxious given that my parents are older and I think about the practicalities of that. I had thought I might need to brush up on my Afrikaans, but there was no need. The majority of people speak fluent English. I must say the biggest and most unexpected thing for me has been becoming surer of myself professionally. I was a bit worried about my abilities, but now I have no choice but to make speeches at conferences and lead meetings.



Language focus The future

1 Complete each gap with a word or phrase from the box. You can use each word or phrase only once. There is an example at the beginning (0).

be lying	definitely won't	going to	have been living
on the point of	~~planning~~	shall	unlikely
until			

0 Where is Lisa _planning_ to go on holiday?
1 _____ we decide where to eat tonight?
2 This time next week, I'll _____ in the sun.
3 They've decided. They aren't _____ eat out tonight.
4 He is _____ quitting his job.
5 We can't go out _____ they get back.
6 My sister _____ pass the exam. She hasn't studied at all.
7 By this summer, I'll _____ here for a year.
8 Dave is _____ to find a better flat.

2 Complete each gap with the correct form of the verb in brackets. There is an example at the beginning (0).

0 My train _arrives_ (*arrive*) at 8am on Friday morning.
1 Spring _____ (*be*) here soon and we'll be able to go outside more.
2 Our school team expects _____ (*win*) tomorrow's big match.
3 I hope the children _____ (*behave*) well for you this afternoon.
4 She doesn't think she _____ (*do*) well in her driving test next week.
5 Jim and Sandy _____ (*get*) married in a couple of weeks.
6 I can buy eggs as I _____ (*pass*) the supermarket on my way home.
7 Sorry, I'm just about _____ (*leave*) work. Can I do this tomorrow?
8 By this time next month, I _____ (*live*) in England for five years.

Contrast linkers

1 Four of the following sentences contain mistakes. Find the mistakes and correct them.

1 Although he didn't do well in exams, he was very smart.
2 Despite the fact that he was rich, he never spent money.
3 Even he had a big house, he lived by himself.
4 My sister was good at sport whereas I was as well.
5 Nevertheless, I had a part-time job, I still found time to study.
6 Sally wanted to drive. She did not, however, have money for lessons.
7 The weather was terrible, but we decided to go ahead with the picnic.
8 Despite of telling my mum not to call, she did anyway.

2 Choose the correct contrast linkers to complete the sentences. There is an example at the beginning (0).

0 My mum is very sociable *while* / *nevertheless* my dad is quiet.
1 Kim thought Paris was expensive. She did not, *whereas* / *however*, want to live anywhere else.
2 *Although* / *In spite of* we didn't have much time, it was a lot of fun.
3 My brother still tries to cook, *whereas* / *even though* he's not that good.
4 We bought our teacher a present *despite* / *although* her telling us not to.
5 I woke up many times last night. *Nevertheless* / *While*, I don't feel too tired.
6 *However* / *In spite of* the dangerous weather, we successfully got to the peak.
7 Amy is a doctor. *But* / *Nevertheless* the rest of the family are in law.
8 *Although* / *Despite* the fact that Jane is clever, she didn't do well in her degree.

Vocabulary Travel and holidays

1 Complete each gap in the text with a word from the box. You can use each word only once. There is an example at the beginning (0).

available catering ~~cruise~~ fully getaway instalments suit tour trip

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Next year, we're going on a **(0)** *CRUISE* of the Mediterranean. As part of the deal, we get a guided **(1)** _____ of all the places we stop off at. Apparently, the day **(2)** _____ to the volcano is the thing that we shouldn't miss, so I'm excited about that.

We were originally looking for something self- **(3)** _____, a last-minute **(4)** _____. But this popped up on my computer for next year, so we've decided to have a bit of luxury. Thankfully, we can pay in **(5)** _____ throughout the year, so the cost is more manageable. There was one **(6)** _____ room left, so we booked straight away. I've already looked at the pictures. Every cabin is **(7)** _____ equipped and obviously has a view of the sea. We just want to relax and I'm sure it will **(8)** _____ our requirements very well.

2 Choose the correct words to complete the sentences. There is an example at the beginning (0).

0 We don't have a tent! How can we go on a *camping* / *working* holiday?
1 Because of its location, this villa *sees* / *offers* fantastic views of the coast.
2 This Greek island is a popular tourist *destination* / *destiny* for young families.
3 Do you fancy doing a *tour* / *journey* of the old part of the city tomorrow?
4 It's a long-haul *flight* / *cruise*, so you'll need to try to get some sleep.
5 The town was only a short walk *by* / *away* from our apartment.
6 My parents aren't fans of foreign *journey* / *travel*. They prefer being close to home.
7 There's always *many* / *plenty* of organised activities on a package holiday.
8 Don't you feel like a(n) *sightseeing* / *adventure* holiday? We could go kayaking!

Phrasal verbs

1 Choose the correct prepositions to complete the sentences.

1 I think this way of doing things will really catch *on* / *up*.
2 We'd like to head *back* / *for* the mountains this summer.
3 My boss thinks I came up *to* / *with* the idea, so she's pleased with me.
4 We're thinking about the best way to get *about* / *through* in Brazil.
5 Almost 10,000 people turned *by* / *out* for the event.
6 Have you ever come *across* / *about* this restaurant before?

2 Write the correct prepositions to complete the sentences.

1 Are you keen _____ all types of music?
2 I'm quite envious _____ my sister's life.
3 London is famous _____ its architecture and history.
4 I'm grateful _____ so many things in my life.
5 It's important to be kind _____ people you meet.
6 The boy was accused _____ stealing the purse from the bag.
7 Mum is really proud _____ my exam results.
8 I would like to congratulate you _____ your new job.

Word formation Adjectives

Complete the table with adjectives formed from the words in the first column. There is an example at the beginning (0).

poison	**(0)** *poisonous*
benefit	**(1)** _____
destroy	**(2)** _____
differ	**(3)** _____
fog	**(4)** _____
peace	**(5)** _____
appear	**(6)** _____
vary	**(7)** _____
hesitate	**(8)** _____

Reading and Use of English Part 3 Word formation

Don't forget!

- The missing words are usually nouns, adjectives, adverbs and occasionally verbs.
- Sometimes the word you write will need to be in the plural, and sometimes a negative form is required. The meaning of the text surrounding the gaps will help you decide.

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

Out of season

The majority of people go on holiday in season and many would be **(0)** *HESITANT* about going at other times. How can a trip to the Alps outside of ski season or the Maldives during rainy season or London in winter be **(1)** _____? Well, that is what I **(2)** _____ thought – until I tried it, that is, and the results were **(3)** _____ good.	**HESITATE** **SUCCESS** **ORIGIN** **SURPRISE**
For a start, the price of a holiday is always an important **(4)** _____. And any holiday out of season is going to get the thumbs up from a **(5)** _____ point of view. On top of that, it's going to be less crowded. I'm not very **(6)** _____ of groups of tourists. Then there's the scenery which can be **(7)** _____ no matter what time of year you go.	**CONSIDER** **FINANCE** **TOLERATE** **BEAUTY**
So, it's worth **(8)** _____ about. It might actually be the best holiday you've ever had!	**THINK**



Listening Part 1 Multiple choice

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

Don't forget!

Sometimes, contrast linkers, such as *but*, *although* or *however*, are used to create distractors.

1 You hear a woman talking about a recent holiday.
How did she feel when she heard about it?
A annoyed **B** surprised **C** panicky

2 You hear someone talking about an upgrade on a flight.
Why was it unexpected?
A It had already happened once before.
B There were a lot of people to choose from.
C The speaker was not dressed very smartly.

3 You hear someone talking about a tourist sight.
Who is the speaker?
A a coach driver **B** a coach tour guide **C** a coach passenger

4 You hear someone talking about meeting a famous person.
What does the speaker say about the famous person?
A She was more attractive than he had thought.
B She was shorter than he had thought.
C She was shyer than he had thought.

5 You hear two people talking about a new car.
What does the woman do in the conversation?
A make a request
B offer congratulations
C make an apology

6 You hear someone talking about commuting to work every day.
What does he dislike about it?
A the crowded trains
B getting up early
C the cost

7 You hear someone talking on the radio.
What is she advertising?
A a type of holiday **B** a competition **C** a radio programme

8 You hear someone talking about taking the school bus when he was at school.
What did he enjoy about it?
A He felt grown up. **B** It saved time. **C** It was convenient.



Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 She's pretty sure she can't come to the lecture.
PROBABLY
She ..... come to the lecture.

2 I want to be certain I locked the door.
MAKE
I want to ..... locked the door.

3 Although they were exhausted, they went out to a restaurant.
DESPITE
....., they went out to a restaurant.

4 'Where are you thinking of going on holiday this summer?' Tim asked Susanna.
MIND
Tim asked Susanna where she ..... for a summer holiday.

5 I'm sure you'll get a pay rise soon.
LONG
I'm sure it ..... you get a pay rise.

6 Rosa told me that she doesn't intend to stop travelling.
INTENTION
Rosa told me that she ..... traveling.

Writing Part 2 Informal email

1 **Read the following Writing Part 2 task. Read Cecile's reply to Ben's email on page 67 and complete the email with the correct options.**

You have received an email from your English-speaking friend Ben.

Hi

How's it going? I'm thinking about going away to travel around the south of France in the summer holidays. Anyway, I'm not sure whether to go camping or stay in a youth hostel. I'm planning to go for about a month. What do you think is the best idea?

Love

Ben





Dear Ben

(1) *Sorry I haven't written for ages. / Sorry for the delay in my correspondence.* It was great to hear from you.

(2) *I am delighted with regards to your forthcoming trip. / Great news about your travel plans.* I wish I could come with you! I think you have to think about a few things. Camping is cheaper **(3)** *without a doubt / for sure* and there will be loads of campsites you'll be able to stay at. **(4)** *The problem I envisage is / The thing is* you'd have to carry around your tent and everything. That's pretty heavy, isn't it?

Youth hostels are an easy option. They're more expensive and some book up really early so **(5)** *you'd better plan ahead / I strongly recommend planning beforehand.* But they'll have everything you need and you can travel light. So, if I were you, **(6)** *I would be in favour of / I'd go for* the youth hostel idea. **(7)** *Actually / In actual fact,* I know there's one near here so I could ask for some info if you want.

Anyway, I should go now. I have a lecture soon and I'm going to be late if I don't hurry. **(8)** *Drop me a line soon. / I look forward to your prompt reply.*

Lots of love

Cecile

2 Put the phrases below in the correct columns in the table. There is one phrase from each column that is too formal. Mark the formal phrase in each column (F).

Anyway, I've got to go. Brilliant news that ... Dear Emma Dear Mrs Jones ~~Hey~~ Hi How do you do? How's it going? I'm awfully sorry to hear about ... I'm so happy to hear that ... It was great to hear from you. It's terrible about ... Please do not hesitate to contact me. Sorry I haven't been in touch. Take care of yourself. Write to me asap.

Greeting	First paragraph	Responding to good/bad news	Finishing the letter
Hey			

3 Complete the gaps with the informal phrases from the box.

actually anyway as for basically by the way the thing is

1 Did I tell you about my exam? _____, thankfully I passed.
2 Oh, _____, I forgot to say, Danny's visiting next week.
3 _____ my family, they're all OK thanks.
4 It's a long story but _____ I'm not going to America anymore.
5 You were looking for summer work. _____, I might know someone.
6 I want to come. _____ I don't have the money right now.

4 Write an answer to the task below. Write your email in 140–190 words in an appropriate style.

You have received an email from your English-speaking friend Will.

Hey Pablo

Sorry I haven't been in touch. I'd love to stay with you in June. Can you let me know if you want me to pick up anything for you from England? Also, can you tell me the best way to get from the airport to your place? Are you going to have any time off while I'm there? It would be great to hang out together and do something fun.

Thanks

Will

9 MYSTERY AND IMAGINATION

Reading and Use of English Part 5 Multiple choice

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

A VALUABLE DISCOVERY



In 2019, two gardeners were doing routine jobs at the Ricci Oddi Gallery of Modern Art in Piacenza, Italy, and they discovered something very strange when clearing some ivy. By chance, they noticed that one of the walls had a metal panel in it. It caught their eye and they decided to take a look inside. There, between the internal and external gallery walls, was a black box. The worker admitted that he had originally thought it was just a bin full of rubbish. It's a good job, then, that he decided to double-check.

Could this be the *Portrait of a Lady* painting by Austrian artist Gustav Klimt, which had gone missing in 1997? The gallery staff was understandably excited as they congratulated the gardeners on the potentially special find. The gallery's Vice President, Laura Bonfanti, was cautiously optimistic and wanted to wait until various tests had been carried out to determine that it was, without a doubt, by the famous artist. Ultraviolet and infrared light would be used to compare similar tests taken in 1996. But looking at more obvious features like seals and stamps, everything was looking good.

The painting had been stolen back in 1997 when it was being prepared to be transported to a special exhibition. How exactly it had been stolen is still unclear. The frame of the painting, thought to be worth a staggering 60 million euros, had been found next to the skylight on the roof, which was strange because it couldn't actually fit through the skylight! This led some to think it was an inside job. The painting had made headlines shortly before its disappearance because an art student discovered it was actually a double portrait and Klimt's only known one. This means it was a painting that had been painted over another one.

Police got to work on finding the whereabouts of the artwork. There were various leads. At one point, a letter was sent to *Libertà*, a local newspaper. It was from two people claiming that they had stolen the picture. The police also joined forces with a local art thief to see if he could come up with any ideas. And three months after the theft, a painting was found on the border between France and Italy. This was apparently unconnected. Years later, fingerprints were discovered on the original frame but this, too, came to nothing, leaving police scratching their heads.

In 2016, a BBC investigation revealed that the local thief who had helped the investigation admitted that he had stolen the original. Nevertheless, he claimed this was months before the actual theft. According to him, he'd taken the painting and replaced it with a fake. Then, on learning the fake was going to be taken to an exhibition, he got rid of the fake in order to avoid experts noticing that it wasn't genuine. The thief suggested that the original must have been sold and would be returned in 2017. When 2017 came and went without incident, they knew he was an unreliable source.

Art theft is nothing new. Caravaggio's stolen painting, *Nativity with St. Francis and St. Lawrence*, was stolen in 1969, and its whereabouts remains one of the art world's biggest mysteries. Had the gardener not found it, Klimt's could have joined the same club. The police are no nearer to discovering the truth about how it got to its hiding place and who was involved in putting it there, but at least we appear to have it back.

1 What is true about how the painting was found?
   A Access to the painting was via an internal wall.
   B The painting was found with a metal panel around it.
   C Regular work on the building was being carried out.
   D The gardener knew he had found something significant.
2 How did the Vice President of the gallery react?
   A very positively
   B with celebration
   C with great uncertainty
   D with slight reservation
3 What does 'inside job' mean in line 28?
   A The gallery officials had always known where the painting was.
   B The original painting had actually been inside the fake painting.
   C A thief had been paid a lot of money to steal the painting.
   D Some gallery workers had been involved in the theft.
4 Why were the police 'scratching their heads' (line 42)?
   A because they were confused by the crime
   B because they thought they had a strong lead
   C because they were contacted by a local thief
   D because the fingerprints on the frame disappeared
5 What did the local art thief admit?
   A He had stolen both paintings.
   B He had stolen the real painting.
   C He had stolen the fake painting.
   D He had sold the real painting.
6 What does the writer suggest in the last paragraph?
   A We must continue to hunt for other stolen works.
   B We will never know how many artworks are stolen.
   C We are fortunate to have the painting in our possession.
   D We should have had a better investigation by the police.

Don't forget!

- Read the whole article first for an overall understanding.
- For each question, eliminate the options which are clearly wrong, then check the option or options you have not eliminated.
- If you still cannot decide, choose one of the options.

2 In the article, the phrase *to catch one's eye* means to notice something unusual or exciting.

*It **caught their eye** and they decided to take a look inside.*

Match the sentence halves which use other expressions with *eye*.

1	I've **had my eye** on that pair of shoes	a	I've lost it.
2	Editors need to	b	but the authorities usually **turn a blind eye**.
3	Please **keep an eye out** for my phone,	c	for a while, so I think I'll buy them.
4	Well, **you're a sight for sore eyes**!	d	– they're just too different.
5	We're not supposed to park here,	e	**have a** good **eye for** detail.
6	Bob and John will never **see eye to eye**	f	I haven't seen you since last summer!

Language focus Modals of speculation and deduction

Choose the correct word or phrase to complete the sentences. There is an example at the beginning (0).

0 It *must have* / *must* been raining. People are carrying umbrellas.
1 Jack *may have* / *may* taken the day off because he's not at his desk.
2 They *must* / *can't* be sleeping. It's already one in the morning.
3 Our teacher looked ill yesterday. She *may have not* / *may not have* been feeling good.
4 He *couldn't* / *must* have asked me last week. I didn't speak to him.
5 I *can't* / *might* be around next week if you want to go out.
6 We *can't* / *might* be at the right venue. No one's here.
7 They *must have left* / *must be leaving* because their car's gone.
8 The girl *might be not* / *might not be* telling the truth.

Reported speech

1 Complete each gap with the correct form of the verb in the sentence above. There is an example at the beginning (0).

0 He said, 'Did you open the door?'
He asked if I _____*had opened*_____ the door.
1 Mary said, 'We must start the course as soon as possible.'
Mary said we _____ the course as soon as possible.
2 I asked, 'What do you want to do after lessons?'
I asked what he _____ to do after lessons.
3 Jack said, 'I don't know if I can come to the party.'
Jack said he didn't know if he _____ to the party.
4 The woman said, 'You should ask for a refund at the front desk.'
The woman said I _____ for a refund at the front desk.'
5 Dad said, 'I'll do it later.'
Dad said he _____ it later.
6 My sister said, 'The children are enjoying their presents.'
My sister said the children _____ their presents.
7 Will said, 'I met her for coffee a few times.'
Will said he _____ her for coffee a few times.
8 The teacher asked, 'Can we have a chat in the break?'
The teacher asked if we _____ a chat in the break.



2 Complete the sentences with a word from the box. You may use each word only once. There is an example at the beginning (0).

before	following	next	previous	~~that~~	then	there

0 'I'll see you this weekend.'
He said he would see me ___*that*___ weekend.

1 'I was here before you arrived.'
He said he had been _____ before I arrived.

2 'I saw you last time you visited London.'
He said he had seen me the _____ time he had visited London.

3 'I'll see you next month.'
He said he would see me the _____ month.

4 'I met you a few years ago.'
He said he'd met me a few years _____.

5 'I'll get in touch tomorrow.'
He said he would get in touch the _____ day.

6 'What are you doing now?'
He asked what I was doing _____.

Reporting verbs

Choose the correct options to complete the sentences.

1 The manager *insisted* / *encouraged* the staff to participate.
2 The thief *refused* / *admitted* to taking the money from the safe.
3 The teacher *suggested* / *reminded* the class about the homework.
4 The boy *threatened* / *advised* to tell his mother.
5 The guide *recommended* / *promised* we go to a sightseeing spot nearby.
6 The hotel guest *criticised* / *complained* about the cold shower.
7 Her parents *congratulated* / *urged* her on the award.
8 The girl *accused* / *blamed* her friend of stealing the toy.

Vocabulary *Give*

1 Complete the *give* phrases with one word. The first letter of the missing word is given in bold. There is an example at the beginning (0).

0 The woman didn't give **a** *w a y* what happened at the end of the film.
1 Can I borrow your book and give it **b**___ ___ ___ tomorrow?
2 She gave a piercing **s**___ ___ ___ ___ ___, which made everyone jump.
3 The child gave a broad **s**___ ___ ___ ___ for the photo.
4 The sight of their son on stage gave them great **p**___ ___ ___ ___ ___ ___ ___.
5 The woman was disinterested and gave a blank **l**___ ___ ___ throughout.
6 My sister finally gave **i**___ and said I was right.
7 I was given a nasty **s**___ ___ ___ ___ when I saw the cost of the phone.
8 The patients were given a pleasant **s**___ ___ ___ ___ ___ ___ ___ when the band entered.

2 Match the sentence beginnings (1–5) to the endings (a–e). There is an example at the beginning (0).

0 The pupils all gave in
1 We'll be giving out details
2 He gave a sigh of
3 My sister never gives
4 The man gave himself up
5 We decided to give

a up looking for the treasure.
b when the police arrived.
c in when she knows I'm right.
d about the trip after class.
e relief when he saw his marks.
f the work on time.

Word formation Adverbs

Complete the story with the correct form of the words in brackets. There is an example at the beginning (0).



BIGFOOT

When I see any story about an unsolved mystery, I **(0)** *immediately* (*immediate*) want to read it. So when I saw that someone had **(1)** _____ (*apparent*) seen some mysterious footprints of Bigfoot, I clicked on the story.

Bigfoot is a large, hairy creature, which looks **(2)** _____ (*scare*) human. It is believed to live in North America, and over the years, many people have tried to photograph it, some quite **(3)** _____ (*convince*).

People **(4)** _____ (*quick*) share photos on social media platforms of supposed sightings. The existence of such an animal has never been **(5)** _____ (*science*) proven. But that hasn't stopped believers from **(6)** _____ (*enthusiastic*) discussing theories on internet forums and making documentaries about locating the creature.

Others regard it as **(7)** _____ (*complete*) untrue, a story rather than a fact. Personally, I don't really care either way. I will **(8)** _____ (*happy*) read about this and tales of other such mythical beasts.

Reading and Use of English Part 2 Open cloze

Don't forget!

- Look at the title and read the whole text through once before writing your answers.
- Look carefully at the words before and after each gap.

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

The Loch Ness Monster

At 23 miles long and 700 feet at its deepest, Loch Ness is Scotland's biggest lake. **(0)** *HOWEVER*, there's another reason **(1)** ..... its fame: the Loch Ness Monster. Rumours about a large sea monster date as **(2)** ..... back as the seventh century.

It wasn't until 1933, **(3)** ..... *The Inverness Courier* reported on a sighting, that the media started to show real interest. London papers headed up to the Highlands to be the first to get **(4)** ..... image of the elusive creature. **(5)** ..... then, there have been various searches using sophisticated equipment. Unfortunately, this has all been **(6)** ..... vain. There is even doubt over the authenticity of a famous photo that was taken in 1934.

(7) ..... this, fans of the legend haven't given **(8)** ..... on catching a glimpse of the monster. Tourists from all over the world continue to visit the beautiful region in the hope of seeing Nessy.

Listening Part 2 Sentence completion

1 9 **You will hear someone giving a talk about the famous writer Sir Arthur Conan Doyle. For questions 1–10, complete the sentences with a word or short phrase.**

The speaker remembers reading one of Conan Doyle's **(1)** ..... stories when he was young.

The first Sherlock Holmes book appeared in **(2)** .....

Conan Doyle lived and worked in the south-east of **(3)** .....

The person who had the most effect on Doyle's writing was his **(4)** .....

Sherlock Holmes is the hero in **(5)** ..... of Conan Doyle's short stories.

Recent TV series about Sherlock Holmes take place in the **(6)** .....

Sherlock Holmes dies in the story **(7)** .....

Conan Doyle belonged to an organisation called **(8)** .....

Conan Doyle wrote a famous **(9)** ..... about a young girl who had supposedly photographed herself with fairies.

Initially, Conan Doyle's body was buried in the **(10)** ..... at his home.





2 **Complete the extracts from the listening with a word or phrase from the box.**

although	as well as	both	eventually	however	the time	when

1 I was nine years old _____ I was captivated by the book *The Lost World*.

2 The stories of Sherlock Holmes have _____ delighted readers and inspired many crime writers.

3 By _____ he died in 1930, he had written ... four novels about the famous detective. _____, his writing was not restricted to stories about his most famous character.

4 _____ reading about him, we can also see Sherlock Holmes in many films and TV series.

5 _____ the Sherlock Holmes stories were very successful, Conan Doyle's real love was history.

6 He killed his famous detective ... but his readers complained and _____ he brought Sherlock back.



Writing Part 2 Article

1 Read the following Writing Part 2 task. Make notes on what you might include in your answer. You do not have to write the article.

You see this advertisement on an English-language website.

> **Articles wanted**
>
> Why is it important for children to be creative?
>
> Is there more to school than academic subjects? What kinds of subjects teach children to be imaginative? Why are they necessary at school?
>
> The best articles will be posted on our website.

