CAMBRIDGE UNIVERSITY PRESS
CAMBRIDGE ENGLISH Language Assessment
Part of the University of Cambridge

Cambridge English

CAMBRIDGE OFFICIAL PREPARATION MATERIAL

MINDSET FOR IELTS

STUDENT'S BOOK FOUNDATION

WITH Testbank AND ONLINE MODULES

An Official Cambridge IELTS Course

CAMBRIDGE UNIVERSITY PRESS

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

CAMBRIDGE OFFICIAL PREPARATION MATERIAL

MINDSET FOR IELTS

An Official Cambridge IELTS Course

STUDENT'S BOOK
FOUNDATION

Cambridge University Press
www.cambridge.org/elt

Cambridge English Language Assessment
www.cambridgeenglish.org

www.cambridge.org
Information on this title: www.cambridge.org/9781316636688

© Cambridge University Press and UCLES 2017

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2017

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Malaysia by Vivar Printing

A catalogue record for this publication is available from the British Library

Additional resources for this publication at www.cambridge.org/mindsetforielts

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

CONTENTS

UNIT 01: DAILY LIFE	P10
UNIT 02: HOUSE AND HOME	P20
UNIT 03: HOBBIES, LEISURE AND ENTERTAINMENT	P34
UNIT 04: TRAVEL AND HOLIDAYS	P45
UNIT 05: FOOD	P58
UNIT 06: TRANSPORT AND PLACES IN TOWN	P70
UNIT 07: JOBS, WORK AND STUDY	P80
UNIT 08: HEALTH AND MEDICINE	P92
UNIT 09: LANGUAGE	P103
UNIT 10: SCIENCE AND TECHNOLOGY	P114
ANSWER KEY	P124
LISTENING SCRIPTS	P131

MEET THE AUTHORS

With a thorough understanding of the essential skills required to succeed in the IELTS test, let our team of experts guide you on your IELTS journey.



Greg Archer

Greg Archer is an experienced, DELTA-qualified teacher and teacher trainer who began teaching *IELTS* at International House in London, where he trained and qualified as an *IELTS* Examiner in both Writing and Speaking. After moving to Cambridge in 2013, he has been working at an international college, at various times managing the English Language department, developing appropriate courses to run alongside A Level and GCSE study, and primarily teaching *IELTS* and English for Academic Purposes classes to students whose ambition is to enter a UK or English-speaking university.



Lucy Passmore

Lucy began teaching English in 2002 in the UK and Spain, where she prepared young learners for Cambridge English exams. She has been a tutor of English for Academic Purposes since 2008, and has taught on *IELTS* preparation courses in addition to preparing international students to start degree courses at Brunel University and King's College London. Lucy is currently based at King's College London, where she teaches on foundation programmes for international students, provides in-sessional support in academic writing for current students and contributes to materials and course design.

The *Mindset for IELTS* authors have extensive experience teaching in the UK and globally. They have helped prepare students for the *IELTS* test from all over the world, including:

China, UK, Pakistan, Middle East, Hong Kong, Korea, Italy, Indonesia, Sri Lanka, Kazakhstan, Greece, Russia, Spain



Peter Crosthwaite

Peter has worked in the TESOL and applied linguistics fields for 13 years. His previous experience includes writing and consultancy work with various publishers, two sessions as Director of Studies for language schools in the UK, over six years' experience in the Korean EFL context, and teaching and supervision experience at the University of Cambridge. He is currently an Assistant Professor at the Centre for Applied English Studies (CAES), University of Hong Kong, where he is the coordinator of the MA Applied Linguistics (MAAL) and the MA TESOL. He is currently co-teaching the 'Second Language Acquisition' module for both programs. He has worked on *IELTS* test preparation, publishing and materials development for over 10 years, with 4 years of experience as a qualified *IELTS* Examiner.



Natasha De Souza

Natasha has been involved in the ELT industry for 15 years – as a teacher, Director of Studies, Examiner and an Examinations Officer. She started teaching *IELTS* in 2006, when she worked on a University Pathway and Foundation Programme for a language school in Cambridge. More recently, as a Director of Studies and an Examinations Officer, she was responsible for giving guidance to students and teachers on how the *IELTS* test works and how best to prepare for it.



Jishan Uddin

Jishan has been an EFL teacher since 2001. He has taught on a range of courses in the UK and Spain, including general English, exam preparation and English for Academic Purposes (EAP) courses and is currently an EAP lecturer and academic module leader at King's College, London. He has extensive experience teaching *IELTS* preparation classes to students from around the world, particularly China, the Middle East and Kazakhstan. He also has experience in designing resources for language skills development as well as exam preparation and administration.