2 Read the model answer to the task in Exercise 1. Compare your notes with the information in the answer.

3 Read the model answer again. Parts of the model answer have been removed. Choose the word, phrase or sentence (A–G) that best fits each gap (1–6). There is an example at the beginning (0).

(0) *G*

Have you ever thought about the role of music or art at school? **(1)** ____

(2) ____ I have the feeling that many pupils just see these subjects as a fun break from academic studies. However, I would say that these subjects are actually just as important. They give you the freedom to explore your imagination and create something very personal. **(3)** ____ in many countries, this area is where many budget cuts occur when the government wants to save money.

(4) ____ I have no doubt that pupils who don't have an interest in subjects such as maths and science are often able to show their strengths in creative lessons. This is important for their confidence and well-being. **(5)** ____

(6) ____ I would say that every school should give students the opportunity to study subjects such as art and music.

A Worrying, ____
B Everyone is good at something after all. ____
C Are you the kind of person who sees their worth? ____
D On top of that, ____
E Let's start with the part creativity plays in education. ____
F Taking everything into account, ____
G Ignite Your Imagination! *0*



4 **Put the phrases below in the correct columns to complete the table. The first one has been done for you.**

~~Can you imagine ...?~~ Are you the kind of person who ...? Have you ever thought about ...? I have no doubt that ... I have the feeling that ... I would say that ... Interestingly, ... Let's start with ... On top of that, ... Surprisingly, ... Taking everything into account, ... The evidence appears to support my opinion. This leads me to believe that ... What's more, ... Worryingly, ...

Involving the reader	*Can you imagine ...?*
Stating your opinion	
Using adverbs	
Building your argument	
Justifying your opinion	

5 **Read the article extracts 1–4. Where would you expect them to go in an article? Write title (T), introduction (I), main body (B) or conclusion (C).**

1 What's more, there are just too many people who want to become famous for fame rather than for having a particular skill. ___

2 At the end of the day, it's important to remind ourselves that this is just an aspect of their lives, and one which they want us to see. After all, it wouldn't have quite the same appeal if we saw them doing the weekly shop. ___

3 The Fame Game. Is It Really as Good as It Looks? ___

4 Are you the type of person who sees someone successful on the front of a magazine and wants to trade places with them? If you are, you're not alone. ___

6 **Read the Writing Part 2 task below. Write your answer in an appropriate style. Use the language in Exercise 3 to help you.**

You see this announcement on an English-language website.

Articles wanted

Why is it important for teachers to inspire their students?

Is there more to teaching than knowing your subject? How can teachers encourage student interest in their lessons? Why is this important for students?

The best articles will be posted on our website.

Write your **article** in **140–190** words.

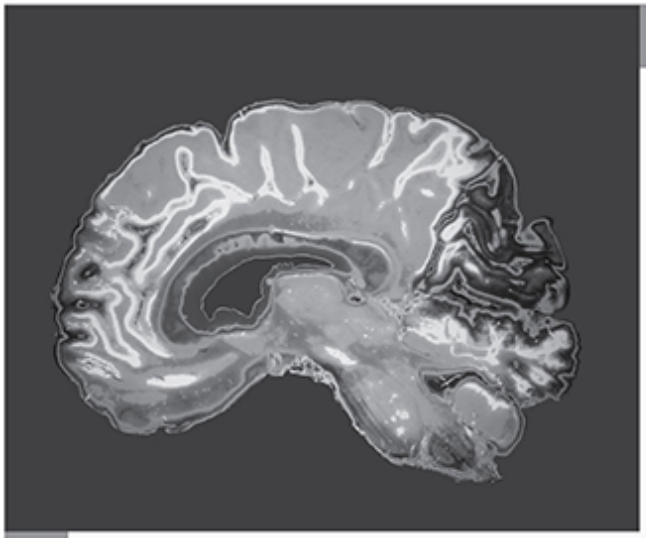
Don't forget!

- Begin with an interesting opening paragraph.
- Include direct questions and/or direct speech for a lively article.
- Use contractions and phrasal verbs for an informal style.
- Include a range of descriptive language and linking words.
- Leave the reader something to think about at the end.
- Give your article a catchy title.

10 NOTHING BUT THE TRUTH

Reading and Use of English Part 6 Gapped text

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



HONESTY IS THE BEST POLICY

The vast majority of people would agree that honesty is preferable to deception. On a small, relatively harmless scale, we probably wouldn't be too concerned. [1] On the other hand, if we were to do it on a bigger scale, say, if we found money, what would happen? How do you think you'd react? Would you pocket the cash and hope you weren't going to be found out? Or would you hand it over to the police?

Before conducting an experiment on the subject of honesty by the University of Michigan, Alain Cohn, lead author and a behavioural economist, had a rather pessimistic prediction. The majority of people would take the cash, wouldn't they? That's just human nature. People are basically selfish. [2] Surprisingly though, in reality, people are more honest than the researchers in the study gave them credit for.

So, what exactly was the test? It was a social experiment on a global scale and involved an incredible number of wallets: 17,000 were 'lost' in a total of 40 different countries. [3] This could be somewhere in the city such as a museum, police station, bank and so on. All the wallets contained three different amounts of cash along with a fake photo and contact details. One actually didn't contain money at all, another had around £10 and the remaining one had almost £75.

If you thought the general trend would be that the wallets with no money at all were more often returned, I'm afraid you'd be wrong. [4] The bigger the amount of cash found by people, the higher the chance it was going to be returned. And if there was a key in it as well, the return rate increased even more.

So, what is the reason for this interesting human behaviour? The answer comes down to how people are seen by others. We all have an internal voice that tells us about right and wrong and it's up to us whether we decide to ignore it or not. The thing is, the fear of our wrongdoing becoming common knowledge outweighs our desire to get some free cash. [5] And this label seems to become bigger as the amount found increases.

In conclusion, we have the moral choice when we find something that isn't ours. We can keep it or we can hand it back. [6] That this is due to social pressure or some kind of inner voice telling us what is right and wrong is the obvious outcome of the experiment. I, for one, am just happy to see that my initial expectations proved to be wrong. This restores my faith in humanity, to some extent, at least.

A After they'd been 'dropped by accident', people would then 'find' the wallets and take them to their nearest public building.

B In short, no one wants to be regarded by others as a thief.

C For example, if someone had their hair cut and we said we liked it, we wouldn't judge ourselves too harshly.

D On the other hand, social pressure is seen to have a negative effect.

E I have to admit that I would probably have shared his view.

F In actual fact, data from 38 out of the 40 countries showed that the opposite was true.

G Thankfully, it seems that many of us choose to do the latter.

Don't forget!

- Before you read A–G, predict the general content of each of the six missing sentences.
- Read sentences A–G. Use your predictions to help you choose the correct sentence for each gap (1–6).
- Check your answers by reading through the whole article again to ensure that it makes sense. Check that the extra sentence does not fit into any of the gaps.

2 **In the article, the prefix *out-* can be found in the following sentence.**

The thing is, the fear of our wrongdoing becoming common knowledge ***outweighs*** *our desire to get some free cash.*

Reorder the words below to make sentences containing words beginning with *out-*.

1 satisfactory. / negotiations / the / outcome / was / of / The

_____

2 outlook / tomorrow / sunny. / remains / for / The

_____

3 outgoing / Sarah / personality. / has / such / an

_____

4 document / policy. / This / recycling/ outlines / our

_____

5 outplayed / match. / We / lost / we / so / were / the

_____

6 uniform. / his / outgrown / son / My / has

_____

3 **Match the definitions to the words beginning with *out-* from Exercise 2. Use the base form of the verbs.**

1 to do better than, especially in sport _____

2 a forecast or a prediction for the future _____

3 to give the main facts about something _____

4 a result of something _____

5 to become larger so that the previous space is no longer big enough _____

6 friendly and energetic _____



Language focus Passives

Complete the sentences with the correct form of the verb in brackets. There is an example at the beginning (0).

0 The doctor *was called* (*call*) when the patient felt unwell.
1 He is hoping _____ (*consider*) for the detective job.
2 The jewels _____ (*steal*) a week before anyone noticed.
3 The thief _____ (*arrest*) by the police at the scene of the crime.
4 New crime figures _____ (*released*) recently.
5 The road _____ (*close*) tomorrow so the police can search it for clues.
6 The number of people that _____ (*sentence*) to prison has increased.
7 By the end of the month, 100 new prison officers _____ (*train*).
8 Someone _____ (*question*) about the crime at the moment.

Infinitives after passives

Make passive sentences with the same meaning as the following active sentences. There is an example at the beginning (0).

0 The police took away the youths in a police car.
The youths were taken away in a police car.
1 We know that the suspect is in the community.
2 They expect that the Prime Minister will give a speech later.
3 Someone had mugged the man in the city centre.
4 The police have released images of the thieves.
5 We think that the financial crisis will end soon.
6 They are holding the young woman at the police station.
7 We believe that the shop will close down next week.
8 We will search all visitors to the museum.



Vocabulary Crime and punishment

Match each crime in 1–7 to a charge in a–g.

The man ...

1 robbed the other man on the street.
2 brought drugs into the country illegally.
3 wrote on the bus stop shelter.
4 shared the films online without permission.
5 stole valuable items from his neighbour's house.
6 used someone else's details to obtain a credit card.
7 hid the watch and left the shop without paying.

He was charged with ...

a mugging.
b identity theft.
c shoplifting.
d burglary.
e trafficking.
f vandalism.
g internet piracy.

Phrasal verbs

1 Complete the phrasal verbs in the text below with the correct particle. There is an example at the beginning (0).

SIBLINGS

When I was a kid, my sister used to lie. She was older than me and always **(0) made** *up* / *out* stories if mum asked her what had happened. She would never **(1) own** *up* / *out* to anything she did and usually blamed me.

I **(2) put** *up* / *out* with this until I got bigger than her. I remember the occasion like it was yesterday. A picture got broken and she said I'd done it. I was about 12 and had **(3) run** *up* / *out* of patience. I mean, I hadn't even been at home at the time. Admittedly, I was worried about **(4) falling** *up* / *out* with her. She was my elder sister and I'd never stood up to her like this before. Mum had **(5) found** *up* / *out* the truth, and this **(6) turned** *up* / *out* to be very bad for my sister. I think she was grounded for about a month and didn't speak to me for that whole time either.

She eventually **(7) gave** *up* / *out* ignoring me and these days we are the best of friends. We help each other **(8) sort** *up* / *out* our problems and are really supportive of one another.



2 Match the phrasal verbs (1–4) to their definitions (a–d).

1 bring up	a distribute
2 cheer up	b start doing something regularly
3 take up	c become less sad
4 give out	d look after until adulthood

Paraphrasing and recording

Complete each gap in the table with one word so that the second sentence has the same meaning as the first. There is an example at the beginning (0).

How much is it per hour?	What is the hourly **(0)** *rate*?
There are no chemicals in organic products.	Organic products are **(1)** _____ of chemicals.
Everyone can get the newspaper.	The newspaper is freely **(2)** _____.
You're not the only one with good ideas.	You don't have the **(3)** _____ on good ideas.
They used to be professional footballers.	They are **(4)** _____ professional footballers.
The stadium will cost millions of pounds.	The stadium costs will run **(5)** _____ millions of pounds.
She knows how to train new staff.	She's good at **(6)** _____ new staff.
People often talk more freely to strangers.	People often **(7)** _____ up more to strangers.
The damage is mostly the fault of the severe weather.	The severe weather is mostly to blame **(8)** _____ the damage.
I don't want to get involved in the debate.	I am **(9)** _____ to get involved in the debate.
It seems really busy in here.	There is a busy **(10)** _____ in here.
Despite what people believe, the shop isn't relocating.	**(11)** _____ to popular belief, the shop isn't relocating.
We couldn't see any trees.	There wasn't a tree **(12)** _____ sight.
The children smiled just a little.	The children **(13)** _____ a slight grin.
I wouldn't want to go into that house alone at night.	I wouldn't want to go into that house on my **(14)** _____ at night.

Word formation Participle adjectives and adverbs

Complete the story with the correct form of words from the box. You can use negative prefixes where necessary. There is an example at the beginning (0).

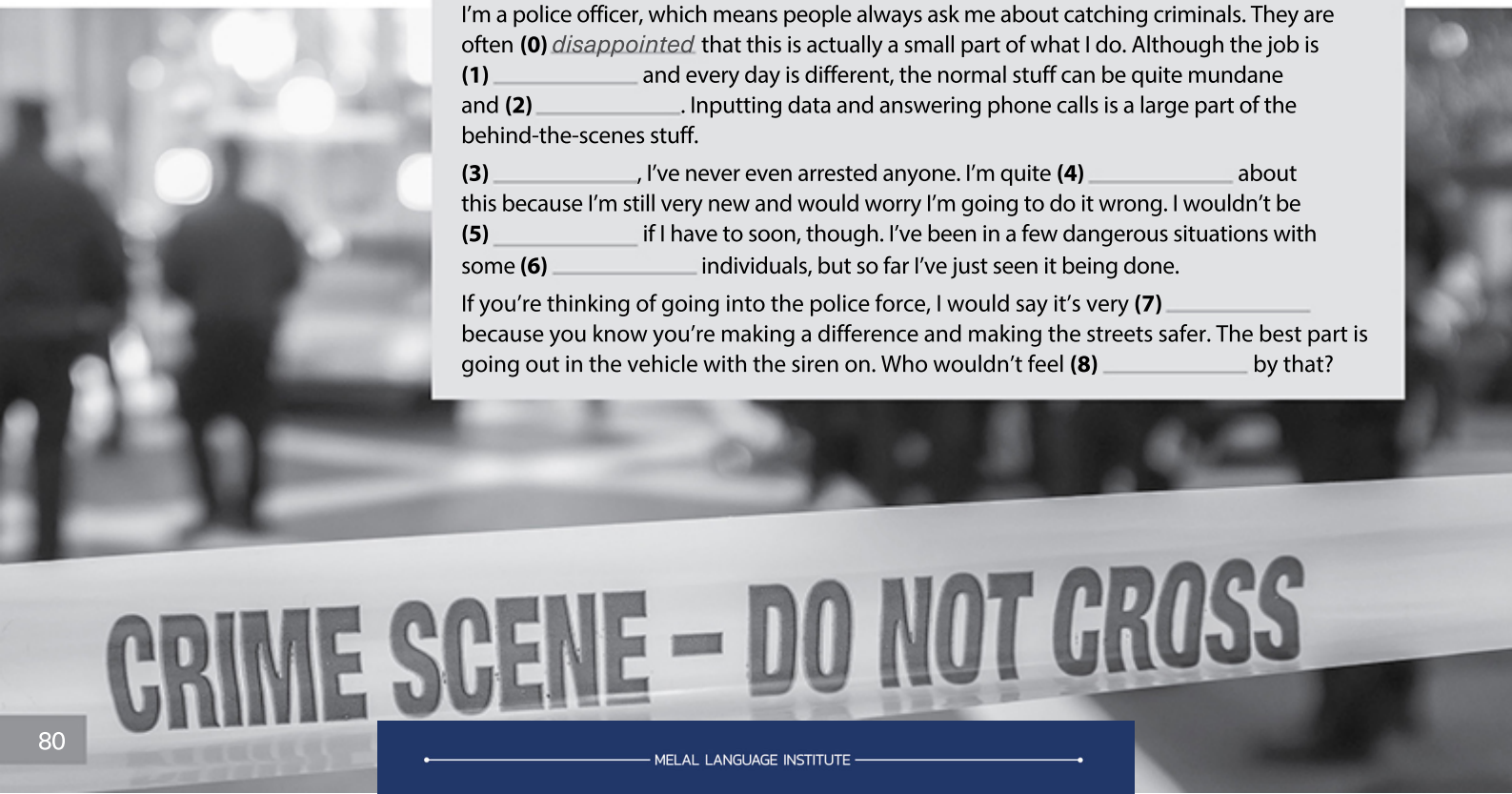
bore ~~disappoint~~ relief reward stimulate surprise (x2) threaten vary

LIFE OF CRIME

I'm a police officer, which means people always ask me about catching criminals. They are often **(0)** *disappointed* that this is actually a small part of what I do. Although the job is **(1)** _____ and every day is different, the normal stuff can be quite mundane and **(2)** _____. Inputting data and answering phone calls is a large part of the behind-the-scenes stuff.

(3) _____, I've never even arrested anyone. I'm quite **(4)** _____ about this because I'm still very new and would worry I'm going to do it wrong. I wouldn't be **(5)** _____ if I have to soon, though. I've been in a few dangerous situations with some **(6)** _____ individuals, but so far I've just seen it being done.

If you're thinking of going into the police force, I would say it's very **(7)** _____ because you know you're making a difference and making the streets safer. The best part is going out in the vehicle with the siren on. Who wouldn't feel **(8)** _____ by that?



Listening Part 4 Multiple choice

10 You will hear part of a radio interview with a man called Thomas Barker, who is an ex-criminal. For questions 1–7, choose the best answer (A, B or C).

Don't forget!

The first time you listen to the interview, put a mark next to the option you think is correct. Listen carefully the second time before making your decision.

1 What does Thomas say about his home life when he was a child?
- **A** His family had a lot of money.
- **B** His parents were good role models.
- **C** His brothers got into trouble with the police.

2 Thomas says that he started stealing things because
- **A** he liked the element of danger.
- **B** he wanted to be part of the group.
- **C** he enjoyed getting things for free.

3 What was different about the crimes he was involved in later?
- **A** the degree of planning
- **B** the worry about getting caught
- **C** the number of crimes he committed

4 What was Thomas' attitude to his crimes at that time?
- **A** He did not take his crimes seriously.
- **B** He disliked the level of violence involved.
- **C** He envied the more serious criminals.

5 What was his reaction to being in prison?
- **A** He enjoyed making new friends.
- **B** He was confused about the reason for being there.
- **C** He accepted the consequences of his actions.

6 When Thomas left prison, he felt
- **A** angry with his parents for not accommodating him.
- **B** concerned that he might reoffend and return to prison.
- **C** grateful to the prison for the opportunities it had given him.

7 Thomas works today to
- **A** help prisoners to rehabilitate.
- **B** help the police to detect crime.
- **C** steer young people away from crime.

Reading and Use of English Part 2 Open cloze

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

AGATHA CHRISTIE

Agatha Christie was born in Torquay, a seaside town in the south-west of England, in 1890. She was a successful British novelist and **(0)** *ONE* of her most famous characters was Hercule Poirot, the Belgian detective.

In **(1)** _____ of his popularity with readers, **(2)** _____ seems the character was far less popular with the author. According **(3)** _____ Christie's grandson, Matthew Prichard, she grew tired of him and couldn't wait to kill him off. Due to **(4)** _____ fact that the character was so commercially popular, her publishers were keen to keep him.

Part of the reason **(5)** _____ her dislike of him was that the Belgian detective restricted her style. She had so **(6)** _____ ideas, but Poirot wasn't appropriate for them. If it had been up to her, she **(7)** _____ have focused more on her other novels.

So it appears that, even with the most talented writers, there is always **(8)** _____ element of compromise.



Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 It's the most beautiful view I've ever seen.

SEEN

I ..... beautiful view.

2 In my opinion that criminal should receive the maximum sentence.

BE

That criminal ..... the maximum sentence.

3 It is believed that over a thousand people died in the earthquake.

ARE

Over a thousand people ..... died in the earthquake.

4 The child never admitted that he had broken the vase.

UP

The child never ..... breaking the vase.

5 The man had no idea someone was watching him leave the building.

WATCHED

The man had no idea he ..... when he left the building.

6 Two students distributed the papers.

OUT

The papers ..... by two students.

Writing Part 2 Review

1 Read the following Writing Part 2 task. What are the three things you have to include in your review?

You recently saw this notice on an English-language website.

Crime Story Review Wanted

Have you read a crime story recently? Write a review of the book. You should explain what the book was about, tell us what you liked or disliked about it and say whether other people should read it too.

The best reviews will be put on the school website next month.

1 _____

2 _____

3 _____

2 Read the crime story review on page 83. Put the underlined words and phrases in the correct columns to complete the table below. The first has been done for you.

What I liked	What I disliked	Book vocabulary	Recommendations
		bestseller	



Want a Great Crime Story? Look No Further!

Raymond Chandler's bestseller, *The Big Sleep*, was first published in 1939. It belongs to the noir detective mystery novels. It was so successful that it has been made into a Hollywood film twice.

The plot involves General Sternwood, who has two spoilt daughters, Carmen and Vivian. The main character is the detective, Phillip Marlow, who is hired by Sternwood to look into the gambling habits of Carmen. Vivian helps out by telling the detective that things are more complicated than they look. She implies there is a link between a casino owner and a family friend who disappeared. From that point onwards, people who know the Sternwoods begin to be murdered.

The best thing about this book is its character development, which is evident from the opening chapter. I was pleasantly surprised by the humour, which isn't something you always get in crime stories. I was disappointed that it illustrated how close-minded people were back then. It's a shame that its dated nature could put some readers off.

Overall, if you like crime novels, then this one's for you. It's quick and entertaining and definitely worth a read.

3 Read the following rules for writing a review and fill in the gaps with words from the box. There is an example at the beginning (0).

a conclusion ~~a title~~ an introduction neutral style paragraphs recommendations sub-headings the ending what happens

- Use **(0)** *a title* at the start of the review, but **(1)** _____ aren't necessary.
- Use clear **(2)** _____ and have different ideas in each. These will be basic information, **(3)** _____, why you like or dislike it and, finally, **(4)** _____.
- Remember not to reveal **(5)** _____ or you'll spoil it for the reader.
- Your language should be in a **(6)** _____.
- Like an essay, there is **(7)** _____ but not **(8)** _____.

4 Write an answer to the task below. Write your review in 140–190 words. Use an appropriate style.

You see this announcement on your school's website.

Book Reviews Wanted

Have you read a book recently which you learnt a lot from? Write a review of the book. You should explain what you learnt about, tell us what you liked or disliked about it and say whether other people should read it too.

The best reviews will be put on the school website next month.

11 WHAT ON EARTH'S GOING ON?

Reading and Use of English Part 7 Multiple matching

1 **You are going to read an article in which four people talk about projects to make their different towns more eco-friendly. For questions 1–10, choose from the options (A–D). The people may be chosen more than once.**

Which town ...

has a tree-planting scheme? 1 ☐
has seen a reduction in water usage? 2 ☐
has increased its number of cycle lanes? 3 ☐
has put the price of bikes down? 4 ☐
has encouraged self-sufficiency at home? 5 ☐
has introduced town gardens for growing produce? 6 ☐
has encouraged energy-efficient buildings? 7 ☐
has limited the number of cars going into the city centre? 8 ☐
has put a lot of money into public transport? 9 ☐
has managed to generate 100% renewable energy? 10 ☐

Don't forget!

- Read all the statements first, underlining key words.
- Read section A and match any statements you can. Underline the relevant parts of the text as you do so.
- Do the same for the other three sections.
- Scan the whole text again to find information which relates to any remaining statements you have not yet matched.

2 **In the article, the word *down* is used in a phrasal verb to mean *reduce*.**

You know, having a few places where everyone could grow their own food and ***cutting down on*** *water use.*

Choose the correct option in the sentences to complete the expressions.

1 Simon *let* / *looked* me down by not paying me back the money I lent him.
2 I'm sorry I'm late, but unfortunately my car *backed* / *broke* down.
3 He's always changing jobs; he can never *keep* / *hold* one down.
4 She decided to *play* / *wind* down the accident to not worry her parents.
5 Mary didn't like the job offer, so she *turned* / *let* it down.
6 The manager was arrogant and *held* / *looked* down on his employees.
7 In the evenings, I like *winding* / *breaking* down with a good book.
8 The dog didn't *turn* / *back* down from barking at the postal worker.

3 **Using six of the expressions in the correct form from Exercise 2, complete the gaps in the sentences below.**

1 She believed she was the best and _____ her competitors.
2 My laptop is so old that I think it will _____ soon.
3 Stop _____ how well you did in your exams – we should celebrate!
4 I didn't think I could win, so I _____ the argument.
5 Roger _____ the opportunity to join the football team.
6 How do you _____ when you want to relax?

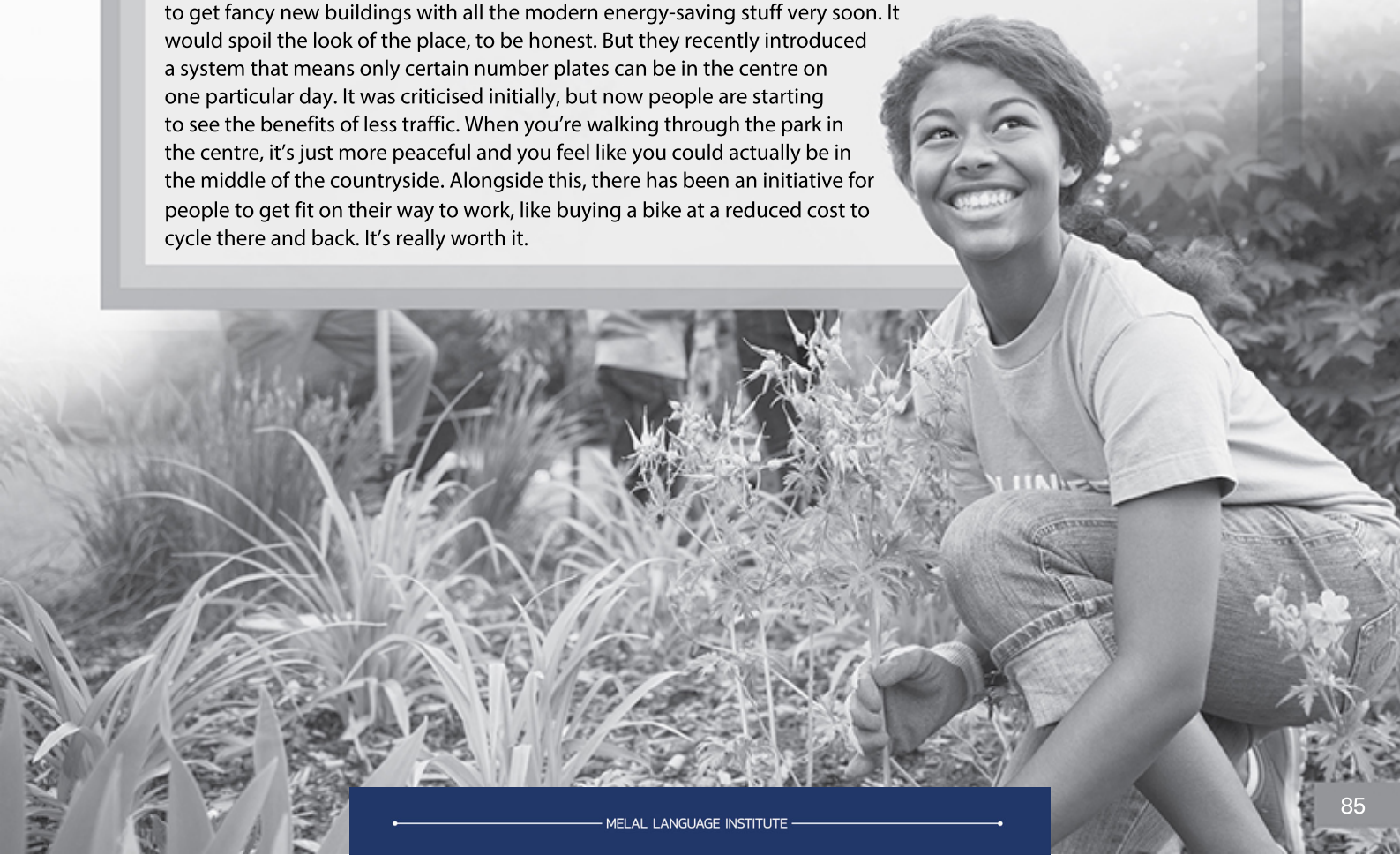
GOING GREEN

A Well, in my town, there are a few new incentives that have made a welcome difference. A couple of years ago, we had a go at all that. You know, having a few places where everyone could grow their own food and cutting down on water use. It didn't seem to take off for some reason and they put an end to it, so now they've tried another approach. We have some special planting days when volunteers help to increase the tree population in parks. It's a lovely thing to do with the family and you feel like you're making a real difference. And rather than hopping on the bus, there are all these bike paths now, so it feels much safer. The good thing is that it's not only environmentally friendly, but it's also good for your own fitness. I'd love to be able to do it, but I actually work from home so it's a bit tricky.

B I'm actually a town planner and what they've done in my local area is incredible. It's not been quick enough in my opinion, but hopefully they'll put pressure on the council before too long. There's still a severe lack of green areas in the centre, so I hope they'll look into this in the future. However, what we have done is manage to promote eco-friendly construction. The heating and design are modern and very effective. In addition, it's all locally sourced, so that's got to be good for the economy. We've managed to decrease the amount of water used in the town as a whole, which we're rather proud of. It's something like 20% down and we've raised awareness of the fact that we shouldn't waste water. There has been considerable investment in buses and trains as well, which has paid off. The key message is that we should be considerate and work towards the greater good of the community.

C I'm only aware of what people tell me or what's been reported in the local paper. If I didn't read that, I wouldn't have a clue. Anyway, I read somewhere that we're running entirely on green power. I think that's something to brag about. But smog remains a problem. If they put to use a driving scheme, whereby some people could only drive on certain days, that would be a big improvement. In my opinion, they're scared of doing that because it wouldn't be popular with the public. The clear skies and fresh air would make it worthwhile, though. I try to cycle to work and do my bit. I have to go on the main road with the traffic though, so it puts me off. My friend told me about a new scheme where you grow your own food on public land and all the local people help out. I think I'd prefer that to going to the supermarket!

D The message here is very clear. It's all about not depending on outside help, for example, by growing your own vegetables. Fewer people here are reliant on supermarkets. This is an old market town, so we're not likely to get fancy new buildings with all the modern energy-saving stuff very soon. It would spoil the look of the place, to be honest. But they recently introduced a system that means only certain number plates can be in the centre on one particular day. It was criticised initially, but now people are starting to see the benefits of less traffic. When you're walking through the park in the centre, it's just more peaceful and you feel like you could actually be in the middle of the countryside. Alongside this, there has been an initiative for people to get fit on their way to work, like buying a bike at a reduced cost to cycle there and back. It's really worth it.



Language focus *Too* and *enough*

Four of the following sentences contain mistakes. Find the mistakes and correct them.

1 It was far too noisy to hear other people speak.
2 I don't have cash enough for the parking metre.
3 Do they have enough wet weather gear for the trip?
4 My mum's not confidence enough to drive at night.
5 Is Jack hungry enough to eat all that food?
6 It all happened too quick for me to take in.
7 There were far too little people in my lecture today.
8 There's too much bad news on TV these days.

Conditionals

1 Complete each gap with a word from the box. You can use each word only once. There is an example at the beginning (0).

~~didn't~~ had long might provided take will clean won't wouldn't

GREEN INCENTIVES

Everyone knows that we can do our bit to recycle. But the problem is people don't. I live in a house with friends and if I **(0)** *didn't* tell them to recycle the rubbish, they probably **(1)** _____. But companies are catching on and there are now more incentives for consumers.

If you go to the majority of supermarkets, you **(2)** _____ get free plastic bags; you have to pay for them. And some shops will give you a £5 voucher if you **(3)** _____ unwanted clothes to charity shops. Then, there are the big high street coffee shops that have started to give you a discounted coffee as **(4)** _____ as you use your own recycled cups.

But more should be done. How can people be incentivised? It actually doesn't take much. If you **(5)** _____ a business and gave your staff even an hour off if they beat their recycling target, this **(6)** _____ work. Another idea would be for shops to give some money back to the consumer **(7)** _____ they brought back their glass bottles.

It's really quite simple: if we have more ideas like this, we **(8)** _____ up the planet.

2 The following third and mixed conditional sentences contain mistakes. Find and correct the mistakes.

1 You would have been able to stay out provided you will call me.
2 As long as she would let me know, I could allow it to happen.
3 If I have a job, I could have easily gone on that holiday.
4 If James didn't has a broken leg, he might have given you a lift.
5 Would she have bought that house if she hadn't have the money?
6 He would be able to eat dinner if he hadn't ate too much at lunch.
7 If I am her parents, I would have grounded her for rudeness.
8 On condition that they were available, will they went to the villa?

Vocabulary *Put*

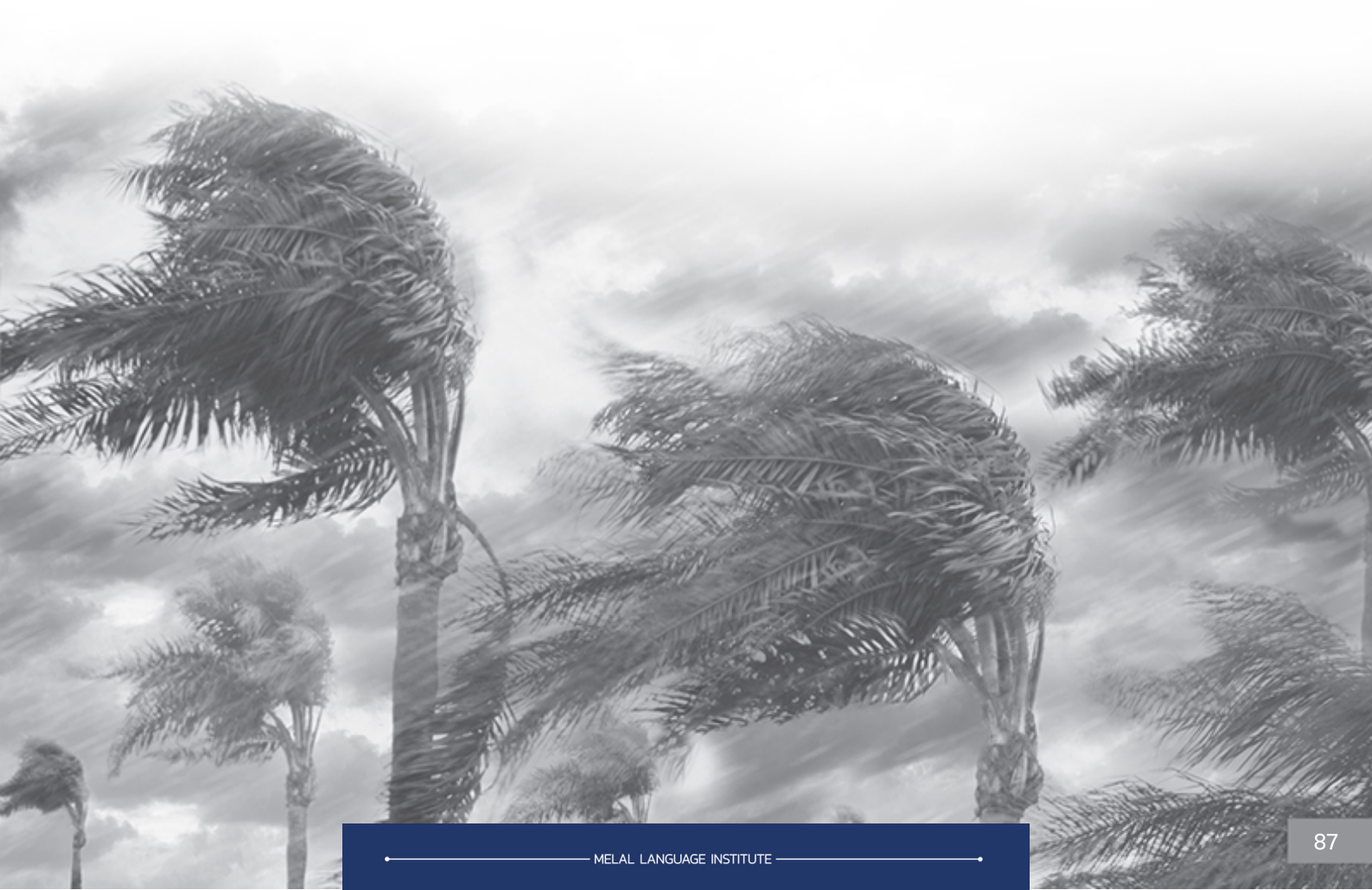
Choose the correct options to complete the sentences. There is an example at the beginning (0).

0 We are saving rainwater and are going to put it *to* / *on* use in the garden.
1 Will Jane really mind putting me *up* / *over* for the night?
2 The heat in Dubai really put me *of* / *off* going there again.
3 I wish we could find a way to put *the* / *an* end to world hunger.
4 Many people can't work efficiently when pressure is put *in* / *on* them.
5 Governments need to put a lot more money *into* / *onto* public transport.
6 After the holiday in America, we realised we'd all put *on* / *in* weight.
7 When did the couple decide to put *after* / *off* the wedding?
8 If only they put *up* / *over* salaries as much as they did my rent!

Weather

Choose the correct options to complete the collocations. Here is an example (0).

0 There will be *scattered* / *torrential* showers this weekend.
1 The sea was *calm* / *choppy*, so I didn't get sick on the boat.
2 We were so lucky to have *light* / *glorious* sunshine for the full two weeks.
3 Go outside if you're hot. There's a *cool* / *strong* breeze.
4 The match has been called off due to *heavy* / *gentle* rain.
5 The island was hit by a *stiff* / *tropical* storm.
6 The colour of the *stormy* / *rough* sky looked awesome.
7 *Gale-force* / *Overcast* winds caused extensive damage to the building.
8 We've been flying through this *thick* / *severe* cloud for ages.



Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



Many travellers to Britain comment **(0)** *A* how changeable the weather is. More often than not, one minute it's **(1)** ..... rain and the next it's clear skies.

The reason is because the region has air masses coming from **(2)** ..... direction: warm winds from the south, cold winds from the north, wet winds from the west and moderate winds from the east. And they all **(3)** ..... into each other in the middle!

(4) ..... extreme weather is relatively rare, strange weather is the norm. Visitors soon realise that, even in the summer months, it's best **(5)** ..... out with an umbrella as well as sunglasses. You can never take brilliant sunshine **(6)** ..... granted because it could change from one minute to the next.

And you have to feel a certain **(7)** ..... of sympathy for the weather forecasters on TV. How can they possibly tell us about what is going to happen in the next 24 hours in a matter of seconds? There's just not **(8)** ..... time!

0	**A** on	**B** of	**C** for	**D** that
1	**A** much	**B** long	**C** torrential	**D** fast
2	**A** all	**B** every	**C** several	**D** many
3	**A** crack	**B** bounce	**C** shake	**D** bump
4	**A** Although	**B** Despite	**C** However	**D** Nevertheless
5	**A** go	**B** to go	**C** gone	**D** goes
6	**A** for	**B** of	**C** on	**D** over
7	**A** number	**B** quantity	**C** amount	**D** sum
8	**A** many	**B** little	**C** hardly	**D** enough

Reading and Use of English Part 3 Word formation

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



JULIANA LUCAS

What happened to transform Juliana Lucas from a well-respected business executive into one of the most headline-grabbing environmental **(0)** *CAMPAIGNERS* of our time? To determine the answer, we have to turn the clock back almost a decade to a **(1)** ..... everyday conversation with a colleague, who was describing his daughter's efforts to clean up a chemical spill, which had caused terrible damage to the **(2)** ..... of the local lake. It moved something in her and since then she's never looked back. **CAMPAIGN** **SEEM** **ECOLOGICAL**

Initially, the changes were **(3)** ..... minor. Lucas changed her own working environment, moving from a **(4)** ..... office block to a more modest-sized one. Her continuing commitment to her new-found `green' priorities has forced respected critics to make a **(5)** ..... of their original reaction that this was all just for publicity. **RELATIVE** **SPACE** **REASSES**

Most recently, she has turned her attention to the conditions for wildlife in sub-Saharan Africa, where many species are facing the possibility of **(6)** ....., and has worked tirelessly to raise public awareness of the issue. **EXTINCT**

(7) ..... as it may seem from a woman who has never received any formal training, she is currently offering architectural solutions to some long-term housing issues. Whatever she tackles next, you know it won't be **(8)** .....! **PROBABLE** **PREDICT**

Listening Part 1 Multiple choice

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

1 You hear a man talking about his work. Why did he change his job?
- **A** He wanted to do outdoor work.
- **B** He had health problems.
- **C** He needed more money.

2 You hear a man telling someone about getting lost. How did he feel about getting lost?
- **A** scared
- **B** excited
- **C** annoyed

3 You hear two people talking at a zoo. How does the woman feel?
- **A** worried
- **B** sad
- **C** bored

4 You hear a woman talking about a sport. Why might she give it up?
- **A** It takes up too much time.
- **B** It is too expensive.
- **C** The weather is getting too bad.

5 You hear a voicemail message. Who is the woman?
- **A** a mother
- **B** a colleague
- **C** a friend

6 You hear a man talking about recent flooding. What does he want the council to do?
- **A** to keep their promise to stop future flooding
- **B** to pay the people for the damage the water caused
- **C** to apologise to the people affected by the flooding

7 You hear the following on the radio. What is it from?
- **A** a weather forecast
- **B** a health programme
- **C** a local news programme

8 You hear a woman talking to her friend. What is she doing?
- **A** complaining about something
- **B** offering to do something
- **C** giving advice about something

Don't forget!

- The eight recorded extracts are either monologues or conversations.
- You hear each one twice.
- The introductory sentence is read out before each recording.
- For question 1, for example: you will hear the sentence *You hear a man talking about his work*.

  You will not hear the question *Why did he change his job?* or the three options **A–C**.
- As in all parts of the Listening paper, you will hear distractors.



Writing Part 2 Report

1 **Read the following Writing Part 2 task. Then write two ideas for each suggestion in the Report plan below.**

Your university wants to encourage people to protect the environment more.

Your lecturer has asked you to write a report giving recommendations.
Make suggestions for:

- the individual
- the university
- the local community

Report plan

Suggestion for the individual: _____

_____

Suggestion for the university: _____

_____

Suggestion for the local community: _____

_____

2 **Read the following report. Does it include any of your ideas from Exercise 1?**

Encouraging environmentalism on campus

Introduction

The purpose **(0)** *in* / *of* this report is to suggest ways in which people could be encouraged to protect our local environment.

The individual

On a personal level, we could promote the idea of reduce, reuse and recycle. I think this could be done **(1)** *with* / *by* having a personal points system, which we could introduce to places like bottle banks and textile recycling points.

The university

As far **(2)** *from* / *as* the university is concerned, it would be beneficial to look **(3)** *for* / *into* renewable energy for all buildings **(4)** *on* / *of* campus, as well as water usage and how that can be reduced in the kitchen and halls of residence.

The local community

While a lot can be done in the way of local government initiatives, these tend to take a long time to be implemented. This is why it is a good idea to start environment workshops once a month so local people can educate themselves **(5)** *about* / *to* the environment and participate **(6)** *for* / *in* protecting it. Then, changes can happen via word **(7)** *of* / *by* mouth.

Conclusion

In conclusion, I believe that if we instigate the suggestions above, we may start to see improvements **(8)** *for* / *in* the way of environmental protection.

3 **Choose the correct prepositions to complete the report in Exercise 2. There is an example at the beginning (0).**





4 **Read the model answer in Exercise 2 again and fill in the gaps with words from the box to complete the rules for writing a report. You may use each word once only.**

audience count formal headings mistakes points purpose recommendations

1 Use _____ language.
2 Start with an explanation about the _____ of the report.
3 Answer all the _____ in the question.
4 Think about what your _____ wants to know.
5 Use _____ and communicate your ideas clearly.
6 Make _____ if necessary.
7 Stay close to the word _____.
8 Reread and check for any _____.

5 **Read the following phrases that you can use in a report. Choose words from the box to complete them. You can use each word once only. There is an example at the beginning (0).**

account ~~advisable~~ aim few instead intended majority overall reason

0 It would be *advisable* to do this because ...
1 The _____ opinion was that ...
2 _____ people thought that ...
3 The _____ of this report is to ...
4 Why not do it this way _____ of ...?
5 Taking all of this into _____, I think ...
6 The _____ of people stated that ...
7 The _____ I believe this is ...
8 This report is _____ to ...

6 **Now complete the table below with the phrases from Exercise 4 according to their function. You can use the number of the phrase instead of writing it in full. The first one has been done for you.**

Introduction	Making a recommendation	Justifying your opinion	Reporting results
	0		

7 **Write an answer to the task below. Write your answer in 140–190 words in an appropriate style.**

Your school wants to encourage students to save water. Your teacher has asked you to talk to students in your class about this topic and then write a report giving recommendations. Your report should include:

- what you can do personally
- what you can do as a household
- how you can raise awareness of this issue

Write your **report**.

12 LOOKING AFTER YOURSELF

Reading and Use of English Part 5 Multiple choice

1 You are going to read a magazine article about a new therapy. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

THE NATURAL BREAK

These days, people fill their days with work, socialising and family commitments. We have lunch and sometimes dinner on the go and have to grab some time for exercise. On top of this, many people are working well into their 60s and 70s. This can leave very little time to unwind, leading to an increase in health problems. In some instances, people medicate without really needing to. Wouldn't it be better for us to simply get back to nature?

In fact, this is why The Royal Horticultural Society (RHS) has decided to promote well-being in their new scheme, which encourages doctors to send patients to work on vegetable patches and herb gardens. It is thought that this would be helpful to all of us in time – the stressed city worker or the busy parent – but for now, the aim is to target people who are feeling the strain the most.

At one such garden in Highgate, North London, the local hospital has teamed up with the allotment association to create a garden for patients to enjoy, which attracts insects, bees and butterflies. Another project, in Barnsley, in the north of England, involves people who have been advised by their doctor to both increase their social interaction and do more light exercise. In these two initiatives, increasing happiness is at the top of the list. Additionally, a national garden festival is getting involved. A garden from the Chelsea Flower Show will be moved to a hospital for patients to walk around in and enjoy.

Gardening is good for the body as a whole. This is due to the amount and type of exercise done. Lifting pots will strengthen arms and using trowels involves movement of the wrists and hands. Then, there's the fresh air. Who doesn't feel the benefits of taking a deep breath in nature? Gardeners are known to have a reduced level of the hormone cortisol; having less of this hormone goes hand in hand with better sleep and lower stress levels. The activity doesn't really get any negative press.

And it doesn't stop at gardens. Doctors are also being instructed to encourage patients to take up hobbies. Art classes, ballroom dancing and jogging can all play a part in making someone feel happier, so that we depend less on medication to sort out our problems. The added bonus is that when people get moving they get fitter as well.

And let's not forget the social side of all of this. Time to yourself doesn't mean you have to be alone; rather, that you are actually deciding to take part in something you enjoy without a sense of necessity. Gardening and the like promote friendship and teamwork, which in turn lead to support.

When things get too hectic and your life is full of things you'd rather not do, head for a garden, if only for a few minutes. It could change your day for the better!



1 What is the writer's analysis of modern life in the first paragraph?
- **A** There is very rarely a good reason for medication.
- **B** We don't save enough time to take care of ourselves.
- **C** If we work harder now, we won't have to retire so late.
- **D** Health conditions are often caused by unhealthy eating habits.

2 Who could eventually benefit from the new RHS well-being scheme?
- **A** patients
- **B** city workers
- **C** mums and dads
- **D** the general public

3 What is true of the projects mentioned in paragraph 3?
- **A** The intention of both is to bring wildlife to the area.
- **B** The focus is on exercise and movement of patients.
- **C** The main aim of each is to encourage friendship.
- **D** The emphasis is on improving a sense of well-being.

4 How can gardening help your physical well-being?
- **A** The more you do, the more cortisol is produced.
- **B** You are able to breathe more easily outside.
- **C** You are able to achieve all-round fitness.
- **D** Heavy lifting promotes general fitness.