Susan Hutchison

Susan Hutchison has been an ESOL teacher and examiner for more than 30 years. She has taught overseas in Italy, Hungary and Russia. She now lives and works in Edinburgh, Scotland as an ESOL teacher in an independent school for girls. She has co-authored a number of course books, preparation and practice materials for both Cambridge English Language Assessment and *IELTS*. She has also developed online and interactive *IELTS* practice materials for the British Council.



Marc Loewenthal

Marc has been teaching for 35 years, mostly in the UK but also abroad in Greece, Russia, Middle East, Indonesia and Pakistan. He has taught in the public sector since 1990, mostly in further education and adult education, and more recently on pre-sessional EAP university courses. He has been a Speaking and Writing Examiner for over 25 years and has expert knowledge of *IELTS* requirements for university admission.



Claire Wijayatilake

Claire has been teaching English since 1988. She spent much of her career in Sri Lanka, including 16 years at British Council, Colombo. She became an *IELTS* Examiner in 1990 and examined regularly in Colombo and Malé, Maldives for almost 20 years. She worked as the *IELTS* Examiner Trainer for Sri Lanka, recruiting, training and monitoring examiners. She then moved into training and school leadership, serving as Teacher Trainer and Principal at various international schools. She returned to the UK in 2013 and worked for Middlesex University, where she started her materials writing career. She is currently a Visiting Lecturer at Westminster University, which allows her time to write. She has a PhD in Applied Linguistics and English Language Teaching from the University of Warwick.

HOW DOES MINDSET FOR IELTS WORK?

AVAILABLE AT FOUR LEVELS

FOUNDATION LEVEL	LEVEL 1	LEVEL 2	LEVEL 3
	Target Band 5.5	Target Band 6.5	Target Band 7.5

CORE MATERIAL

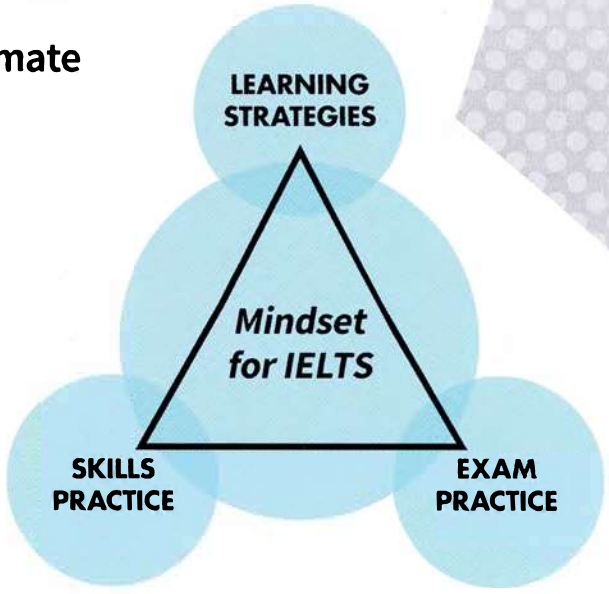
- Student's Book (print and digital).
- Online skills modules for Reading, Writing, Listening, Speaking plus Grammar and Vocabulary.

ADDITIONAL MATERIAL

- Customised online modules for specific L1 groups that focus on areas where help is most needed, informed by the Cambridge English Learner Corpus.
- Academic Study Skills online module that prepares students for the challenges of studying a university-level course taught in English.

TAILORED TO SUIT YOUR NEEDS

Mindset for IELTS gives teachers the ultimate flexibility to tailor courses to suit their context and the needs of their students.



GIVES TEACHERS CHOICE

- Course design means teachers can focus on either the skills or the topics that their students need the most help with.

CUSTOMISATION

- Online modules can be used in the classroom as extension work or as extra practice at home, allowing the teacher to customise the length and focus of the course.
- Additional online modules designed for specific L1 learners can be incorporated into the course.

FOUNDATION LEVEL CONFIGURATION

The *Mindset for IELTS* course comprises 5 key components:

CORE TOPICS & SKILLS	**Foundation Student's Book (print and digital)** 10 topic-based units, organised by skill, provide 60–90 hours of teaching per level
ONLINE SKILLS MODULES	**8 hours of practice per skill, per level:** • Listening and Speaking • Reading and Writing • Language Builder • Grammar and Vocabulary
ACADEMIC STUDY SKILLS	**6 hours of practice to get ready for the challenges of studying a university-level course taught in English. This is locked at Foundation Level.**
L1 SPECIFIC MODULES	**6 hours of practice per module:** • Chinese Pronunciation and Speaking • Chinese Spelling and Writing • Middle East Spelling and Vocabulary • Middle East Writing • International Speaking • International Writing
ONLINE PRACTICE TESTS Testbank	**Access to Cambridge English authentic IELTS Academic practice tests online**

01 SKILLS MODULES

8 hours of practice per module.