5 What does 'take up' mean in lines 44 and 45?
- **A** to stop doing
- **B** to do more regularly
- **C** to begin doing something
- **D** to decrease the amount that you do

6 What does 'time to yourself' mean in line 51?
- **A** taking time to pursue your own interests
- **B** being alone in a naturally peaceful environment
- **C** deciding to form new friendships with people
- **D** deciding against doing things that are required of you

2 In the article, there are two expressions with the word *on*.

*We have lunch and sometimes dinner **on the go** and have to grab some time for exercise.*

***On top of this**, many people are working well into their 60s and 70s.*

Complete the sentences using the correct form of the expressions with *on* from the box. There is one extra expression you do need to use. There is an example at the beginning (0).

get off on the wrong foot | on its last legs | on second thoughts | on the fence | ~~on the same page~~ | the icing on the cake | think on one's feet | to fall on deaf ears

0 It's good that we are *on the same page* – we agree on so many things.

1 I'm really _____ about moving to the countryside or not.

2 I found out I passed my driving test, but _____ was finding out my parents bought me a car!

3 I think our TV is _____ – it keeps turning itself off.

4 Mary had to really _____ when she was asked to make a speech.

5 I was going to drive the car, but _____, I'll walk as it's such a nice day.

6 Henry and Mark really _____, but they are the best of friends now.

Language focus Quantifiers

1 Choose words from the box to complete the sentences. Here is an example (0).

amount couple every few little most none number ~~plenty~~

0 There is *plenty* of food for everyone. Help yourself!
1 Do you have a _____ of chairs? Yes, there are two over there.
2 _____ person who comes to the café tomorrow receives a free drink.
3 At the banquet, there were a huge _____ of dishes.
4 We have _____ time to make it to the party.
5 There were only a _____ people I knew at the wedding.
6 _____ of the money made from the event went to charity.
7 Who ordered this large _____ of food? We'll never eat it all!
8 _____ of us ordered fish. We all had the chicken.

2 Choose the correct options to complete the sentences. There is an example at the beginning (0).

0 In class, we've seen *quite a few* / *every* / *much* of her paintings.
1 *Plenty* / *A small* / *A little* practice goes a long way.
2 Do you have *much* / *a lot* / *any* cakes for the party?
3 There was *a great deal of* / *all of* / *several* confusion when the news broke.
4 My sister and I are both sporty, but *all* / *neither* / *none* of us likes tennis.
5 We had made *a few* / *hardly any* / *a number of* progress by the time the meeting ended.
6 Sarah wants to buy *a few* / *much* / *a couple* copies of the book.
7 Every parent *needs* / *need* / *is needing* this information before they leave.
8 Are *plenty of* / *most of* / *a great deal* the people here teachers?

Hypothetical situations

Complete the sentences with the correct form of the verb in brackets.

1 I wish you _____ (*not eat*) with your mouth open. It's rude!
2 It's time we _____ (*do*) some regular exercise.
3 If only people _____ (*listen*) to my advice. They never do!
4 I'd rather Max _____ (*not call*) me when I am busy at work.
5 Do you wish you _____ (*learn*) to cycle in your childhood?
6 If only I _____ (*not spend*) all that money! I've got none left.
7 Does Sarah wish she _____ (*go*) to that amazing musical now?
8 We'd rather you _____ (*keep*) this information private.

Prepositions and gerunds

Complete each sentence with a word from the box and a preposition. There is an example at the beginning (0).

carry difficulty get good ~~learnt~~ looking take tired told

0 She *learnt* a lot *from* growing up with her grandparents.
1 I was always _____ off _____ talking when I was at school.
2 Do you think you'll ever _____ this illness?
3 It's sunny so there's a _____ chance _____ the match going ahead.
4 Shall we _____ working until we finish this monthly report?
5 Maria is _____ studying at weekends and needs some time off.
6 Everyone is _____ forward _____ the next episode of the programme.
7 I have great _____ remembering all my students' names.
8 Why do so many middle-aged men _____ playing golf?

Vocabulary Food and drink

1 Match each word (1–8) to its definition (a–h). There is an example at the beginning (0).

0	gulp	**a**	non-alcoholic drink
1	swallow	**b**	move from your mouth down your throat
2	a snack	**c**	a meal eaten at a table
3	a sit-down meal	**d**	drink slowly in small amounts
4	a soft drink	**e**	a meal with a starter, main course and dessert
5	sip	**f**	a drink with bubbles
6	a fizzy drink	**g**	bite and break down food in your mouth
7	chew	**h**	something small eaten between meals
8	a three-course meal	**i**	drink or eat quickly

2 Choose the correct words to complete the sentences. There is an example at the beginning (0).

I love eating out. I think it's one of my biggest treats. Day-to-day life is so hectic that I tend to find myself having a **(0)** *snack* / *brunch* here and there with barely enough time to **(1)** *absorb* / *swallow* it. On the rare occasion I don't have to **(2)** *bolt* / *chew* down a packet of crisps or a sandwich, a **(3)** *sit-down* / *sitting* meal is a pleasant change.

I set about scanning the menu. Often, everything's so good that I go straight for a three-course **(4)** *plate* / *meal*. I'm not a **(5)** *fussy* / *particular* eater. In fact, I like almost everything. It's just that when I eat out, I'm keen to try something I'm unlikely to eat at home. Then, I'll go for a **(6)** *fizzy* / *bubbly* drink. I live in the countryside, so unless I get a lift, it'll be a **(7)** *weak* / *soft* drink. And, as I've made time for this event, I'll **(8)** *gulp* / *sip* it slowly and make the most of every mouthful.

They say you should enjoy the simple things in life and eating out is one of mine.

Health



1 Choose the correct words to complete the sentences. There is an example at the beginning (0).

0 You still have a really runny *nose* / *ear*.
1 She got a nose *bleed* / *bleeding* because of the hot weather.
2 Mum nearly had a *heart* / *brain* attack when she saw the mess.
3 My brother sleeps without a pillow or he'll get a *stiff* / *hard* neck.
4 The captain of our hockey team got a *brown* / *black* eye when the ball hit her.
5 I need to go to the doctor's to check my blood *pressure* / *stress*.
6 The child *turned* / *sprained* his ankle when he fell off the bike.
7 Eating too many sweets causes *teeth* / *tooth* decay.
8 You need antibiotics for your ear *virus* / *infection*.

2 Complete the sentences with words from the box. Use each word once only. There is an example at the beginning (0).

bandage blister injection ~~plaster~~ prescription scar stitches stomach throat

0 Ouch! I've cut my finger. Do we have a *plaster*?
1 To get this medicine, you need a _____ from your doctor.
2 Ever since I ate those prawns, I've had a _____ ache.
3 The _____ on my wrist is so tight, I can hardly move my hand!
4 I had to have an _____ before I had the dental work.
5 The cut on my head left a _____, which you can still see today.
6 I knew those new shoes would rub and give me a _____.
7 I'm finding it hard to talk because I have a sore _____.
8 The child had to have _____ after falling off her bike.

Reading and Use of English Part 3 Word formation

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

Don't forget!

- The missing words are usually nouns, adjectives, adverbs and occasionally verbs.
- Sometimes the word you write will need to be in the plural, and sometimes a negative form is required. The meaning of the text surrounding the gaps will help you decide.
- No marks will be given for answers which are misspelt.

THE DAILY MILE

The daily mile was introduced to primary school age children in 2012 as a way to combat their **(0)** *INCREASINGLY* inactive lifestyles. Inactivity was found to be leading to a rise in **(1)** ..... obesity.	**INCREASE** **CHILD**
The initiative gets children outside to jog, walk or run for 15 minutes a day. It's simple yet **(2)** ....., which means any **(3)** ..... establishment can participate relatively easily. It is **(4)** ..... for them to have any specific equipment, and the fact that children wear school uniform means no **(5)** ..... time is needed out of the school day.	**EFFECT** **EDUCATION** **NECESSARY** **ADD**
It takes place outside and children can run around the playground or sports field. Teachers have the **(6)** ..... to decide a time that is **(7)** ..... according to their lesson plans.	**FREE** **SUIT**
Staff at many schools have seen that the daily mile has been an **(8)** ..... positive move.	**INCREDIBLE**



Listening Part 3 Multiple matching

1 12 **You will hear five short extracts in which people are talking about cooking. For questions 1–5, choose from the list (A–H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.**

A My mother taught me everything I know about cooking.
B I had some bad experiences that put me off cooking.
C I learnt to cook because I needed to.
D I have problems with my cooking because my equipment is not reliable.
E I cook the sort of meals that are not popular with everyone.
F I handed over the cooking to another member of my family.
G I was trained to cook by a celebrity chef.
H I learnt that you need to be patient when you are cooking.

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

2 Complete each sentence with the correct form of a verb from the box. The words and phrases in bold were used by the speakers in the listening.

get (x2) look make turn work

1 It can be quite a shock when you leave home and have to start _____ **after** yourself.
2 I've got a lot of emails to answer. I'm _____ **my way through** them quite quickly, but I won't be finished for another hour.
3 I've been playing this new computer game for hours, but I just can't _____ **the hang of** it.
4 I overslept this morning, but I _____ **up** an excuse and told my boss that the trains were all delayed.
5 I was quite worried about the project I did last week because I rushed it a bit, but luckily it _____ **out** well. The teacher loved it.
6 I _____ **fed up with** my diet, so I'm back to eating normally now!

3 Match the meanings a–f to the words and phrases in bold in Exercise 2.

a learn how to do _____
b became tired of _____
c invented _____
d taking care of _____
e gradually dealing with _____
f had a particular result _____



Reading and Use of English Part 4 Key word transformation

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

0 There is a little milk in the fridge but not much.

DEAL

There's not *A GREAT DEAL OF* milk in the fridge.

1 Jack would rather not have to go to university today.

WISHES

Jack ..... have to go to university today.

2 Personally, it's preferable to live on the coast.

MY

It's ..... to live by the sea.

3 The boy got into trouble when he didn't attend the match.

OFF

The boy ..... not attending the match.

4 Don't bother inviting them because they won't come.

POINT

There's ..... them because they won't come.

5 I need two more volunteers to help at the event.

OF

A ..... extra volunteers are needed for the event.

6 My son should get his hair cut as soon as possible.

TIME

It's ..... his hair cut.

Writing Part 1 Essay

1 **Read the following Writing Part 1 task. For each point, 1, 2 and 3, give your opinion and an example which illustrates the point. The first one has been done for you.**

In your English class, you have been talking about leading a healthy lifestyle. Now, your English teacher has asked you to write an essay.

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

'People are generally healthier now than they were 100 years ago.' To what extent do you agree?

Notes

Write about:

1 diet
2 exercise
3 ..... (your own idea)

Write your essay in 140–190 words.

1 *I strongly believe our diets are better than they were 100 years ago. For example, we know more about what we're putting into our bodies these days thanks to education regarding nutrition.*

2 _____

_____

3 _____

_____

2 **Read the following model answer to the task in Exercise 1. Choose the correct options to complete the essay in the appropriate register. There is an example at the beginning (0).**

I agree that people are healthier these days. However, only **(0)** *a bit* / *by a small degree*.

(1) *Lots of people think* / *Many people believe* that 100 years ago people **(2)** *did not have the insight into* / *didn't know about* nutrition that we have today. **(3)** *Like* / *For instance*, by educating school students and using public health advertisements, people are more aware of their diet. In addition, cookery programmes on television are amongst the most popular.

(4) *People often think that* / *It is often thought that* people don't move as much as they did in the past. In spite of this, **(5)** *I tend to think* / *I reckon* that the difference is not as big as people think. For example, the number of people taking part in running events is increasing year on year.

Then, there is the topic of work. **(6)** *There is no denying that* / *Obviously* manual work in the past involved movement and heavy lifting. Nowadays, however, many employees have to spend their working day at desks. **(7)** *The thing is* / *In spite of this*, fitness is very important to a lot of people and they try to do physical activity outside of the office as much as possible.

(8) *To sum up,* / *That's why* people are healthier these days but must continue to make an effort to remain so.

3 **Complete the sentences with linkers from the box. You can use each linker only once.**

although because despite however in addition result

1 _____ he always promises to help us with the work, he rarely follows through.
2 The school system has its faults. _____, teachers are often appreciated by students.
3 The weather affects a country's diet. As a _____, people in warm climates favour salads.
4 _____ sports players being paid vast sums of money, they work relatively few hours.
5 Teenagers often worry about their studies. _____, a further factor can be stress at home.
6 Traffic in cities is heavy. _____ of this, there has been an increase in air pollution.

4 **Write an answer to the task below. Write your answer in 140–190 words in an appropriate style.**

In your English class, you have been talking about how to lead a healthy life. Now, your English teacher has asked you to write an essay.

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

'Children these days will live longer than their grandparents.' To what extent do you agree?

Notes

Write about:

1 work
2 diet
3 ..... (your own idea)




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

back something up (10)	*support an explanation*
bolt something down (12)	*eat something very quickly*
bring someone up (6)	*take care of a child until they become an adult*
bring something about (7)	*cause*
carry on (doing) something (1/12)	*continue*
carry out* something (1/2/9)	*do some work or research*
catch on (7)	*become popular or fashionable*
catch on (8)	*begin to understand*
catch up on something (1)	*do something that you didn't do enough of before*
cheer (someone) up (6)	*become/make (someone) less sad*
come across something/someone (1/8)	*find/meet something/someone by chance*
come over (10)	*visit someone in the place where they are, especially their house*
come up with something (2/7/8)	*think of*
draw something up (7)	*prepare and write (a plan)*
fall out with someone (6)	*stop being friendly with someone because you have had an argument*
find something out (2/7)	*discover*
get about (a place) (8)	*travel around*
get away with something (10)	*manage to do something bad without being punished or criticised for it*
get by (1)	*manage to survive/live*
get on with someone (6)	*have a good relationship with someone*
get over something (1/12)	*recover from*
give away* information (9)	*tell information that should be kept secret*
give homework in (9)	*hand homework to the teacher*
give in (to someone's requests) (9)	*agree to something after initial resistance*
give oneself up (9)	*allow oneself to be arrested*
give out* (books/paper) (9)	*distribute something to several people*
give out* information (9)	*give information to a lot of people*
give something back (9)	*return something*
give something up (2/5/6/9/12)	*stop doing something you do regularly*
go in for (a competition) (5)	*enter (a competition)*
go on (2/7)	*happen*
go on (with something) (2)	*continue*
go round (10)	*visit a person or place*
grow up (1/6)	*change from being a child to becoming an adult*
gulp something down (12)	*drink something very quickly*
head for somewhere (8)	*go somewhere*
hit it off with someone (Ready for Reading)	*like each other on the first meeting*
kick someone out (informal) (10)	*force someone to leave a place or organisation; expel*
let someone down (6)	*disappoint*
look forward to something (1/7/12)	*feel happy about something that is going to happen*
look up to someone (6)	*admire and respect*

make something up (10)	*invent an explanation for something*
make up one's mind (1/8)	*decide*
move on to something (6)	*stop discussing something and begin discussing something different*
open up to someone (10)	*talk more about your personal feelings*
own up to something (10)	*admit or confess that you have done something wrong*
pick up (a bargain) (7)	*buy something (cheap)*
push something up (7)	*make something increase*
put clothes on (11)	*place clothes on your body*
put on* an event (11)	*organise an event*
put prices up (11)	*increase prices*
put someone off (11)	*distract someone*
put someone off something (1/2/11/12)	*discourage someone*
put someone up (for the night) (11)	*accommodate someone*
put something off (11)	*postpone something*
put something together (7)	*produce (by combining several different things)*
put something/music on (11)	*get something ready to listen to*
put up with something/someone (6)	*tolerate something/someone*
put weight on (11)	*gain weight*
put your hand up (11)	*raise your hand into the air*
run into (thousands of pounds) (10)	*reach a particular number or amount*
run out of something (6/10)	*use all of something so that none is left*
sell out of something (7)	*sell all of something*
set off for somewhere (1)	*start going somewhere*
set something up (7)	*start (a business)*
set up home (2)	*begin living in a place*
settle down (1)	*live a quieter life by staying permanently in one place and perhaps getting married*
show off (10)	*behave in a way that is intended to attract people's attention and make them admire you*
sign up for something (Ready for Reading)	*agree to do; book*
sort out* a problem (6)	*solve a problem*
split up with someone (6)	*end a romantic relationship with someone*
stand out (2)	*be easy to notice*
take after someone (4)	*resemble*
take off (4)	*start to become successful*
take over (4)	*gain control*
take someone aside (4)	*move someone away from other people to talk*
take someone on (4/9)	*employ someone*
take something back (7)	*return something*
take something in (4)	*accept something as true*
take to something/someone (4)	*start to like something*
take up* a new sport/hobby (2/4/12)	*start doing a new sport/hobby*
tell someone off (6/12)	*criticise someone angrily for doing something wrong*
try something on (7)	*put on a piece of clothing to see how it looks and whether it fits*
turn out (8)	*go somewhere to take part in an event*
turn out (to be a success) (2)	*become (a success)*
turn out (well/badly) (6)	*end (well/badly)*
turn something down (7)	*reject something*
turn something into (7)	*make something change into something different*
turn to someone (2)	*go to someone for help*
turn up (1)	*arrive*
work something out (2)	*manage to understand*

STUDENT'S BOOK WORDLISTS

Unit 1

Lifestyle

active lifestyle	*noun*
alternative lifestyle	*noun*
American way of life	*phrase*
busy lifestyle	*noun*
change your lifestyle	*verb phrase*
chaotic lifestyle	*noun*
comfortable lifestyle	*noun*
healthy lifestyle	*noun*
lead an active social life	*verb phrase*
luxurious lifestyle	*noun*
modern way of life	*phrase*
outdoor lifestyle	*noun*
private life	*noun*
relaxed lifestyle	*noun*
sedentary lifestyle	*noun*
simple lifestyle	*noun*
stressful lifestyle	*noun*
traditional way of life	*phrase*
way of life	*phrase*

Clothes

baggy	*adjective*
brand new	*adjective*
casual	*adjective*
colourful	*adjective*
formal	*adjective*
plain	*adjective*
scruffy	*adjective*
second-hand	*adjective*
smart	*adjective*
tight-fitting	*adjective*
Trendy	*adjective*
unfashionable	*adjective*

Get

get (something)	*verb*
get angry	*verb phrase*
get by	*verb phrase*
get in touch with	*verb phrase*
get information	*verb phrase*
get into trouble	*verb phrase*
get (something) out	*verb phrase*
get over (anger)	*verb phrase*
get over (something)	*verb phrase*
get paid	*verb phrase*
get ready	*verb phrase*
get ready for (school/work)	*verb phrase*
get rid of	*verb phrase*
get stuck	*verb phrase*
get suspicious	*verb phrase*
get the chance to	*verb phrase*
get to	*verb phrase*
get to (school/work)	*verb phrase*

Unit 2

Music

bass guitarist	*noun*
create a playlist	*verb phrase*
delete a playlist	*verb phrase*
download a song	*verb phrase*
guitarist	*noun*
in concert	*phrase*
in the charts	*phrase*
in tune	*phrase*
instrument	*noun*
lead guitarist	*noun*
live	*adjective*
live album	*noun*
live music venue	*noun*
live performance	*noun*
mime a song	*verb phrase*
on stage	*phrase*
on the radio	*phrase*
on tour	*phrase*
percussion instrument	*noun*
perform a song	*verb phrase*
play	*verb*
play a chord	*verb phrase*
play a track	*verb phrase*
play a tune	*verb phrase*
playlist	*noun*
rock band	*noun*
rock music	*noun*
rock musician	*noun*
rock star	*noun*
session guitarist	*noun*
shuffle a playlist	*verb phrase*

song	*noun*
stringed instrument	*noun*
wind instrument	*noun*

Sport

backhand	*noun*
beat	*verb*
club	*noun*
corner	*noun*
course	*noun*
court	*noun*
do athletics	*verb phrase*
do gymnastics	*verb phrase*
draw	*verb*
fairway	*noun*
field event	*noun*
foul	*noun*
gear	*noun*
go cycling	*verb phrase*
go skiing	*verb phrase*
go swimming	*verb phrase*
goggles	*noun*
green	*noun*
helmet	*noun*
hit	*verb*
hole	*noun*
kick	*verb*
lane	*noun*
lift	*noun*
medal	*noun*
meeting	*noun*
net	*noun*
nil-nil	*noun*
pass	*verb*
pedal	*noun*
peloton	*noun*
pitch	*noun*
play basketball	*verb phrase*
play football	*verb phrase*
play golf	*verb phrase*
play tennis	*verb phrase*
play volleyball	*verb phrase*
racket	*noun*
red card	*noun*
referee	*noun*
run	*noun*
saddle	*noun*
service	*noun*
slope	*noun*
stick	*noun*
take part	*verb phrase*
take place	*verb phrase*
track	*noun*
triple jump	*noun*
win	*verb*

Unit 3

Technology

abbreviation	*noun*
blog	*noun*
chat	*noun*
device	*noun*
gaming	*noun*
gif	*noun*
headset	*noun*
landline	*noun*
link	*noun*
meme	*noun*
message	*verb*
post	*noun*
predictive text	*noun*
smartphone	*noun*
social media	*noun*
tablet	*noun*
text	*noun*
thread	*noun*

Expressions with *as ... as*

as far as	*phrase*
as long as	*phrase*
as many as	*phrase*
as soon as	*phrase*
as well as	*phrase*

Unit 4

Films

action film	*noun*
cast	*noun*
comedy	*noun*
critic	*noun*
criticism	*noun*
fantasy	*noun*
historical drama	*noun*
horror film	*noun*
musical	*noun*
plot	*noun*
review	*noun*

role	*noun*
romance	*noun*
scene	*noun*
science fiction film	*noun*
sequel	*noun*
set	*verb*
soundtrack	*noun*
star	*noun*
terrible	*adjective*
terrific	*adjective*
terrifying	*adjective*
thriller	*noun*
western	*noun*

Take

take up	*verb phrase*
take after	*verb phrase*
take aside	*verb phrase*
take in	*verb phrase*
take off	*verb phrase*
take on	*verb phrase*
take over	*verb phrase*
take to	*verb phrase*

Unit 5

The world of work

abandon (someone's) career	*verb phrase*
artistic skills	*noun*
challenging	*adjective*
change career	*verb phrase*
cheerful	*adjective*
computer skills	*noun*
confident	*adjective*
creative	*adjective*
dedicate your career to	*verb phrase*
devote your career to	*verb phrase*
earn a good living	*verb phrase*
earn a high salary	*verb phrase*
earn a weekly wage	*verb phrase*
earn good money	*verb phrase*
fit	*adjective*
follow a career	*verb phrase*
give up (a career)	*verb phrase*
go into a career (as)	*verb phrase*
hard-working	*adjective*
language skills	*noun*
make redundant	*verb phrase*
monotonous	*adjective*
organisational skills	*noun*
patient	*adjective*
polite	*adjective*
pursue a career	*verb phrase*
resign	*verb*
responsible	*adjective*
rewarding	*adjective*
sack	*verb*
skilled	*adjective*
stressful	*adjective*
switch career	*verb phrase*
talented	*adjective*
telephone skills	*noun*
tiring	*adjective*
well-paid	*adjective*
work flexitime	*verb phrase*
work full time	*verb phrase*
work long hours	*verb phrase*
work overtime	*verb phrase*
work part time	*verb phrase*
work shifts	*verb phrase*

Unit 6

Relationships

bring (someone) up	*verb phrase*
fall out with	*verb phrase*
get on with	*verb phrase*
give up	*verb phrase*
grow up	*verb phrase*
grow up	*verb phrase*
let (someone) down	*verb phrase*
look up to	*verb phrase*
put up with	*verb phrase*
run out of	*verb phrase*
sort out	*verb phrase*
split up with	*verb phrase*
tell (someone) off	*verb phrase*

Describing people

almond-shaped (eyes)	*adjective*
ambitious	*adjective*
bald	*adjective*
cheerful	*adjective*
curly (hair)	*adjective*
dark (eyes/complexion)	*adjective*
decisive	*adjective*
enthusiastic	*adjective*
expressive (face)	*adjective*
fat	*adjective*
flowing (hair)	*adjective*

freckled (face)	*adjective*
friendly	*adjective*
generous	*adjective*
hazel (eyes)	*adjective*
healthy (complexion)	*adjective*
honest	*adjective*
imaginative	*adjective*
immature	*adjective*
immodest	*adjective*
impatient	*adjective*
impolite	*adjective*
inconsiderate	*adjective*
indecisive	*adjective*
insensitive	*adjective*
insincere	*adjective*
intolerant	*adjective*
kind	*adjective*
mature	*adjective*
modest	*adjective*
overweight	*adjective*
pale (complexion)	*adjective*
passionate	*adjective*
patient	*adjective*
piercing (eyes)	*adjective*
plump	*adjective*
polite	*adjective*
proud	*adjective*
reliable	*adjective*
reserved	*adjective*
respectful	*adjective*
round (face)	*adjective*
scruffy (hair)	*adjective*
selfish	*adjective*
sensitive	*adjective*
shoulder-length (hair)	*adjective*
shy	*adjective*
sincere	*adjective*
skinny	*adjective*
slim	*adjective*
smooth (complexion)	*adjective*
sociable	*adjective*
sparkling (eyes)	*adjective*
spotty (complexion)	*adjective*
straight (hair)	*adjective*
stubborn	*adjective*
tanned (face)	*adjective*
thin	*adjective*
thinning (hair)	*adjective*
tolerant	*adjective*
unambitious	*adjective*
unimaginative	*adjective*
unreliable	*adjective*
unsociable	*adjective*
well-built	*adjective*
wrinkled (face)	*adjective*

Unit 7

Shopping

bargain	*noun*
change your mind	*verb phrase*
discount	*noun*
fit	*adjective*
free of charge	*phrase*
give (money) back	*verb phrase*
half price	*adjective*
make	*noun*
order	*noun*
pay for	*verb phrase*
pick up	*verb phrase*
price	*noun*
purchase	*noun*
purchase	*verb*
receipt	*noun*
refund	*noun*
sell out of	*verb phrase*
shopping centre	*noun*
spend it on (something)	*verb phrase*
stock	*noun*
summer sale	*noun*
take (something) back	*verb phrase*
till	*noun*
try on	*verb phrase*
value for money	*phrase*
worth every penny	*phrase*

Paraphrasing and recording

at least (that far)	*phrase*
be known for	*verb phrase*
bring about	*verb phrase*
catch on	*verb phrase*
erupt	*verb*
in advance	*phrase*
lead to	*verb phrase*
media frenzy	*noun*
meet demand	*verb phrase*
put strain on (someone)	*verb phrase*
scenes of chaos	*noun*
trace (something) back	*verb phrase*

Towns and villages

block of flats	*noun*
building site	*noun*
housing estate	*noun*
indoor shopping centre	*noun*
industrial estate	*noun*
office block	*noun*
pedestrian street	*noun*
residential area	*noun*

Unit 8

Make and *do*

do a job	*verb phrase*
do exercise	*verb phrase*
do nothing but	*verb phrase*
do you good	*verb phrase*
do your best	*verb phrase*
do your homework	*verb phrase*
make a decision	*verb phrase*
make a living	*verb phrase*
make a mess of (something)	*verb phrase*
make a plan	*verb phrase*
make a speech	*verb phrase*
make an effort	*verb phrase*
make sure	*verb phrase*
make up your mind	*verb phrase*
to do (something)	*verb phrase*
to do with (something)	*verb phrase*
would not do you any harm	*phrase*

Travel and holidays

adventure holiday	*noun*
camping holiday	*noun*
car journey	*noun*
Caribbean cruise	*noun*
day trip	*noun*
guided tour	*noun*
long-haul flight	*noun*
rail travel	*noun*
seaside holiday	*noun*
self-catering holiday	*noun*
sightseeing holiday	*noun*
working holiday	*noun*

Phrasal verbs

catch on	*verb phrase*
come across	*verb phrase*
come up with	*verb phrase*
get about	*verb phrase*
head for	*verb phrase*
turn out	*verb phrase*

Unit 9

Give

Phrasal verbs with *give*

give away	*verb phrase*
give (something) back	*verb phrase*
give in	*verb phrase*
give in	*verb phrase*
give out	*verb phrase*
give up	*verb phrase*
give yourself up	*verb phrase*

Collocations with *give*

give a blank look	*verb phrase*
give a broad smile	*verb phrase*
give a deep sigh	*verb phrase*
give a nasty shock	*verb phrase*
give a piercing scream	*verb phrase*
give a pleasant surprise	*verb phrase*
give great pleasure	*verb phrase*

Unit 10

Crime and punishment

Crime and criminals

burglar	*noun*
burglary	*noun*
drink-driver	*noun*
drink-driving	*noun*
drug trafficker	*noun*
drug trafficking	*noun*
identity fraud	*noun*
identity fraudster	*noun*
internet piracy	*noun*
internet pirate	*noun*
mugger	*noun*
mugging	*noun*
shoplifter	*noun*

shoplifting	*noun*
vandal	*noun*
vandalism	*noun*

Punishment

acquit of all charges	*verb phrase*
give a prison sentence	*verb phrase*
order to do community service	*verb phrase*
order to pay a fine	*verb phrase*
sentence to life imprisonment	*verb phrase*

Paraphrasing and recording

to blame for	*phrase*
break bad news	*verb phrase*
contrary to popular belief	*phrase*
former	*adjective*
freely available	*adjective*
hourly rate	*noun*
in sight	*phrase*
on your own	*phrase*
run into	*verb phrase*
work within the law	*verb phrase*

Phrasal verbs

back up	*verb phrase*
come over	*verb phrase*
get away with	*verb phrase*
go round	*verb phrase*
kick out	*verb phrase*
make up	*verb phrase*
own up to	*verb phrase*
run out of	*verb phrase*
show off	*verb phrase*

Unit 11

Weather

bright sunshine	*noun*
calm sea	*noun*
choppy sea	*noun*
clear sky	*noun*
cool breeze	*noun*
fluffy cloud	*noun*
gale-force wind	*noun*
gentle breeze	*noun*
glorious sunshine	*noun*
heavy rain	*noun*
light rain	*noun*
light wind	*noun*
overcast sky	*noun*
rough sea	*noun*
scattered showers	*noun*
severe storm	*noun*
snow showers	*noun*
stiff breeze	*noun*
storm cloud	*noun*
stormy sky	*noun*
strong wind	*noun*
thick cloud	*noun*
thundery showers	*noun*
torrential rain	*noun*
tropical storm	*noun*
violent storm	*noun*
warm sunshine	*noun*

Put

put an end to	*verb phrase*
put at risk	*verb phrase*
put into	*verb phrase*
put into operation	*verb phrase*
put off (something)	*verb phrase*
put on (a production)	*verb phrase*
put on (some music)	*verb phrase*
put on (weight)	*verb phrase*
put pressure on	*verb phrase*
put to use	*verb phrase*
put up (the rent)	*verb phrase*
put up your hand	*verb phrase*

Unit 12

Food and drink

bolt down	*verb phrase*
chew	*verb*
drink from a glass	*verb phrase*
drink straight from a bottle/can	*verb phrase*
eat a three-course sit-down meal	*verb phrase*
fizzy drink	*noun*
fussy eater	*noun*
gulp down	*verb phrase*
have a snack	*verb phrase*
sip	*verb*
soft drink	*noun*
still drink	*noun*
swallow	*verb*

Health

black eye	*noun*
blood pressure	*noun*
burn your hand	*verb phrase*
ear infection	*noun*
feel faint	*verb phrase*
give an injection	*verb phrase*
have a heavy cold	*verb phrase*
heart attack	*noun*
in plaster	*phrase*
nose bleed	*noun*
plaster	*noun*
prescription	*noun*
runny nose	*noun*
sore throat	*noun*
sprained ankle	*noun*
stiff neck	*noun*
stitch	*noun*
stomach ache	*noun*
stung by a bee	*verb phrase*
tooth decay	*noun*

WORD FORMATION LIST

Adjectives: Negative prefixes

un-

unclear
uncommon
unconcerned
unhappy
unknown
unlikely
unlucky
unpleasant
unreliable
unselfish
unsociable
unsure
unusual

in-

inaccurate
incapable
incompetent
incorrect
indirect
inefficient
inexperienced
informal
insensitive
insignificant
insincere
insufficient
intolerant

dis-

disabled
dishonest
disobedient
dissatisfied

il-

illegal
illegible
illiterate
illogical

im-

immature
immodest
immoral
impatient
imperfect
impersonal
impolite
impossible
impractical
improbable

ir-

irrational
irregular
irrelevant
irresponsible

People

-ant

Verb	Person
apply	applicant
assist	assistant
contest	contestant
immigrate	immigrant
inhabit	inhabitant
participate	participant

-ee

Verb	Person
employ	employee
interview	interviewee
train	trainee

-eer

Noun	Person
engine	engineer
mountain	mountaineer

-er

Verb	Person
box	boxer
employ	employer
entertain	entertainer
interview	interviewer
listen	listener
organise	organiser
perform	performer

photograph	photographer
play	player
research	researcher
ride	rider
run	runner
support	supporter
teach	teacher
train	trainer
walk	walker
win	winner

-ian

Noun	Person
comedy	comedian
electricity	electrician
history	historian
library	librarian
magic	magician
mathematics	mathematician
music	musician
politics	politician

-ist

Noun	Person
bicycle	cyclist
biology	biologist
economy	economist
novel	novelist
psychology	psychologist
science	scientist
tour	tourist

-or

Verb	Person
act	actor
collect	collector
compete	competitor
construct	constructor
direct	director
instruct	instructor
invent	inventor
spectate	spectator

Nouns

-al

Verb	Noun
(dis)approve	(dis)approval
arrive	arrival
deny	denial
propose	proposal
refuse	refusal
rehearse	rehearsal
remove	removal
survive	survival

-ance

Verb	Noun
(dis)appear	(dis)appearance
annoy	annoyance
assist	assistance
enter	entrance
perform	performance
tolerate	tolerance
Adjective	**Noun**
distant	distance
important	importance
relevant	relevance

-ence

Verb	Noun
exist	existence
occur	occurrence
refer	reference
Adjective	**Noun**
absent	absence
(in)convenient	(in)convenience
(in)dependent	(in)dependence
different	difference
evident	evidence
innocent	innocence
intelligent	intelligence
(dis)obedient	(dis)obedience
(im)patient	(im)patience
present	presence
violent	violence

-ation

Verb	Noun
adapt	adaptation
admire	admiration
apply	application
combine	combination
communicate	communication
consider	consideration

explain	explanation
identify	identification
imagine	imagination
inform	information
inspire	inspiration
oblige	obligation
observe	observation
occupy	occupation
present	presentation
publish	publication
qualify	qualification
recommend	recommendation
reserve	reservation
resign	resignation

-ion

Verb	**Noun**
accommodate	accommodation
associate	association
collect	collection
compete	competition
complete	completion
complicate	complication
concentrate	concentration
conclude	conclusion
confuse	confusion
congratulate	congratulation
connect	connection
convert	conversion
decide	decision
describe	description
divide	division
expand	expansion
explode	explosion
extinct	extinction
fascinate	fascination
graduate	graduation
imitate	imitation
instruct	instruction
intend	intention
invade	invasion
investigate	investigation
locate	location
object	objection
operate	operation
permit	permission
persuade	persuasion
pollute	pollution
predict	prediction
prescribe	prescription
react	reaction
reduce	reduction
satisfy	(dis)satisfaction
solve	solution
substitute	substitution

-ight

Verb	**Noun**
fly	flight
see	sight
weigh	weight
Adjective	**Noun**
high	height

-ing

Verb	**Noun**
advertise	advertising
be	being
build	building
live	living
meet	meeting
record	recording
say	saying
set	setting
surround	surroundings

-ity

Adjective	**Noun**
(un)able	(in)ability
(in)active	(in)activity
(un)available	(un)availability
complex	complexity
curious	curiosity
(un)equal	(in)equality
(in)formal	(in)formality
generous	generosity
hostile	hostility
intense	intensity
major	majority
minor	minority
(un)original	(un)originality
personal	personality
(un)popular	(un)popularity
(im)possible	(im)possibility
prosperous	prosperity
(im)pure	(im)purity
real	reality
(ir)responsible	(ir)responsibility
(in)secure	(in)security
(in)sensitive	(in)sensitivity
severe	severity
similar	similarity
(in)sincere	(in)sincerity
stupid	stupidity

-ment

Verb	Noun
achieve	achievement
(dis)agree	(dis)agreement
amaze	amazement
amuse	amusement
announce	announcement
argue	argument
arrange	arrangement
commit	commitment
develop	development
disappoint	disappointment
discourage	discouragement
embarrass	embarrassment
employ	(un)employment
encourage	encouragement
enjoy	enjoyment
entertain	entertainment
equip	equipment
excite	excitement
govern	government
improve	improvement
invest	investment
involve	involvement
judge	judgement/judgment
manage	management
measure	measurement
move	movement
pay	payment
punish	punishment
replace	replacement
require	requirement
retire	retirement
state	statement
treat	treatment

-ness

Adjective	Noun
aware	awareness
careful	carefulness
careless	carelessness
conscious	consciousness
fit	fitness
friendly	friendliness
happy	happiness
hopeless	hopelessness
ill	illness
lonely	loneliness
mad	madness
sad	sadness
serious	seriousness
sore	soreness
thick	thickness
tired	tiredness
useful	usefulness
weak	weakness

-ship

Noun	Noun
champion	championship
friend	friendship
leader	leadership
member	membership
partner	partnership

-th

Verb	Noun
die	death
grow	growth
Adjective	**Noun**
deep	depth
long	length
strong	strength
true	truth
warm	warmth
wide	width
young	youth

-ure

Verb	Noun
depart	departure
fail	failure
please	pleasure
press	pressure
proceed	procedure
sculpt	sculpture
sign	signature

-y

Adjective	Noun
certain	certainty
difficult	difficulty
honest	honesty
poor	poverty
safe	safety
Verb	**Noun**
discover	discovery
enter	entry
injure	injury

Miscellaneous nouns

Verb	Noun
advise	advice
analyse	analysis
behave	behaviour
believe	belief
complain	complaint
choose	choice
give	gift
know	knowledge
laugh	laughter
lose	loss
practise	practice
prove	proof
receive	receipt
relieve	relief
respond	response
rob	robbery
sell	sale
speak	speech
succeed	success
try	trial
Adjective	**Noun**
hot	heat
Noun	**Noun**
scene	scenery

Adjectives

-able

Verb	Adjective
accept	(un)acceptable
advise	(in)advisable
avoid	(un)avoidable
bear	(un)bearable
believe	(un)believable
consider	considerable
enjoy	(un)enjoyable
forget	(un)forgettable
imagine	(un)imaginable
notice	noticeable
predict	(un)predictable
prefer	preferable
rely	(un)reliable
remark	(un)remarkable
respect	respectable
suit	(un)suitable
understand	understandable
Noun	**Adjective**
comfort	(un)comfortable
fashion	(un)fashionable
knowledge	knowledgeable
memory	(un)memorable
profit	(un)profitable
reason	(un)reasonable
value	valuable/invaluable*

***invaluable:** extremely useful
e.g. *invaluable advice/experience/help*

-ible

Noun	Adjective
access	(in)accessible
sense	sensible
Verb	**Adjective**
resist	(ir)resistible
respond	(ir)responsible

-al/-ial

Noun	Adjective
accident	accidental
addition	additional
benefit	beneficial
centre	central
commerce	commercial
controversy	controversial
criticism	critical
culture	cultural
education	educational
emotion	(un)emotional
environment	environmental
exception	(un)exceptional
experiment	experimental
fiction	fictional
finance	financial
globe	global
industry	industrial
influence	influential
intention	(un)intentional
nation	national
nature	(un)natural
occasion	occasional
origin	(un)original
person	(im)personal
politics	political
practice	(im)practical
profession	(un)professional
residence	residential
sensation	(un)sensational
society	social
tradition	traditional
universe	universal

-ical

Noun	Adjective
alphabet	alphabetical
biology	biological
chemistry	chemical
ecology	ecological
economy	(un)economical
geography	geographical
history	historical*
psychology	psychological

***historic:** famous or important in history
e.g. *a historic event/monument/building*
historical: belonging to or typical of the study of history
e.g. *a historical document/film/novel*

-ant

Verb	Adjective
ignore	ignorant
please	(un)pleasant
resist	resistant
signify	(in)significant
tolerate	(in)tolerant
Noun	**Adjective**
distance	distant
importance	(un)important
vacancy	vacant

-ent

Verb	Adjective
appear	apparent
confide	confident
depend	(in)dependent
differ	different
(dis)obey	(dis)obedient
Noun	**Adjective**
absence	absent
(in)convenience	(in)convenient
(in)efficiency	(in)efficient
evidence	evident
(in)frequency	(in)frequent
innocence	innocent
intelligence	(un) intelligent
(im)patience	(im)patient
presence	present
violence	violent

-ful/-less

Noun	-ful/-y	-less/un___ful/un___ed
beauty	beautiful	————
breath	————	breathless
care	careful	careless
cheer	cheerful	cheerless*
colour	colourful	colourless
delight	delightful	————
effort	————	effortless
end	————	endless
event	eventful	uneventful
fault	faulty	faultless
gratitude	grateful	ungrateful
harm	harmful	harmless
help	helpful	helpless*/unhelpful*
home	————	homeless
hope	hopeful	hopeless
limit	————	limitless/unlimited
meaning	meaningful	meaningless
motion	————	motionless
pain	painful	painless
peace	peaceful	————
point	————	pointless
power	powerful	powerless
price	pricey/pricy	priceless*
skill	skilful*/skilled*	unskilled
sleep	sleepy	sleepless
stress	stressful	unstressful
success	successful	unsuccessful
taste	tasty*/tasteful*	tasteless
thank	thankful	thankless
thought	thoughtful*	thoughtless
use	useful	useless
wonder	wonderful	————
worth	————	worthless*

***cheerless:** used mainly to describe the weather or a room which is not bright or pleasant
helpless: unable to do anything to help or protect yourself
unhelpful: not willing to help other people
priceless: used to describe an object which has a very high value; it is worth so much money that the price cannot be calculated (compare with *worthless* below)
skilful/skilled: both can be used to describe a person who has the necessary ability, experience and/or training to do something well.
e.g. *He's a skilful footballer. This work was done by skilled craftsmen.*
skilled: can also be used to describe a job or piece of work that requires special skill and training
e.g. *Nursing is a skilled job.*

tasty: used to describe food with a strong and pleasant flavour

tasteful: used to describe clothes, decoration etc which is attractive and shows good taste

thoughtful: a) to describe a person who is quiet and serious because they are thinking about something

b) to describe someone who thinks and cares about the feelings and needs of other people

worthless: used to describe an object with no value in money (compare with *priceless* above)

-ing/-ed

The following verbs can be used to form participle adjectives:

e.g. *amazing/amazed*

amaze, amuse, annoy, astonish, bore, confuse, convince, depress, disappoint, disgust, embarrass, entertain, excite, exhaust, fascinate, frighten, frustrate, increase, interest, irritate, motivate, move, relax, satisfy, shock, surprise, terrify, thrill, tire, worry

-ed adjectives describe how we feel (about something or someone)

e.g. I'm tired after the journey.

-ing adjectives describe the thing or person that produces the feeling

e.g. The journey was very tiring.

-ive

Noun	**Adjective**
aggression	(un)aggressive
effect	(in)effective
expense	(in)expensive
mass	massive
secret	secretive
sense	(in)sensitive
Verb	**Adjective**
attract	(un)attractive
communicate	(un)communicative
compete	(un)competitive
construct	(un)constructive
create	(un)creative
decide	(in)decisive
defend	defensive
describe	descriptive
explode	explosive
extend	extensive
imagine	(un)imaginative
impress	(un)impressive
inform	(un)informative
include	inclusive
invent	inventive
offend	(in)offensive
persuade	persuasive
possess	possessive
produce	(un)productive
protect	protective
receive	(un)receptive
represent	(un)representative
support	(un)supportive

-ous

Noun	**Adjective**
ambition	(un)ambitious
advantage	(dis)advantageous
anxiety	anxious
caution	cautious
curiosity	curious
danger	dangerous
disaster	disastrous
generosity	(un) generous
humour	humorous
infection	(un)infectious
marvel	marvellous
mystery	mysterious
nerve	nervous
number	numerous
poison	poisonous
religion	(ir)religious
suspicion	suspicious
variety	various

-y

Noun	**Adjective**
anger	angry
cloud	cloudy
fault	faulty
fog	foggy
frost	frosty
fun	funny
grass	grassy
guilt	guilty
hair	hairy
health	healthy
hill	hilly
hunger	hungry
ice	icy
luck	(un) lucky
mist	misty
mud	muddy
noise	noisy
price	pricey/pricy
rain	rainy
rock	rocky
sleep	sleepy
storm	stormy

sun	sunny
thirst	thirsty
wealth	wealthy
wind	windy

Adverbs

-ly

The most common way to form adverbs is by adding *-ly* to the adjective.

Adjective	**Adverb**
apparent	apparently
nervous	nervously
pleasant	pleasantly
proud	proudly
short	shortly

-ly (after *l*)

Similarly, *-ly* is added to all adjectives ending in *-l* to form adverbs.

Adjective	**Adverb**
accidental	accidentally
careful	carefully
eventual	eventually
gradual	gradually
original	orginally
total	totally

-ly (after *e*)

-ly is added to many adjectives ending in *-e* to form adverbs.

Adjective	**Adverb**
complete	completely
(in) effective	(in) effectively
extreme	extremely
(un)fortunate	(un)fortunately
late	lately
sole	solely

-y (replacing *e*)

However, *-y* replaces *-e* in most adjectives ending in *-le* to form adverbs.

Adjective	**Adverb**
gentle	gently
humble	humbly
regrettable	regrettably
remarkable	remarkably
simple	simply
subtle	subtly

-ally

-ally is added to most adjectives ending in *-ic*.

Adjective	**Adverb**
automatic	automatically
dramatic	dramatically
energetic	energetically
enthusiastic	enthusiastically
historic(al)	historically
scientific	scientifically

-ily

-y is deleted and *–ily* added to all adjectives ending in *–y* to form adverbs.

Adjective	**Adverb**
angry	angrily
extraordinary	extraordinarily
happy	happily
healthy	healthily
(un) lucky	(un) luckily
noisy	noisily

-ingly

A number of common adverbs can be formed from present participle adjectives.

Verb	**Adjective**	**Adverb**
annoy	annoying	annoyingly
astonish	astonishing	astonishingly
increase	increasing	increasingly
interest	(un) interesting	interestingly
surprise	(un)surprising	(un)surprisingly
worry	worrying	worryingly

Miscellaneous adverbs

Adjective	**Adverb**
full	fully
public	publicly
shy	shyly
true	truly
whole	wholly
Verb	**Adverb**
expect	(un)expectedly
repeat	repeatedly
report	reportedly
suppose	supposedly
Noun	**Adverb Adjective**
day	daily

Verbs

-en

Adjective	**Verb**
bright	brighten
broad	broaden
dark	darken
deaf	deafen
deep	deepen
fat	fatten
flat	flatten
hard	harden
high	heighten
less	lessen
long	lengthen
loose	loosen
sad	sadden
sharp	sharpen
short	shorten
soft	soften
stiff	stiffen
straight	straighten
strong	strengthen
sweet	sweeten
thick	thicken
tight	tighten
weak	weaken
wide	widen
worse	worsen
Noun	**Verb**
threat	threaten

en-

Adjective	**Verb**
able	enable
large	enlarge
rich	enrich
sure	ensure
Noun	**Verb**
courage	encourage
danger	endanger
force	enforce

IRREGULAR VERBS LIST

Infinitive	Past simple	Past participle
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
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
flee	fled	fled
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
grind	ground	ground
grow	grew	grown

Infinitive	Past simple	Past participle
hang	hung	hanged/hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt/kneeled	knelt/kneeled
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
seek	sought	sought
show	showed	shown
shrink	shrank/shrunk	shrunk
slide	slid	slid
smell	smelt/smelled	smelt/smelled
sow	sowed	sown
speed	sped	sped
spill	spilt/spilled	spilt/spilled
spin	spun	spun
spit	spat	spat
split	split	split
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
spring	sprang	sprung
sting	stung	stung
stink	stank/stunk	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen/swelled
swing	swung	swung
take	took	taken
tread	trod	trodden
weave	wove	woven
weep	wept	wept
wind	wound	wound

AUDIOSCRIPTS

Unit 1

Speaker 1

It all happened really quickly. One minute, I was going to my local secondary school and moaning about how much work we had to do and then, suddenly, the whole family was on a plane to the USA because my dad got transferred. I was faced with the prospect of starting a completely new school, mid-term! I know a lot of people would have been excited about moving to another country, but I like my routine and I was worried I wouldn't be able to stay in touch with all my mates. Luckily, that didn't happen and I've kept in contact with a lot of them. And I got used to things pretty quickly, too. At least the Americans don't speak a different language!

Speaker 2

I must admit I like a challenge and taking up a new job in Italy certainly offered me a big one! A lot of people I know wouldn't fancy being uprooted like this, but I've moved to different hospitals in different countries a fair few times over the last few years, so it's not a big upheaval to me. I'm not married, so I don't have a family to consider. I was actually looking forward to meeting new people and finding out about the different work ethics and practices. I think it's fascinating to see how people approach things in different ways all around the world.

Speaker 3

I'd been expecting a lot of changes – it's inevitable when you go off to a completely different learning environment. But this was a bit of a shock to the system. The good thing was the brilliant food, even though it was a bit pricey! But there was a downside. In the UK, I'd been used to lying in until pretty late in the mornings. I have to say that I never turned up for nine o'clock lectures, but no one made any fuss about it. In France, that was absolutely impossible. They expect full classes every day and you get a reprimand if you're even five minutes late. I had to set the alarm for seven o'clock. It took me a while to get used to that.

Speaker 4

When we moved to France for two years back in 2010 because of my work in a school over there, people had told me that I'd really notice the difference. But to be honest, it was nowhere near as bad as we'd thought. OK, some things were a bit more expensive, but then others were cheaper and it all balanced out really. Many of the English people we met there felt the same. And petrol gets you a lot further over there, so we could travel around a lot without worrying about the price of fuel. Pity to come back really!

Speaker 5

Setting up a business in another country is not an easy thing to do! As you can imagine, there's a lot to get your head round – especially all the legal aspects and the finances. As well as buying the business, it cost a lot to move the family, too! Looking back, I think it's the best decision I've ever made, but it didn't seem like that at the time! Understanding what people were saying to me all the time was hard and caused a few difficulties, but I employed local staff as waiters and they helped a lot. We managed OK and it turned out to be a great success. Plenty of my friends from England have come out to stay and they love it here. I haven't looked back!

Unit 2

Hi, I'm Martin James, and I'm going to be talking to you today about sports psychology and in particular about one influential sports writer. When I was at school, I belonged to the 'non-sporty' group of kids. I had plenty of enthusiasm but absolutely no sporting ability. As a consequence, I was never picked for a team or ever really encouraged by the teachers, although I'd love to have been a footballer! In those days, only those who were naturally talented joined teams and entered competitions. Today, fortunately, things are different, and someone whose ideas have influenced a lot of people is Matthew Syed, a former Olympic® athlete.

Syed believes that natural talent only plays a small part in a sportsperson's success. The important thing is the number of hours that you practise. A lot of people think that child prodigies – kids that become brilliant at sport or even music very early on like Mozart or the skateboarder Ryan Sheckler – had unusual talent. But apparently, Mozart put in about 3,500 hours of practice before the age of six and a half! Syed says that the magic number is about 10,000 hours. If you spend that long practising something, you're going to be seriously successful! And a lot depends on how young you start. In tennis, the famous Williams sisters started when they were just three years old, and Tiger Woods, the amazing golfer, was hitting golf balls one year earlier, aged two.

Age is very important when it comes to sporting success, according to Syed. This is not because we become less talented as we get older, but because we have more distractions and we can't put in the hours. Also, there is the need to earn a living, which restricts us somewhat.

Another vital factor that contributes to success in sport is opportunity. Syed himself was only one of several excellent table tennis players to make it to the very top just from the street where he grew up. How could this have happened if it were all down to talent alone? The reason he gives is that all these players happened to share a wonderful coach. He considers himself very lucky.

Another famous sportsperson, Andre Agassi, has also written about his success. In the famous tennis star's

book, *Open*, he describes how both he and his brother had exactly the same opportunities and encouragement from their parents, but only Andre went on to be a success. Wasn't it because he had more talent than his brother? This contradicts Syed's theories in his own book, *Bounce*. Perhaps it was just that Agassi got in more practice hours?

Another interesting thing that Syed mentions is the mystery of 'choking'. This is when top sportspeople give a terrible performance at a very important time in a game or match. Greg Norman, the Australian golfer, famously had a crisis in the final round of the United States Masters in the 1990s when he was easily in the lead. And Syed himself did something similar at the Olympic® Games in Australia. This is apparently quite common and Syed explains that it is a result of pressure. One answer is to pretend to yourself that the results don't matter or, as the South African-born English cricketer Kevin Pietersen says, 'It's destiny and what will be will be!'

Others rely on superstition to get them through. Tennis player, Rafael Nadal, famously has routines that he must go through, and his water bottle must be in the same place every match!

Whether you agree with Syed's ideas or not, *Bounce* is a fascinating book to read, and it may change the sporting futures of many kids. Too late for me, unfortunately!

Unit 3

I=Interviewer T=Tommy Wells

I: Tommy Wells, the famous TV and film star, is a local boy who grew up in Marchwood. He's back here to do some filming and we thought we'd have a chat to see what he thinks of the place now. Tommy, welcome to the programme.

T: Thanks. First off, I must say it's great to be back in this part of the country again. You won't believe it, but it's the first time I've been back since I left to go to drama school in London at the end of the 1980s. People say that I must have some things I want to hide from my teenage years here, but to be honest, that isn't the case – although I was by no means an angel. It's just that my immediate family moved to Scotland, so there was no real reason to come back.

I: Surely you must have had friends in the area?

T: Most of my mates I really valued moved on, like me. I was starting a new life and when people do that, they often cut off their links to their old life. In my case, it was because I became famous very quickly. And fame affects people. I had new friends and a new home and a new life! I don't think I was a very nice person at that time. But I grew out of it, luckily!

I: So, now you're back, I imagine you've noticed a lot of changes in the area.

T: Absolutely! Marchwood, where as you say I lived and went to school, is almost unrecognisable! It's still a fairly small town, but it's now totally pedestrianised. I tried to drive through the centre the other day – impossible! And all the family shops like the old butcher's and baker's – and of course the sweet shop – they've all gone.

I: Is your old family home still standing?

T: You must be joking! We used to live in this road of big, old houses with lovely gardens. They've all been knocked down and replaced with boring blocks of flats and retirement homes! Now, one plot of land houses a hundred people, whereas before it was just one family. And it's sad to see car parks where there used to be gardens and grass.

I: And how about the places where you used to play as a kid?

T: Yeah – we used to hang out in the local park and practise our football skills. That's gone and the free outdoor tennis courts where we used to practise, too. It's a mini shopping mall now – great for the locals to get their shopping without having to travel too far, but where do the kids play now? And how about the people with dogs? I imagine they have to walk them along the streets.

I: It's a real shame, I know. The village hall is gone, too. I remember reading that you did your first stage performance there, is that right?

T: How could I forget that? Yeah – my English teacher thought I had some talent, so he pushed me to join the local drama group. I must admit I wasn't too keen; I'd rather have been chilling out with my mates! But my parents thought it would prevent me from misbehaving, so they encouraged me, too. The first play I did was an Agatha Christie murder play and I had two lines!

I: And what about your old school? Is that a lot different now?

T: I drove past it yesterday. It is so different! In my day, the kids were always breaking the windows and, although there was a playing field, there were none of those lovely gardens with trees and plants. Before, the kids would have pulled up any flowers! Now, the buildings are new and modern and the gardens at the entrance look beautiful. I'm not sure if they've still got the playing field because I know a lot of them have been sold off, but people have told me that the reputation of the school has improved since I was there!

Unit 4

M=Man W=Woman

1 You hear a woman talking about telling jokes.

W: That was so funny! But you're really good at telling jokes – much better than me. My brother's away at college at the moment and he keeps sending me loads on email and I read them, laugh a bit and file them away. So, I've got quite a few in my head. But when I try to tell one, it never sounds very funny. I guess you need to be a bit of an actor, don't you? OK, tell me what I'm doing wrong. Have you heard the one about ...?

2 You hear a man talking about writing books.

M: I know I'm getting on – 93 next birthday – but that hasn't stopped me from learning about new technology and things. I might be a bit slow, but I'm pretty good at writing on my laptop. I started writing historical novels about ten years ago. I know – a bit of a late starter! And I'm on my third one now! I haven't had any success getting the first two published yet, but you never know. I usually write them out by hand first and then type them up. My wife says it keeps me out of trouble! Would you like to read one?

3 You hear two people talking about children's books.

M: Well, it's an interesting question! And not that easy to remember – I had a lot of favourites, but I'm not sure which I'd put first. How about you?

W: It was a mystery story – a sort of adventure about five kids that went on a camping holiday. No idea who the author was. But I remember being really excited by it. So, what are you going to write about?

M: Probably one of the Alice books. I can say a lot about how they impress me. We don't have to hand it in till next week, so I can spend some more time thinking back.

W: I think I'll start mine as soon as I get home. These things take me ages. Look, the bell's going to go in a minute. Let's meet up at break tomorrow and chat about our ideas.

4 You hear two people talking about a new drama series.

M: I just love this new drama series on Sundays. Like you, I read the book years ago, but I can't remember what happened at the end. Is Grant really a ghost?

W: I'm not telling you! But I agree it's good.

M: I was a bit worried that they'd praised it too much in the previews and that I'd be disappointed when I came to watch it. But it is every bit as good as the critics said. It leaves you at such an exciting point each week that it makes you really want to watch the next one.

W: Very true. Mind you, Angela Watson as the teacher is so scary I thought I'd have nightmares.

5 You hear a voicemail message about a new job.

W: Hi – it's Janine. Good news – I got my first job as a voiceover artist! I'm due to record some reading books for blind people later this month. I've just read through one of them and it's a simplified version of a crime novel. I think it will be a really good book to listen to, very exciting. I was wondering if you'd let me practise reading it to you – you know, and give me any advice. You're so experienced at this sort of thing. I'll be at home this evening, if you're free to give me a call?

6 You hear a woman talking about a lie she told.

W: OK, if we're talking about lies that we're ashamed of, then I've got a big one! I'm embarrassed to admit it, but I told my mum a really big lie when I was a teenager. I had been really into swimming, competitions and everything, but I was getting a bit fed up with it by the time I was 16. There were more interesting things to do. So, when she thought I was going to training sessions after school every Thursday, really I was missing them and hanging out with my mates in town. She carried on paying for lessons for a whole term before she found out. That's terrible, isn't it?

7 You hear two people talking about a writing competition.

M: Have you heard back from the judges in the short story competition yet?

W: No, not yet. Have you?

M: No, but I'm a bit worried about it. I don't think I'll do very well. I only left myself a couple of days to do it. I didn't want to miss the deadline and I rushed it a bit.

W: Even so, you're bound to win one of the prizes – you've got such a great imagination.

M: Thanks. I enjoyed writing it even though it wasn't my favourite topic. But I don't think it was the best I've done – whereas yours was brilliant. I couldn't put it down!

8 You hear a voicemail message.

W: I recently booked tickets to see a performance of *Romeo and Juliet* at the Lyndhurst Theatre. I did the booking online and made the payment online, too, which was relatively straightforward, and although I was worried that the tickets might not arrive in time, I got them very quickly. However, I was upset to discover that the main role wasn't being played by Lauren Hunter because she was on holiday! Couldn't this information have been put on the website before I and many others booked to see the play?

Unit 5

OK, so you want to be a writer? Well, it's an interesting life – although not necessarily an easy one – and I can tell you that from experience! The most important thing a new writer needs is passion. You must really want to write. It's not something you think you might do if you've got some free time just to get a bit of extra money. In my case, I've wanted to be a writer all my life, ever since I read my first book, *The Castle*, when I was five years old. It was a simple kids' adventure story, but it gave me a love of storytelling and the first book of mine to be published, *Rainbows*, was an adventure story, too – with a touch of romance! However, I have to warn you that it can be really hard to get your first book accepted by a publisher. Some authors I know got as many as 20 rejection letters when they first started sending their manuscripts out. Fortunately, I was rejected only three times before finally finding a publisher. This whole process can be very depressing, and unless you have a lot of confidence in your book, it might put some writers off.

The next thing I'd like to talk about is the life of a writer. Obviously, everyone is different and has their own way of doing things, but don't be fooled into believing that it's a glamorous or romantic life. Authors are actually quite down to earth! And they have to be organised. I have to stick to the same routine each day to be able to meet my deadlines. I can't just write when I feel like it; I have to write a set number of words a day – and when I'm feeling tired or want to go out with a friend, I have to be firm with myself. I set aside four hours every morning for writing – from 8 to 12 – and during that time, no one interrupts me, on pain of death! I don't work afternoons. Well, I do – in a way. Afternoons are for relaxing, going for walks, meeting friends – but it's also my thinking time. I get ideas when I'm out walking or even chatting in a café. Weekends are work-free, too. Occasionally, I might have a book-signing session at a shop or library somewhere, but I try to keep weekends as family time.

Now, the writing itself. A lot of writers these days create directly onto the computer. It's quick and easy and you can edit with no problem. But personally, I find that I work better if I write out my first drafts the old-fashioned way, and I use a fountain pen that I was given by a famous author once! I have to keep filling it with ink when I'm writing, but I love it. Then, of course, I type it up on the computer and change things as I go. You may find you have a different system. There's one author I know who still uses an old typewriter!

Something I'm often asked about is writer's block – whether sometimes I just run out of ideas. And oh yes, it does happen! It is so frustrating because I nearly always get it just before an important deadline! In a way, it's the deadline that causes it. The worry and panic of meeting the deadline can make my brain freeze! If that happens, I find that the best way to deal with it is to relax and not try to force the ideas. That just makes it worse. My advice to writers is to do something different for a while, like go for a walk or watch a film.

I'm afraid I've run out of time today, but if you're interested in hearing more, a new documentary about different writers and their working lives will go out on Channel 3 next month. Originally, five of us were going to be taking part, but unfortunately, I had to pull out, so it'll be just four. However, I can highly recommend it. All the authors are good friends of mine and are exceptionally talented. And as always, you can contact me directly on my website. Thank you for listening today ...

Unit 6

Speaker 1

My mum's sister, Aunt Susan, married young, in her late teens, and everyone in the family said it wouldn't last and predicted a divorce by the time she was 21! But she seemed to prove them all wrong, and her relationship with her husband, Gary, looked very stable for ten years or so. And then, just after their tenth anniversary, he left her for his secretary. Apparently, they'd been having an affair for the previous five years. Susan was devastated and went to pieces for about six months. She never remarried and brought up their two daughters on her own, but she's doing amazingly well now and always has a smile. She's my favourite relative!

Speaker 2

My sister, Jenny, was brilliant at school. I guess I was slightly envious to tell the truth – particularly because my parents were continually boasting about what a good lawyer she was going to make. And, sure enough, she easily got a first in her Law degree and a top job with a law firm. Last year, however, she left her highly paid job to go to work on a farm in Scotland. She'd always loved the open air and animals, but she'd been hesitant about going into that type of work because she never wanted to let anyone down. It's good to see her so happy these days. Oddly enough, I graduate in Law myself next month, and I'm really looking forward to working in the profession.

Speaker 3

I love going on holiday with the family and have very fond memories of times spent on campsites! Unfortunately, my two sisters are married with their own families now, so we don't get together in the same way anymore. I used to have a lot of respect for my eldest sister because when we were away somewhere new, she would always go out and explore the place, sometimes on her own! I thought she'd give my mother a heart attack one day. I was always much less adventurous. The funny thing is that now she has a really boring, unexciting job in an office and I'm the one who travels all over the place! You'd think it would be the other way around, wouldn't you?

Speaker 4

Whenever I've had problems, about relationships, studies or even once when I got into debt, I haven't taken my worries to my parents. It's not easy to say why ... perhaps because they've had their own problems to deal with. Instead, I usually go to my cousin, Katy. She's ten years older than me and I've always looked up to her. She's always got time for me and doesn't have to rush off somewhere like the rest of my family! And she manages to talk me through the best ways to deal with things without making me feel like I've done something wrong or stupid for not sorting myself out in the first place.

Speaker 5

Most teenagers want an easy life – study, relax and sleep ... lots of sleep! I know that I did. My aim was to get good grades at school so that I could get a good job with a high salary and enough time to chill out with my friends. But this isn't enough for my niece. She's doing extremely well academically, but she's also pushed herself to the limit to reach the top in her chosen sport, swimming. She's done it, too – national champion last year. It's taken a lot of sacrifices and determination, and the poor girl has no social life! But it's what's important to her and I respect her for it.

Unit 7

I=Interviewer G=Gail Simpson

I: There has been a lot on the news recently about people cutting down protected trees. Gail Simpson has experienced this first-hand. Gail – how worrying is this? I mean, we're talking about trees here! It's not really a life-and-death situation, is it?

G: I think it's too easy for people to feel that way. Trees are a very low priority for people. But they would definitely notice them if they weren't there. Of course, trees get cut down all the time – to build new houses, roads, for fuel, for furniture even. So no, their lives can't be compared to a person's if that's what you mean. But they do have a real significance to us. Wouldn't you much rather live in an area where there are trees and grass? They add value to our lives in lots of ways. I worry that we're going to lose this.

I: What value are you talking about?

G: Well, there's the obvious financial value because a house with a garden and trees, or even a house in a tree-lined street, is more expensive than a flat in a tower block. We must also remember that trees take carbon dioxide out of the air to help us breathe. But those are different questions. What I'm really talking about is being able to look out of your window onto a garden and see trees. It's calming and relaxing. Imagine seeing nothing but buildings for mile after mile!

I: Yes, I see your point. So, tell us about your particular problem with trees, Gail.

G: Well, my husband and I live on the coast, looking out across the beach. We used to live in London but decided to move to this area because of the view and because it's very quiet – apart from the summer when we get lots of tourists! But it's beautiful and my husband's a keen fisherman. He takes people out fishing in his boat every fortnight. An added bonus is that the house has a lovely garden with some old oak trees and a huge Scots pine.

I: And as far as I understand, the trees in your particular area are protected, aren't they?

G: That's right. When they started to develop the area and build houses and roads here, most of the few remaining trees – mainly the oak trees and Scots pines – were given protection. This is to keep the place looking natural and also to help other species. If you think about it, so many insects, birds, small mammals, plants and so on depend on trees. This protection means that it is against the law to cut down any of these trees. If you do, you can be prosecuted.

I: Mmm. So, tell us what happened last year, Gail.

G: It was in September, just after the last tourists had gone. I came down one morning to make breakfast and looked out of the window, and I got the shock of my life. The big Scots pine on the very edge of our front garden was gone! There was just a stump sticking out of the ground. The evening before it had been there and that morning it had disappeared. I would have immediately suspected my next-door neighbour, but he was away on holiday.

I: And why would you have thought it was him?

G: The tree was blocking his view of the sea and he'd asked us several times about cutting it down. And it was him! Later, we found out that he'd hired someone to cut it down while he was away! And what a dangerous thing to do! This was a really tall tree! He was fined £50,000. That's how much value he added to the house by having a sea view!

I: An expensive tree! I imagine you and your neighbour are not the best of friends?

G: We didn't use to talk to him very much anyway, but thankfully he doesn't live here anymore. Immediately after the court case, my husband asked him for an apology, but he wouldn't give one. It's difficult to live next door to someone who can do something like that. Fortunately, our other neighbours are really nice people who respect the trees in our area!

Unit 8

M=Man W=Woman

1 You hear a woman talking about a recent holiday.

W: And then he handed me my birthday card and inside were tickets for a weekend in Paris – for that night! I couldn't believe it! He's never done anything like that before – he's always been so predictable. He'd actually wanted to pack for me as well and take me straight to the airport from work. I'm glad my friend Clare told him that I wouldn't have been happy with that! Can you imagine someone else packing your clothes?! Also, I don't usually like doing things at the last minute as I tend to get stressed, but he'd clearly organised everything, so I wasn't at all worried. And it all went very smoothly. It was great!

2 You hear someone talking about an upgrade on a flight.

M: I usually get fed up on the long flight to New York, but last week, I got another free upgrade to first class! Remember it happened the last time I flew there? I certainly never thought I'd get lucky a second time. It makes such a difference to the journey. I wonder how they choose who to upgrade. I know they do it when the plane isn't full, and I could see in the departure lounge that there weren't that many people. Maybe it's to do with how smart you look, and I was wearing my business suit, not my jeans as I normally do for a flight!

3 You hear someone talking about a tourist sight.

M: If you look over there in a moment, you can see Stonehenge – a huge circle of big stones. See where I'm pointing? They're set back from the road, so it's easy to see them as we go past. Tourists aren't allowed to go up and touch them these days, but I remember when I was a kid, we could. They're quite something, aren't they? The big mystery is how they were transported here ... Oh good, he's slowing down for us – that's nice of him. You can get a good long look at them. All we need now is a guide to tell us a bit about the history.

4 You hear someone talking about meeting a famous person.

M: We had a brilliant time, but the highlight of the holiday for me was when I saw Red – you know, the lead singer from Forest? She was in the hotel reception when we checked in.

W: You lucky thing! I'd love to meet her. Is she as pretty as she looks on TV?

M: Oh yeah! But TV makes her look much taller than she really is. I was amazed at how tiny she is. I knew it was her immediately because all that red hair really makes her stand out in the crowd. I started to speak to her, but I didn't really know what to say. You know what I'm like. I just blushed – the same colour as her hair!

5 You hear two people talking about a new car.

W: Wow! Nice car. That must have cost a fortune!

M: Yeah. It wasn't cheap, but with my new position at the bank, I can afford to drive one of these now.

W: I didn't know you'd been promoted. I've missed so much news being in the USA.

M: Mum should have told you. It happened last month. A nice pay rise! If you need a loan or anything, just ask me. I can help you out now.

W: What you can do is give me a ride home in your new car. Would that be OK?

6 You hear someone talking about commuting to work every day.

M: Since we've moved out of London, we've really appreciated the peace and quiet, and it's not as expensive as I thought it would be to travel into the city every day for work. A six-month season ticket is about £1,500, which I don't think is too bad. I don't like travelling when the trains are completely full, so to avoid that, I have to get up at about 6.30. It's earlier than I'd like as I need my sleep! Also, I don't have time for breakfast with the kids, but if it means I can get a seat, then it's worth it.

7 You hear someone talking on the radio.

W: Would you like to go on a holiday with a difference? Something you'll be able to remember for the rest of your life? Well, if you saved up hard or maybe won the lottery, you might be able to afford a ticket for the journey of a lifetime – into space! In the meantime, tonight at 6.30, you can hear from people who have done just that and want to share their experiences. Don't miss out on this opportunity to hear all about that sensation of being in zero gravity. Listen in to *Special Moments* this evening – and perhaps you'll soon be reaching for the stars yourself!

8 You hear someone talking about taking the school bus when he was at school.

M: One of the biggest moments in a kid's life is when they move up to secondary school. I remember it particularly because it meant I got to travel on a school bus with all my mates instead of in my mum's car! In my eyes at the age of 11, only babies went in with their parents! Mind you, it wasn't so good standing around in the cold at the bus stop every morning. And it was a long journey, too, because the bus picked up kids from all around the area. But we filled the time chatting and playing jokes – it was great!

Unit 9

Today, I'd like to tell you a little about one of my favourite authors. He has a special place in my heart because the first book I ever read that didn't have pictures in was one of his! I was nine years old when I was captivated by the book *The Lost World*, which is an exciting adventure story set in South America. However, the writer is famous to most of us for a different type of book completely – detective stories. And I'm sure you all know about them! Is the name 'Sherlock Holmes' familiar to you? Of course it is! Holmes is undoubtedly one of the most famous fictional detectives there has ever been. Since the first mystery, *A Study in Scarlet*, was published in 1887, the stories of Sherlock Holmes have both delighted readers and inspired many crime writers. Even popular writers today, in the 21st century, say how much Sherlock Holmes and his methods of investigating have influenced their own writing.

Sir Arthur Conan Doyle, whose parents were Irish, was born in Scotland but spent most of his life in the south-east of England. He was trained as a doctor but turned to writing when his medical practice failed to do very well. He said that the main inspiration for his writing was his mother. She had an amazing ability to tell stories. Doyle also loved the mysteries of the American writer Edgar Allan Poe, and some people compare Holmes with Poe's French detective, Dupin. The success of his first few stories encouraged Doyle to continue writing, and by the time he died in 1930, he had written 56 short stories and 4 novels about the famous detective. However, his writing was not restricted to stories about his most famous character. Doyle also wrote over 115 short stories which did not include Sherlock! As well as reading about him, we can also see Sherlock Holmes in many films and TV series. Recently, an even newer audience has had the chance to follow his adventures in two new cinema adaptations. There have also been new TV series that bring the stories up to date in the 21st century. Their adventures are based on the real stories, but they live and work in modern-day cities.

Although the Sherlock Holmes stories were very successful, Conan Doyle's real love was history, and he wanted to be known as a serious writer of historical fiction. He killed his famous detective in the story *The Final Problem*, but his readers complained and eventually he brought Sherlock back ten years later in *The Adventure of the Empty House* with an explanation about why he hadn't really died.

Conan Doyle was interested in real-life mysteries, too. He was a member of The Ghost Club, which was an organisation that investigated reports of strange sights or sounds that couldn't be explained. He believed that it

was possible to contact and speak to dead people. And in 1920, he published an article with a photograph of a young child in a garden with fairies. However, many years later, the child in the photo admitted that it was all a big trick. Doyle died in 1930 after a heart attack at the age of 71. He was first buried in the rose garden of his home. Later, however, his body was moved to a churchyard in the New Forest. His greatest creation was Sherlock Holmes and I am convinced that the detective will continue to excite audiences for many years to come.

Unit 10

I=Interviewer T=Thomas Barker

I: In our series of interviews this week about crime fighters, we've spoken to police officers and welfare officers. Today, I'm talking to someone who's actually been in prison and is now helping fight crime himself, Thomas Barker. Thomas, you started breaking the law when you were very young. Can you tell us why?

T: I know it's common for people who've gone bad to blame their family and their upbringing, but quite honestly, I can't really do that. My parents weren't very rich, but they both worked hard and they didn't row much. They had time for me and I respected them. I have two brothers who have never broken the law in their lives, so I don't think there was anything wrong with my home life.

I: So, if it wasn't that, what was it?

T: I think it was the friends I had at school. Before I started school, I was a little angel! Then, I suppose I fell in with a bad crowd. And these were kids at primary school – about ten years old! But these kids were very persuasive. They used to shoplift sweets and drinks from the local newsagent's, and because I didn't want to be different, I did the same. We got away with it, so we did it again and again at a load of different shops. Although it was quite risky, we never got caught.

I: And this continued at secondary school?

T: Yes. It started to get more serious then. By the time I was 14, I was part of a big gang. We weren't in it for bags of sweets or packets of crisps then – it became more organised. We'd watch people's homes for a few days then break in and steal money when we knew they'd be out for a while. It became really exciting. Somehow, it never crossed my mind that the police would find us! We also took valuables like jewellery and watches and sold them on to real criminals.

I: You say 'real criminals'. You didn't think that you were a real criminal yourself?

T: Not at the time. I suppose I thought it was still a big game. We were getting loads of cash out of it, but it was more like playing at being a criminal than being a real one. But that all changed when one of the guys got violent. We were burgling an old lady's house and we didn't know it but she was still at home and came at us with an umbrella! We panicked and one of my mates pushed her over and she hit her head. She was hurt quite badly. We got caught and I ended up doing a stretch in prison.

I: And how did that affect you?

T: I think I was in shock for about six months. It had all been fun and an easy way to make money and buy stuff we wanted and then suddenly there I was in prison. Looking back, I'm really glad we were caught. It brought me to my senses. In prison, I had time to think and I knew I had to change. It's not easy in there. You're surrounded by guys who have done some bad things, and a lot of them are forming new relationships to help them commit more crimes when they get out.

I: Were you helped at all while you were in prison – to prepare for life when you got out?

T: Well, at school I hadn't done well. I hadn't wanted to study or get any qualifications. But in prison, they encouraged me to take exams, and by the time I came out, I was a qualified car mechanic. They got me a part-time job to go to when I was released, too, so I have a lot to thank them for. It meant it was much more unlikely that I would ever go back to my previous life. Luckily, my parents were happy to have me home. However, I wouldn't have blamed them if they'd shut the door on me.

I: And you're helping to change lives yourself, aren't you?

T: I hope so. I'm involved with a volunteer programme to try to help youngsters who are in trouble and maybe in with the wrong crowd. I go to youth clubs and schools and talk about my own experiences and how and why I've changed. I think it helps for them to hear from someone who's been through the things that they might be going through themselves. I wish there had been someone to help me out when I was at that stage.

I: Well, congratulations on doing a great job, Thomas. And we wish you all the best.

Unit 11

M=Man W=Woman

1 You hear a man talking about his work.

M: I hadn't intended to spend my days working in other people's gardens! In fact, I trained to become an accountant, but I soon discovered that I wasn't really suited to office life. It's not a healthy lifestyle really, being inside all the time, sitting at a desk all day. So, I packed it in and started doing odd jobs for people in their gardens to earn some extra money while I thought about what to do next. I needed to get out in the fresh air for a change. I really love that side of the job, plus I've developed very strong muscles in my back! One downside is working in bad weather, but the benefits more than make up for that.

2 You hear a man telling someone about getting lost.

W: You're late! We were expecting you back ages ago – you must be exhausted.

M: And wet! It was supposed to be a short walk in the forest before lunch and then the fog came down and I got completely lost. It can be quite frightening when you're a stranger in a place, but I know the area well and it was just a matter of waiting for a while until it cleared. I must admit it was a bit of an adventure trying to guess the right way in the fog. Quite thrilling really. I just hope it hasn't spoiled dinner. I get really irritated when people turn up late. So, sincere apologies for that.

3 You hear two people talking at a zoo.

M: The penguins have got so much more space than I remember they had when I came here before.

W: Yes, that's good. But I'm still not sure it's good to keep them like this. I know it's good for kids to see them here and learn more about animals that they wouldn't normally see. But I still get a bit upset when I see the monkeys looking through the cage bars at me. It gets me down.

M: But just think – a lot of these animals would be extinct if there weren't places like this. Having visitors like us helps pay for them to live.

W: I suppose they don't have any worries and get looked after well!

4 You hear a woman talking about a sport.

W: I first started sailing when I was about ten and I've been racing in club competitions ever since. I thoroughly enjoy getting soaking wet on a cold, windy day – although a lot of my friends think I'm totally mad! The sailing club offers a great social life, too, and I met my future husband there when we were both 19. I've won nearly every competition I've entered over the last couple of years, but I've just been made redundant and I don't think we'll be able to afford to sail competitively for much longer. It's a pity because it's a healthy way to spend your free time, but I suppose I'll just have to find another cheaper sport to do.

5 You hear a voicemail message.

W: Hi! Just to say that I hope you have a really good, relaxing break in Scotland. It's not the best time of year to choose to go there, but you definitely need the break. I wish you wouldn't work so hard! If you worked fewer days a week, perhaps we would see you more often. At least, we'll have a good time together when you come home for Christmas – I've already got your old bedroom ready for you. But anyway, please, please take care and remember to pack some thick jumpers. Give me a ring when you get there and don't even think about work. They'll survive without you!

6 You hear a man talking about recent flooding.

M: It's unbelievable. The last time this happened, the council assured us all that they would build special defences to prevent flooding if the River Maris burst its banks again. Did they do it? No. Everyone knows that it's an expensive thing to do, but we pay money to the council every year. They can afford it. And when we are flooded, it costs us a fortune. Last year, all the houses in this road were a metre deep in water. Today, it's the same. This must never happen again.

7 You hear the following on the radio.

M: This hot, dry summer has been a bonus for the tourist industry in our area. People have crowded the beaches and seaside hotels have reported their best figures for at least five years. Inevitably though, the hot weather has not been welcomed by everyone. Elderly people suffer badly in the heat and there have been several deaths during the heatwave. It is very important that older people drink enough water. Also, those of you with dogs must remember never to leave them in cars with closed windows. And to get an update on the weather, let's go over to Katy.

8 You hear a woman talking to her friend.

W: For me, it's the perfect part-time job. I'm married with kids who go to school so taking other people's dogs for walks during the day suits me well. It's also great exercise and keeps me fit. I'm not sure if it's the right job for everyone because obviously you need to love dogs, and also you need to be able to deal with the more difficult ones properly. Dog walking is not good for people who don't like the rain and cold! Dogs need walking whether it's boiling hot, freezing cold or pouring with rain! So, it's important to think it through and not to agree to something that you might later regret.

Unit 12

Speaker 1

I've always loved my food, but I never learnt how to cook properly myself when I was young. I suppose I just got used to having meals put in front of me by my very kind mother, who is also the world's best cook. But all that changed when I left home to study at university in the north of England and I had to look after myself. What I did was I downloaded lots of recipes from the internet and I'm gradually working my way through them. And I'm doing pretty well. There have been a few minor disasters, like leaving things in the oven for too long, but generally speaking, I'm getting the hang of it. And my flatmates agree!

Speaker 2

Cooking became a hobby of mine when I was quite young. And what I loved to do was make up new meals

with unusual ingredients. I used to practise on my friends and perhaps they were being polite, but they seemed to enjoy them. The family wasn't always so keen! My mother prefers me to cook traditional meals even now that I'm trained and run a restaurant of my own. Today, I still use unusual combinations of flavours. I must admit I have invented a couple of dishes where the mix wasn't quite right, but you soon learn from your mistakes, don't you?

Speaker 3

I was definitely born with a sweet tooth and that's probably why I've focused on baking cakes in my career. It means I can eat as many as I like! Strangely enough, I don't overdo it and all the running around that I do, cooking and delivering, keeps my weight down. I learnt most of the recipes I use from my mum, but obviously I've added to them over the years by listening to TV chefs and collecting recipe books. An important piece of advice I can pass on after many years of experience is never to rush baking. I used to try to do things quickly and something always went wrong. Also, get the oven temperature right, otherwise your cakes will sink!

Speaker 4

We had to have cookery classes at school, and I didn't enjoy them much. The teacher taught us a lot about nutrition and healthy eating and that was really interesting, but when it came to the practical sessions, my efforts were usually disasters! Once, I made a curry and put in too much chilli pepper. My mum tasted it and then had to run for a big glass of water! She couldn't speak for about an hour! Things didn't get any better with meals I tried to cook after I left school and, as a result, I decided to give up cooking. Sandwiches and takeaway meals are fine for me now.

Speaker 5

I got married last year and before that I had never cooked a meal! My mum had tried to teach me basic recipes, but I just wasn't interested. However, when I got married, I thought I ought to make an effort and I did try. Unfortunately, I was a complete disaster in the kitchen. The meals turned out either tasteless or too salty and I couldn't manage to cook anything without leaving nearly every pan in the kitchen dirty. I was quite happy to continue trying, but my husband eventually got fed up with eating my horrible food and cleaning up after me and now he does all the cooking. He's a natural!

WORKBOOK ANSWER KEY

1 LIFESTYLE

Reading and Use of English Part 7 Multiple matching

1

1 B **2** A **3** A **4** C **5** B **6** D **7** C **8** D
9 B **10** D

2

1 e **2** g **3** f **4** d **5** h **6** c **7** a **8** b

3

1 run in the family
2 made a run for it
3 runs the risk of
4 running for (the) office
5 run its course
6 ran a tight ship

Vocabulary Lifestyle

1 I know very little about the American way of life.
2 My job/lifestyle means I have a stressful lifestyle/job.
3 Are you interested in the private lives of famous people?
4 When he was young, he had a very active lifestyle.
5 How would you try to change your lifestyle?
6 The modern way of life is extremely fast-paced.
7 My relaxed character suits my lifestyle well.
8 The people in this town lead a traditional way of life.

Clothes

1 new
2 smart
3 trendy
4 casual
5 colourful
6 formal
7 Plain
8 baggy

Get phrases

1

1 over **2** away **3** to **4** back **5** out of **6** off

2

1 get the chance
2 got rid of
3 got stressed
4 got stuck
5 getting to have
6 got into trouble
7 got angry
8 get over it

Language focus *Be used to*, *get used to* and *used to*

1 Are, used to **working**
2 got used to **being**
3 Were, used to **swimming**
4 are, used to **getting up**
5 use to **do**
6 get used to **eating**
7 used to **speaking**
8 Are you getting used to **living**

Language focus Habitual behaviour

1 not; ... tend not to have ...
2 sometimes; They'll sometimes spend ...
3 never; My parents are never impolite ...
4 now and again; Now and again, Karen .../... her office in the city now and again.
5 Always; That student is always ...
6 not; It's not like her ...
7 often; My sister often used to go ...
8 hardly ever; I hardly ever stayed ...

Reading and Use of English Part 1 Multiple-choice cloze

1 C **2** A **3** D **4** A **5** B **6** D **7** C **8** D

Listening Part 3 Multiple matching

1

Speaker 1: school pupil
Speaker 2: doctor
Speaker 3: college student
Speaker 4: teacher
Speaker 5: manager

2

Speaker 1: G
Speaker 2: B
Speaker 3: E
Speaker 4: D
Speaker 5: F

3

1 **a** set **b** Setting
2 **a** turn **b** turned
3 **a** looking **b** looked
4 **a** made **b** made

4

1 ... it's the best decision I've ever made.
2 ... no one made any fuss about it.
3 Setting up a business in another country is not an easy thing to do!
4 ... it turned out to be a great success.
5 I haven't looked back!

Writing Part 2 Article

1

1 C **2** D **3** B **4** A

2

1 c **2** b **3** d **4** a

3

1 ✓ **2** ✗ **3** ✓ **4** ✗ **5** ✓ **6** ✓ **7** ✓ **8** ✓
9 ✗ **10** ✓

4

Suggested answers

1 The thing is; **3** Why does the present very rarely live up to our nostalgia for the past?; **5** take a trip down memory lane; **6** Another response might be ...; **7** If you're anything like me, you'll remember parties and holidays rather than a job you disliked; **8** Back to the past; **10** positive, obvious, rarely, simply

5

Sample answer

Time to change your life? Start today!

I'm sure you have things in your life you'd like to change. I did! The difficult part is actually putting ideas into action. Why put off until tomorrow what you can do today?

The two things that drove me crazy weren't actually hard to change. I went to bed too late and was exhausted every morning. I started with a couple of evenings where I'd leave my phone downstairs or not go out and head up to bed early.

The second thing was that I never made time to see my family. Last minute plans didn't work because we wouldn't all be free. So I started planning three months in advance. Guess what? It worked! I now have family events to look forward to like theatre trips and concerts. It's made my brothers and I closer as well.

These days everyone is so busy. We forget to take a step back and think about what we're doing and if we want to be doing it. So, take my advice and do what I did. You have the power to change things – use it!

190 words

2 HIGH ENERGY

Reading and Use of English Part 6 Gapped text

1 F **2** B **3** C **4** G **5** E **6** A **Distractor:** D

2

1 got together with
2 got onto
3 getting into
4 get round to
5 getting over
6 got away with
7 getting at
8 got through

Language focus Gerunds and infinitives

1

1 do
2 living/to live
3 committing
4 finding
5 to try
6 use
7 travelling/to travel
8 to give

2

1 working
2 chatting
3 breaking
4 to carry on
5 replacing
6 to save
7 to count
8 giving up

Vocabulary Sport

1 kicked
2 meeting
3 take
4 racket
5 green
6 took
7 winning
8 drew

Music

1

1 e **2** c **3** a **4** d **5** h **6** b **7** f **8** g

2

1 Live
2 guitarist
3 rock
4 tour
5 charts
6 mime
7 Wind
8 radio

Word formation Affixes

1

1 irresponsible **2** unreliable **3** unusual
4 unexperienced **5** unpleasant **6** unlimited

2

1 unknown **2** irregular **3** unusual
4 dissatisfied **5** improbable **8** unlimited

3

1 impolite **2** spectator
3 organiser/organizer **4** inexperienced
5 unlikely **6** regularly
7 unsure **8** trainees

Listening Part 2 Sentence completion

1

1 sporting ability
2 athlete
3 10,000/ten thousand
4 two/2
5 distractions
6 street
7 coach
8 *Open*
9 Australia
10 superstition(s)

2

1 for **2** in **3** in **4** to **5** to **6** on

Reading and Use of English Part 2 Open cloze

1 as
2 fact
3 far/much
4 if/when/though
5 until/before
6 due
7 Making
8 to

Reading and Use of English Part 4 Key word transformation

1 **go** on fighting
2 **try** going to bed
3 **appears** to be
4 would **rather** not do
5 good **idea** to take out
6 no **use** asking

Writing Part 2 Informal email

1

1 Yes, it does. **2** Yes, it is. **3** No, it isn't.

2

1 b **2** g **3** f **4** c **5** a **6** h **7** e **8** d

3

Sample answer

Hi Tomoko

I'm so looking forward to you coming over to see me. It's going to be great to catch up.

You asked me about activities that we could do. I've thought of a few things because it's not like us to turn down a challenge.

The first is horse-riding. Even though I can ride, I thought that it's time to get you on the saddle – to get over your fear of horses! You could end up loving it!

If you don't fancy that, we could do some rock climbing. You'll need some tight-fitting clothes for this, but don't go and get brand-new stuff because the place can provide it. I think it's better if we go with an instructor or we'll get into trouble knowing us.

My third idea is skiing. We could spend a day in the mountains. I'm a bit worried about getting stuck in a blizzard like last time I went, but my brother has said he can come with us.

Anyway, let me know what you like the sound of and I'll get it booked.

Lots of love

Janet

184 words

3 A CHANGE FOR THE BETTER?

Reading and Use of English Part 5 Multiple choice

1

1 C **2** B **3** B **4** A **5** C **6** D

2

1 took its time **2** missed out on
3 looking into **4** passed away
5 on the way

3

1 missed out on **2** on the way
3 took/takes his time **4** passed away
5 looking into

Language focus Comparisons

1 It was by far the **worst** film I've seen in ages.
2 The town was slightly **nearer** than we thought.
3 That boy is just as noisy **as** his brother.
4 The more time I have, the **longer** I take to do things.

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5 You ought to talk **less** and listen more.
6 She is the **most sincerest** person I've ever met.
7 There isn't much difference **between** my life and his.
8 This wasn't **as** good a restaurant as I thought.

Articles

1

1 the **2** – **3** a **4** the **5** – **6** the **7** a **8** – **9** a

2

1 f **2** d **3** e **4** h **5** c **6** b **7** a **8** g **9** i

Vocabulary Technology

1 access	**2** commented
3 use	**4** communicate
5 sharing	**6** take
7 call	**8** using

Expressions with *as ... as*

1

1 soon **2** many **3** well **4** long **5** far

2

1 d **2** c **3** b **4** e **5** a

Word formation Nouns 1

1

1 similarity
2 appearance
3 generosity
4 explanation
5 loneliness
6 objection
7 existence
8 government/governance

2

1 loneliness
2 government
3 existence
4 carelessness
5 generosity
6 similarities

Reading and Use of English Part 3 Word formation

1 movement
2 known
3 politicians
4 appearance
5 reaction
6 permission
7 extremely
8 childhood

Listening Part 4 Multiple choice

1

1 C **2** A **3** C **4** A **5** C **6** A **7** B

2

1 c **2** f **3** d **4** a **5** b **6** e

Writing Part 1 Essay

2

Positive

1 student interest in the subject
2 good for the environment

Negative

1 too much screen time
2 distracted by other things online

3 and 4

And: additionally; moreover; in addition; furthermore

But: however; on the one hand ... on the other hand; although

So: for that reason; in conclusion; as a result; consequently; therefore

5

1 Therefore/Consequently/As a result
2 On the other hand
3 Although
4 Therefore/Consequently/As a result,
5 In addition/Moreover/Furthermore/Additionally
6 therefore/consequently/as a result
7 However
8 In addition/Moreover/ Furthermore/Additionally
9 In addition/Moreover/Furthermore/Additionally

6

Sample answer

Some people think that technology affects our everyday lives in a positive way. However, other people believe it has had a negative effect.

On the one hand, the use of technology for health has meant people are able to self-diagnose to a certain extent. For instance, in the past, you had to go to the doctor. Now, you can look up your symptoms online and only go if necessary. This leaves more appointments available for people who really need them. Furthermore, technology means home life is more convenient. For example, certain apps allow us to turn on and off heating when we aren't at home and we can even keep an eye on our pets from the office.

On the other hand, technology has its disadvantages. It can lead to too much communication. For example, we

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can be contacted at anytime from anywhere in the world. As a result, unless we put down our phones, we have little down time, which increases overall stress levels.

In conclusion, although there is no doubt technology has been generally positive, we must be aware that it must be used in moderation.

188 words

4 A GOOD STORY

Reading and Use of English Part 6 Gapped text

1

1 C **2** G **3** E **4** A **5** D **6** F **Distractor:** B

2

1 on	**2** of	**3** to
4 between	**5** about	**6** for; of
7 by; for	**8** at; to	**9** on; about
10 with; for		

Language focus *So* and *such*

1 so **2** such **3** so **4** such **5** so **6** such
7 so **8** so

Past tenses and time linkers

1

1 at	**2** in	**3** as/while	**4** until
5 during	**6** As/While	**7** just	**8** for

2

1 PPS
2 PPC
3 PC
4 PPS
5 PS
6 PC
7 PPS
8 PPC

Vocabulary Films

1 plot
2 romance
3 sequel
4 critic
5 cast
6 western
7 soundtrack
8 crew

Take

1

1 on	**2** aside	**3** after	**4** up
5 off	**6** in	**7** to	**8** over

2

1 h **2** e **3** a **4** f **5** c **6** g **7** b **8** d

Word formation Participle adjectives and adverbs

1 worrying
2 annoyed
3 tired
4 embarrassed
5 boring
6 fascinated
7 surprised
8 exciting

Listening Part 1 Multiple choice

1 C **2** B **3** B **4** B **5** C **6** B **7** B **8** A

Reading and Use of English Part 4 Key word transformation

1 wasn't/was not **amused** by
2 as **far** as I'm/I am
3 **takes** ages to have/take
4 had **never** been
5 **such** a terrible film (that)
6 not arrive **in** time

Reading and Use of English Part 3 Word formation

1 childhood
2 variety
3 length
4 relaxed
5 unlikely
6 choice(s)
7 importantly
8 acting

Writing Part 2 Report

2

Paragraph 2: Types of events
Paragraph 3: Place of events
Paragraph 4: Where to advertise
Paragraph 5: Conclusion

3

1 d **2** e **3** a **4** b **5** h **6** g **7** f **8** c

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4

Suggested answers

Paragraph 1: Introduction

Paragraph 2: Social activities

Paragraph 3: Where to hold events

Paragraph 4: How to get young people interested

Paragraph 5: Conclusion

5

Sample answer

Introduction

The aim of this report is to suggest how more young people can be drawn to the town centre. At the moment, there is little for them to do in their free time there.

Social activities

Naturally, many young people like to go out at weekends. A neighbouring town has recently attracted teenagers by having table tennis in the shopping centre. Alternatively, there could be meetups in the local coffee shops for different hobbies, such as film-making.

Where to hold events

Another point to consider is monthly events. I would strongly recommend having under-18 nights at the local leisure centre or museum. Obviously, they would need parental permission. As well as this, suitable staff should be employed for such events.

How to get young people interested

While teachers are able to communicate information, it is clear that young people are more likely to listen to their peers. For this reason, it would be good to employ teenage volunteers to promote the information in local schools.

Conclusion

In conclusion, I believe that if these recommendations were followed, more young people would go into the city centre in their free time.

190 words

5 DOING WHAT YOU HAVE TO

Reading and Use of English Part 7 Multiple matching

1

1 C **2** D **3** D **4** D **5** A **6** B **7** C **8** D
9 A **10** B

2

time drags all the time busy times
time-consuming waste of time free time
a short time spend time full-time

3

1 on time

2 in next to no time

3 high time

4 down time

5 keeping time

6 doing time

7 make up for lost time

8 time out

Language focus Obligation, necessity and permission

1

1 must not be

2 are allowed to

3 made

4 must

5 need

6 are supposed to be

7 are not allowed to

8 don't have to

2

1 b **2** e **3** a **4** h **5** d **6** g **7** c **8** f

Vocabulary The world of work

1

1 resign

2 good

3 long

4 devote

5 abandoned

6 worked

7 tiring

8 rewarding

2

1 The worker was **made** redundant by her boss after 30 years' service.

2 Most hospital employees have to **work** shifts.

3 She decided to give **up** her job because she disliked her new boss.

7 Getting a **good** salary in a job you actually enjoy is the goal.

Word formation *En-* prefix and *-en* suffix

1 worsened

2 lengthen

3 encouraged

4 threatening

5 enable

6 endangers

7 widening

8 heighten

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Listening Part 2 Sentence completion

1

1 passion
2 *Rainbows*
3 (only) three/3
4 routine
5 morning(s)
6 café
7 fountain pen
8 writer's block
9 different
10 five/5

2

1 put **2** fooled **3** set/put **4** write **5** run **6** go

Reading and Use of English Part 1 Multiple-choice cloze

1 B **2** A **3** B **4** D **5** C **6** C **7** A **8** D

Writing Part 2 Formal email

1

1 ✗ **2** ✓ **3** ✓ **4** ✗ **5** ✓ **6** ✗ **7** ✓ **8** ✗
9 ✗ **10** ✓

2

1 d **2** f **3** a **4** c **5** h **6** b **7** e **8** g

3

1 assist	**2** inform	**3** require	**4** attend
5 request	**6** provide	**7** contact	**8** permit

4

Sample answer

Dear Mrs Williams,

I saw the advertisement for a waitress in the *Daily Gazette* and was interested in applying as I'm looking for part-time work.

At the moment, I am studying catering at St Matthew's College. It is a two-year course and I feel this position would be a valuable experience for my studies.

I am a keen chef and often invent new recipes for my parents and brother. I am also interested in having a career in the restaurant industry one day and would love to learn more.

At Christmas, I worked at a local Italian restaurant for two months. My responsibilities included taking orders and booking tables. In addition to this, I had to deal with any customer complaints.

I am available to work at weekends and in the evening. This wouldn't interfere with my studies. I would love to have the opportunity to work at your restaurant at these times and would be happy if you could consider me for the role.

I look forward to hearing from you soon.

Yours sincerely,

Lucy Walker

177 words

6 RELATIVE RELATIONSHIPS

Reading and Use of English Part 5 Multiple choice

1

1 A **2** B **3** C **4** A **5** D **6** C

2

1 headline	**2** coastline	**3** deadline	**4** outline
5 underline	**6** offline	**7** pipeline	**8** guideline

3

Nouns: airline, headline, coastline, deadline, outline, pipeline, guideline

Verb: underline

Adjective: offline

Vocabulary Relationships

1 up	**2** with	**3** of	**4** on
5 out	**6** look	**7** down	**8** told

Describing people

1

Appearance: bald, expressive, freckled, pale, plump

Character: generous, insensitive, intolerant, modest, reserved

2

1 freckled/plump
2 modest
3 bald
4 plump
5 intolerant
6 expressive
7 pale
8 reserved
9 generous

Language focus Defining relative clauses

1 where	**2** when/that	**3** whose	**4** why/that
5 who/that	**6** which/that	**7** when	8 who/that

Non-defining relative clauses

1 The woman, who I met last week, is a pharmacist.
2 My aunt, who doesn't like heights, did a parachute jump.
3 The office, where I worked, is very modern.
4 My birthday is the time when I have a big party.
5 This is the painting that is known all over the world.

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6 I was only nine when my older brother left home.
7 The reason why she came here was to learn English.
8 That toy, which I had as a child, is still very popular.

Causative passive with *have* and *get*

1 had
2 enlarged
3 delivered
4 getting
5 painted
6 cut
7 was
8 renewed

Listening Part 3 Multiple matching

1

Speaker 1: C
Speaker 2: F
Speaker 3: H
Speaker 4: E
Speaker 5: B

2

1 c **2** e **3** a **4** f **5** d **6** b

Reading and Use of English Part 4 Key word transformation

1 **having** our/the roof fixed by
2 **grew** up in
3 to **put** me up
4 no **circumstances** are you
5 **is** impatient with
6 had **known** each other for/had **known** one another for

Reading and Use of English Part 2 Open cloze

1 up	**2** who/that	**3** The	**4** can't
5 rather	**6** In	**7** up	**8** would

Writing Part 2 Review

2

Paragraph 1: B
Paragraph 2: A
Paragraph 3: D
Paragraph 4: C

3

Include in a review: 2, 4, 5, 7
Don't include in a review: 1, 3, 6, 8

4

1 hilarious
2 confusing
3 predictable
4 stunning
5 uplifting
6 moving
7 gripping
8 fantastic

6

Sample answer

Bridesmaids

I recently saw the comedy *Bridesmaids* and wasn't disappointed. The 2011 film was co-written by Kristen Wiig, who also stars as the main character, Annie.

Annie has been asked to be the maid of honour for her best friend, Lillian, played by Maya Rudolph. Annie is down on her luck as her cake-making business has failed and she is forced to move back in with her mum. To make things worse, Annie finds a rival in Helen, the wife of Lillian's fiancé's boss. She seems to have everything Annie doesn't. At the same time, Annie's on/off boyfriend looks like bad news – that is, until she meets a friendly police officer.

There is a lot to celebrate in this film. The situations the characters find themselves in and the difficult relationship between Annie and Helen are hilarious. The mainly female cast is also fantastic. My only criticism is that the romance between Annie and the police officer is predictable and perhaps unnecessary in a girl-power film.

I would recommend this film to anyone who needs a good night out. It's laugh-out-loud and heart-warming at the same time.

187 words

7 VALUE FOR MONEY

Reading and Use of English Part 6 Gapped text

1

1 G **2** D **3** B **4** A **5** E **6** C **Distractor:** F

2

1 a **2** f **3** g **4** c **5** d **6** h **7** b **8** i **9** e

3

1 come up to	**2** came forward
3 came up against	**4** come by
5 came apart	**6** came about
7 coming down with	**8** come round

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Language focus Present perfect simple

1

2 My mum **has already been** to the gym three times this week.

4 They **have been** to America only once since they were kids.

7 Dad **has done** a lot of overtime in the last few days.

8 We **swam** every week when we were younger.

2

1 haven't seen

2 've/have known

3 ate

4 worked

5 have never been

6 started

7 've/have ordered

8 've/have heard

Present perfect simple or continuous

1

1 seen

2 called

3 been waiting

4 gone

5 been working

6 broken

7 been living

8 studied

2

1 've/have written

2 has just got

3 has been calling

4 has visited

5 've/have already booked

6 've/have been looking

7 has worked

8 haven't/have not been out

Vocabulary Shopping

1

1 d **2** e **3** c **4** g **5** f **6** a **7** h **8** b **9** i

2

1 free	**2** refund	**3** worth	**4** purchase
5 stock	**6** receipt	**7** ordered	**8** discount

Paraphrasing and recording

1

1 about

2 contrast

3 respects

4 aware

5 shows

6 associate

7 scenes

8 constantly/continually

Towns and villages

1 f **2** h **3** d **4** a **5** b **6** c **7** e **8** g

Listening Part 4 Multiple choice

1 C **2** B **3** B **4** B **5** A **6** C **7** B

Reading and Use of English Part 1 Multiple-choice cloze

1 D **2** A **3** D **4** B **5** C **6** C **7** A **8** D

Reading and Use of English Part 3 Word formation

1 shocking	**2** eaten
3 production	**4** Supporters
5 seasonal	**6** donations
7 Surprisingly/Unsurprisingly	**8** footsteps

Writing Part 1 Essay

1

Paragraph 1: Introduction and opinion

Paragraph 2: Cost

Paragraph 3: Transport

Paragraph 4: Your own idea

Paragraph 5: Conclusion

3

1 Firstly	**2** due	**3** While	**4** question
5 Not	**6** said	**7** instance	**8** conclusion

4

Sequencing: finally; the second; next; also; lastly

Cause and effect: because of; therefore; so; as a result; since

5

Introduction B is correct.

Conclusion A is correct.

6

Sample answer

I strongly believe that living in the city is preferable to living in the countryside.

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Firstly, there is the cost of living. The countryside is certainly cheaper with lower rent and food prices. However, if you live in the countryside, you are more likely to spend money on transport. For example, you have to travel to find entertainment like cinemas and theatres if you are in the middle of nowhere, whereas in the city, this is all conveniently located.

Secondly, job opportunities must be taken into consideration. Not only does the city offer more varied careers, but it also gives people the chance to move to different companies within those careers. In the countryside, your choices are rather more limited.

Lastly, there is the social aspect. In the countryside, your social circle will probably be smaller. In the city, you can build up a network of friends from free-time activities as well as work. For instance, your work may organise social events with people from other branches of the company.

To sum up, I would agree that city life has many more opportunities than the countryside has to offer.

190 words

8 ON THE MOVE

Reading and Use of English Part 7 Multiple matching

1

1 B **2** B **3** A **4** C **5** D **6** A **7** C **8** B **9** D **10** C

2

-ment: amaze; develop; excite; improve; treat

-ion: construct; graduate; prevent

3

1 development
2 prevention
3 graduation
4 amazement
5 excitement
6 construction
7 treatment
8 improvement

Language focus The future

1

1 Shall
2 be lying
3 going to
4 on the point of
5 until
6 definitely won't
7 have been living
8 unlikely

2

1 will be
2 to win
3 behave/will behave
4 will/'ll do/is going to do
5 are getting/are going to get
6 will/'ll be passing
7 to leave
8 will/'ll have been living

Contrast linkers

1

3 **Even though** he had a big house, he lived by himself.
4 My sister was good at sport whereas I **wasn't**/My sister was good as sports **and** I was as well.
5 **Although/Even though** I had a part-time job, I still found time to study.
8 **Despite** telling my mum not to call, she did anyway.

2

1 however
2 Although
3 even though
4 despite
5 Nevertheless
6 In spite of
7 But
8 Despite

Vocabulary Travel and holidays

1

1 tour **2** trip **3** catering **4** getaway **5** instalments **6** available **7** fully **8** suit

2

1 offers **2** destination **3** tour **4** flight **5** away **6** travel **7** plenty **8** adventure

Phrasal verbs

1

1 on **2** for **3** with **4** about **5** out **6** across

2

1 on **2** of **3** for **4** for **5** to **6** of **7** of **8** on

Word formation Adjectives

1 beneficial
2 destructive
3 different
4 foggy
5 peaceful

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6 apparent
7 various
8 hesitant

Reading and Use of English Part 3 Word formation

1 successful
2 originally
3 surprisingly
4 consideration
5 financial
6 tolerant
7 beautiful
8 thinking

Listening Part 1 Multiple choice

1 B **2** A **3** C **4** B **5** A **6** B **7** C **8** A

Reading and Use of English Part 4 Key word transformation

1 **probably** can't/**probably** won't be able to
2 **make** sure I
3 **Despite** being/feeling exhausted/**Despite** their exhaustion
4 had in **mind**
5 won't/will not be **long** until/before
6 had no **intention** of stopping

Writing Part 2 Informal email

1

1 Sorry I haven't written for ages.
2 Great news about your travel plans.
3 for sure
4 The thing is
5 you'd better plan ahead
6 I'd go for
7 Actually
8 Drop me a line soon.

2

Greeting:
Dear Emma
Dear Mrs Jones (F)
Hi

First paragraph:
How do you do? (F)
How's it going?
It was great to hear from you.
Sorry I haven't been in touch.

Responding to good/bad news:
Brilliant news that ...
I'm awfully sorry to hear about ... (F)
I'm so happy to hear that ...
It's terrible about ...

Finishing the letter:
Anyway, I've got to go.
Please do not hesitate to contact me. (F)
Take care of yourself.
Write to me asap.

3

1 Anyway **2** by the way **3** As for
4 basically **5** Actually **6** The thing is

4

Sample answer

Hey Will

Brilliant news that you're coming to Barcelona. I'll get my spare room ready for you.

If you could get me some English chocolate, I'd love that, and maybe some Marmite. I know you think I'm crazy for liking it! And I'll pay you back when you get here.

As for getting to my place from the airport, it's pretty simple. You just take the airport underground to the city centre. It takes about half an hour. But anyway, don't worry, as it's the weekend, I can come and pick you up. Just tell me the time.

I can get a couple of days off, so how about we go to some touristic places like the Sagrada Familia and the Picasso Museum? Then we can head to the beach in the evening when it's a bit cooler. What do you reckon?

Anyway, I've got to go or I'll be late for this birthday party I'm going to.

Write to me asap.

Pablo

163 words

9 MYSTERY AND IMAGINATION

Reading and Use of English Part 5 Multiple choice

1

1 C **2** D **3** D **4** A **5** A **6** C

2

1 c **2** e **3** a **4** f **5** b **6** d

Language focus Modals of speculation and deduction

1 may have
2 must
3 may not have
4 couldn't
5 might
6 can't

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7 must have left
8 might not be

Reported speech

1

1 had to start
2 wanted
3 could come
4 should ask
5 'd/would do
6 were enjoying
7 had met
8 could have

2

1 there
2 previous
3 following
4 before
5 next
6 then

Reporting verbs

1 encouraged
2 admitted
3 reminded
4 threatened
5 recommended
6 complained
7 congratulated
8 accused

Vocabulary *Give*

1

1 back
2 scream
3 smile
4 pleasure
5 look
6 in
7 shock
8 surprise

2

1 d **2** e **3** c **4** b **5** a

Word formation Adverbs

1 apparently
2 scarily
3 convincingly
4 quickly
5 scientifically
6 enthusiastically
7 completely
8 happily

Reading and Use of English Part 2 Open cloze

1 for
2 far
3 when
4 an
5 Since
6 in
7 Despite
8 up

Listening Part 2 Sentence completion

1

1 adventure
2 1887
3 England
4 mother
5 56/fifty-six
6 21st/twenty-first century
7 *The Final Problem*
8 The Ghost Club
9 article
10 (rose) garden

2

1 when **2** both **3** the time; However
4 As well as **5** Although **6** eventually

Writing Part 2 Article

3

1 C **2** E **3** A **4** D **5** B **6** F

4

Involve the reader:
Are you the kind of person who ...?
Have you ever thought about ...?
Stating your opinion:
I have no doubt that ...
I have the feeling that ...
I would say that ...
Using adverbs:
Interestingly, ...
Surprisingly, ...
Worryingly, ...

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Building your argument:

Let's start with ...

On top of that, ...

What's more, ...

Justifying your opinion:

Taking everything into account, ...

The evidence appears to support my opinion.

This leads me to believe that ...

5

1 B

2 C

3 T

4 I

6

Sample answer

Turn To Page 30

Is this the way your lessons used to start at school? Did it spark your interest? I would say that the answer is probably no.

Not surprisingly, many teachers know their subjects well. The thing is this doesn't seem to be enough. I have no doubt that you can remember a teacher who knew their stuff but couldn't capture the attention of the class.

There has to be an additional skill. Getting students' interest and participation is key. It's good to do something practical: an experiment, a game, a role play. In fact, anything that makes the subject memorable means you're halfway there.

Why is this important as long as you get the exams you need? Well, for one, it's a more enjoyable experience for everyone. There is interaction and the belief that learning doesn't have to be boring. What's more, the student is more likely to want to study that subject to a higher level.

The evidence appears to support my opinion. You never forget a teacher who inspired you and that may be the reason why you're doing what you do today.

188 words

10 NOTHING BUT THE TRUTH

Reading and Use of English Part 6 Gapped text

1

1 C **2** E **3** A **4** F **5** B **6** G **Distractor:** D

2

1 The outcome of the negotiations was satisfactory.

2 The outlook for tomorrow remains sunny.

3 Sarah has such an outgoing personality.

4 This document outlines our recycling policy.

5 We were outplayed so we lost the match.

6 My son has outgrown his uniform.

3

1 outplay

2 outlook

3 outline

4 outcome

5 outgrow

6 outgoing

Language focus Passives

1 to be considered

2 had been stolen/were stolen

3 was arrested/has been arrested

4 have been released/were released

5 is being closed/will be closed

6 are being sentenced

7 will have been trained

8 is being questioned

Infinitives after passives

1 The suspect is known to be in the community./It is known that the suspect is in the community.

2 The Prime Minister is expected to give a speech later./ It is expected that the Prime Minister will give a speech later.

3 The man had been mugged (by someone) in the city centre.

4 Images of the thieves have been released (by the police).

5 It is thought that the financial crisis will end soon./ The financial crisis is expected to end soon.

6 The young woman is being held at the police station.

7 It is believed that the shop will close down next week./ The shop is expected to close down next week.

8 All visitors to the museum will be searched.

Vocabulary Crime and punishment

1 a **2** e **3** f **4** g **5** d **6** b **7** c

Phrasal verbs

1

1 up **2** up **3** out **4** out **5** out **6** out **7** up **8** out

2

1 d **2** c **3** b **4** a

Paraphrasing and recording

1 free

2 available

3 monopoly

4 former

5 into

6 training

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7 open
8 for
9 reluctant
10 feel/atmosphere
11 Contrary
12 in
13 gave
14 own

Word formation Participle adjectives and adverbs

1 varied
2 boring
3 Surprisingly
4 relieved
5 surprised
6 threatening
7 rewarding
8 stimulated

Listening Part 4 Multiple choice

1 B **2** B **3** A **4** A **5** C **6** C **7** C

Reading and Use of English Part 2 Open cloze

1 spite
2 it
3 to
4 the
5 for
6 many
7 would
8 an

Reading and Use of English Part 4 Key word transformation

1 've/have never **seen** a more/'ve/have never **seen** such a
2 should **be** given
3 **are** believed to have died
4 owned **up** to
5 was being **watched**
6 were given/handed **out**

Writing Part 2 Review

1

1 Explain what the book was about.
2 Say what you liked or disliked about it.
3 Say whether other people should read it too.

2

What I liked:

I was pleasantly surprised by ...
The best thing about this book is ...

What I disliked:

I was disappointed that ...
It's a shame that ...

Book vocabulary

chapter
main character
plot

Recommendations:

definitely worth a read
Overall, if you like crime novels, then this one's for you.

3

1 sub-headings
2 paragraphs
3 what happens
4 recommendations
5 the ending
6 neutral style
7 an introduction
8 a conclusion

4

Sample answer

A Fascinating Read

Mark Haddon's bestseller, *The Curious Incident of the Dog in the Night-time*, was published in 2003. It has since been made into a play.

The plot involves the main character, Christopher Boone, who sets out to solve the murder of his neighbour's dog. The 15-year-old boy is thought to have Asperger's, although it is never stated by the author. So, this event threatens his very ordered life and routines. He tries to solve the mystery by doing what Sherlock Holmes would do.

This book taught me so much about people who think differently from me. It really opened my mind. Christopher has an amazing mind and is extremely logical. I was also pleasantly surprised by the humour in it. The main thing I was disappointed with was that the language is very simple, so people who like flowery literary language might not like it.

Overall, if you like books that make you think and look at the world differently, then this one's for you.

167 words

11 WHAT ON EARTH'S GOING ON?

Reading and Use of English Part 7 Multiple matching

1

1 A **2** B **3** A **4** D **5** D **6** C **7** B **8** D
9 B **10** C

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2

1 let **2** broke **3** hold
4 play **5** turned **6** looked
7 winding **8** back

3

1 looked down on **2** break down **3** playing down
4 backed down from **5** turned down **6** wind down

Language focus *Too* and *enough*

2 I don't have **enough cash** for the parking metre.
4 My mum's not **confident enough** to drive at night.
6 It all happened **too quickly** for me to take in.
7 There were far **too few** people in my lecture today.

Conditionals

1

1 wouldn't
2 won't
3 take
4 long
5 had
6 might
7 provided
8 will clean

2

1 You would have been able to stay out provided you **had called** me.
2 As long as she **lets** me know, I could allow it to happen.
3 If I **had** a job, I could have easily gone on that holiday.
4 If James **didn't have** a broken leg, he might have given you a lift.
5 Would she have bought that house if she **hadn't had** the money?
6 He would be able to eat dinner if he **hadn't eaten** too much at lunch.
7 If I **were** her parents, I would have grounded her for rudeness.
8 On condition that they were available, will they **go** to the villa?

Vocabulary *Put*

1 up **2** off **3** an **4** on **5** into **6** on **7** off **8** up

Weather

1 calm
2 glorious
3 cool
4 heavy
5 tropical
6 stormy
7 Gale-force
8 thick

Reading and Use of English Part 1 Multiple-choice cloze

1 C **2** B **3** D **4** A **5** B **6** A **7** C **8** D

Reading and Use of English Part 3 Word formation

1 seemingly
2 ecology
3 relatively
4 spacious
5 reassessment
6 extinction
7 Improbable
8 predictable

Listening Part 1 Multiple choice

1 A **2** B **3** B **4** B **5** A **6** A **7** C **8** C

Writing Part 2 Report

3

1 by **2** as **3** into **4** on **5** about **6** in **7** of **8** in

4

1 formal
2 purpose
3 points
4 audience
5 headings
6 recommendations
7 count
8 mistakes

5

1 overall
2 Few
3 aim
4 instead
5 account
6 majority
7 reason
8 intended

6

Introduction: 3; 8
Making a recommendation: 4
Justifying your opinion: 5; 7
Reporting results: 1; 2; 6

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7

Sample answer

Introduction

This report is intended to offer ways in which individuals and their households can save water, and to suggest how to promote these ideas.

On a personal level

Having asked my class, the majority of people stated that they could turn off the tap while brushing their teeth. It would also be advisable to take shorter showers. Why not put a timer in the bathroom with a suggested limit of three minutes?

As a household

The overall opinion from the class was to install a rainwater tank. The reason I believe this is a good idea is it is a natural source of water that can then be used for cooking, washing vegetables and watering plants.

Raising awareness

While a lot of information goes on our school website, it might be better to display posters in every classroom. The teacher can draw attention to them in class or even encourage students to take one home to put on their kitchen cupboard.

Conclusion

In conclusion, taking all this into account, I'm sure we will see a reduction in water usage.

180 words

12 LOOKING AFTER YOURSELF

Reading and Use of English Part 5 Multiple choice

1

1 B **2** D **3** D **4** D **5** C **6** A

2

1 on the fence
2 the icing on the cake
3 on its last legs
4 think on her feet
5 on second thoughts
6 got off on the wrong foot

Extra: to fall on deaf ears

Language focus Quantifiers

1

1 couple
2 Every
3 number
4 little
5 few
6 Most
7 amount
8 None

2

1 A little
2 any
3 a great deal of
4 neither
5 hardly any
6 a few
7 needs
8 most of

Hypothetical situations

1 wouldn't eat
2 did
3 listened/would listen
4 didn't call
5 had learnt
6 hadn't spent
7 had gone
8 kept

Prepositions and gerunds

1 told; for
2 get over
3 good; of
4 carry on
5 tired of
6 looking; to
7 difficulty in
8 take up

Vocabulary Food and drink

1

1 b **2** h **3** c **4** a **5** d **6** f **7** g **8** e

2

1 swallow	**2** bolt	**3** sit-down	**4** meal
5 fussy	**6** fizzy	**7** soft	**8** sip

Health

1

1 bleed	**2** heart	**3** stiff	**4** black
5 pressure	**6** sprained	**7** tooth	**8** infection

2

1 prescription
2 stomach
3 bandage
4 injection
5 scar
6 blister
7 throat
8 stitches

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Reading and Use of English Part 3 Word formation

1 childhood
2 effective
3 educational
4 unnecessary
5 additional
6 freedom
7 suitable
8 incredibly

Listening Part 3 Multiple matching

1

Speaker 1: C
Speaker 2: E
Speaker 3: H
Speaker 4: B
Speaker 5: F

2

1 looking
2 working
3 get
4 made
5 turned
6 got

3

a get the hang of
b got fed up with
c made up
d looking after
e working my way through
f turned out

Reading and Use of English Part 4 Key word transformation

1 **wishes** he didn't/did not
2 **my** (personal) preference
3 got/was told **off** for
4 no **point** in inviting
5 couple **of**
6 **time** my son had/got

Writing Part 1 Essay

1

Students' own answers

2

1 Many people believe
2 did not have the insight into
3 For instance
4 It is often thought that
5 I tend to think
6 There is no denying that
7 In spite of this
8 To sum up,

3

1 Although
2 However
3 result
4 Despite
5 In addition
6 Because

4

Sample answer

I tend to agree that children today will have a longer life expectancy than that of their grandparents.

There's no denying that work has changed a great deal. People used to retire at 65, and now it's likely that people will have to stop work later. In spite of this, the working conditions are better and safer. For example, there is a limit to how many hours a week someone works.

Then, there is the topic of diet. I'm not convinced by people who say that our diet is better. In our grandparents' generation, there was more locally sourced food, and now there are many preservatives because a lot of food is produced overseas. These can be harmful to the body.

It is often said that medicine has made giant steps in recent years. In addition, people are generally more aware of their health. Many illnesses that were once deadly can now be vaccinated against. For instance, since 1963 in the UK, we have had the measles vaccine.

In conclusion, I believe that children will live longer than their grandparents, but this is mainly thanks to advancements in medical science.

190 words

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