- Listening and Speaking
- Reading and Writing

Providing integrated skills to help with development of language and ideas to build confidence with the productive skills

- Language Builder

Providing remedial help and revision of vocabulary and grammar in exam type activities to help with language development

- Grammar and Vocabulary

Providing practice of the grammar and vocabulary that appears in each unit.

02 L1 SPECIFIC MODULES

Extra practice for areas that need the most work, informed by the Cambridge Learner Corpus.*

MIDDLE EAST

- Spelling and Vocabulary
- Writing

CHINESE

- Pronunciation and Speaking
- Spelling and Writing

International modules focus on common areas of weakness and are suitable for all first languages.

INTERNATIONAL

- Speaking
- Writing

*Currently the same module is used for Level 1 and Level 2.

UNIT: INTRODUCTION

Student's Book

Mindset for IELTS Foundation Level is aimed at students who are thinking about taking IELTS, but who are currently at an A2 level. It teaches students in a linear way and helps them to improve both their general English level and introduces elements of assessment that are helpful for both the IELTS test and English language assessment in general.It is designed for up to 90 hours classroom use. The topics have been chosen to help students develop their skills and knowledge in connection with everyday topics at the start of the course and introduces topics that will be useful for the IELTS test as they progress.

- Topics have been chosen to suit the needs and abilities of students at this level. They help build confidence at the start of the course whilst stretching them in the later stages, so that they start to get an idea of what they will meet on the IELTS test.
- There is coverage of the type of tasks that students at this level can cope with on the IELTS test and more general activities that will give students the foundation for understanding how assessment items work when they progress to a full IELTS course.
- Each level of *Mindset* is challenging, but doesn't push students above what they can do.

How *Mindset for IELTS Foundation* helps with each skill

In the Foundation level all of the skills are integrated within the unit. This is because students at this level need to be able to see how the skills work with each other. Reading skills help develop the ideas and skills that are needed to complete Writing tasks and Listening skills help to develop the ideas and skills that are needed for the Speaking activities.

- **Speaking –** *Mindset for IELTS Foundation* helps students to develop their skills and confidence on familiar topics that they will need to progress their general English knowledge while also enabling them to become more familiar with the type of questions that they will need to be able to deal with on the IELTS test.
- **Writing –** In the Foundation level students develop their writing skills for everyday communication; become familiar with the type of tasks for Part 1 and Part 2 of the IELTS test; and learn about how these types of writing can be developed and in respect to exam type tasks, how they will be assessed.
- **Reading –** *Mindset for IELTS Foundation* helps develop ideas and language skills that students can use in conjunction with the other skills. It also helps them get used to the types of questions they will face at IELTS in a way that is appropriate for students who are at this level.
- **Listening –** *Mindset for IELTS Foundation* helps to develop strategies for listening and makes students aware of the types of activities that are used on the IELTS test. It also helps to build confidence and develop ideas that will help them with their short-term and long-term linguistic goals.

Outcomes

At the start of every unit you will see a list of outcomes

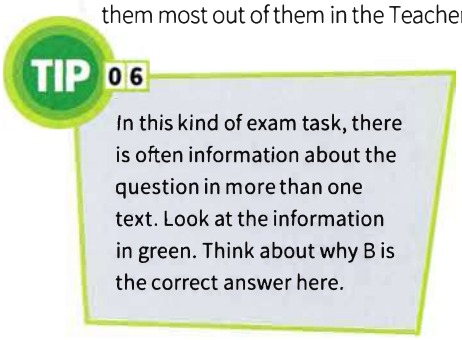
IN THIS UNIT YOU WILL LEARN HOW TO

- **understand activities that people do in their daily routine**
- **use present simple and adverbs of frequency**
- **read multiple texts to choose the correct answer**
- **write describing a daily routine**
- **read to guess meaning from context**
- **listen to information about a student exchange trip**
- **speak about your day**

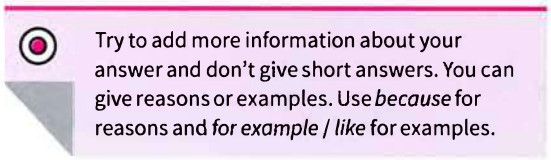
In the Student's Book you will see how these outcomes relate to the unit as a whole and in the Teacher's Book you will see which part of the unit that they refer to. This will help you to decide the best way to develop the skills that your students need. There are typically three or four overarching outcomes that relate to either goals that will help students to progress their overall English ability and knowledge or ones that will give them an insight into the types of skills they will need when they enter a full IELTS course.

Tip Boxes, Bullet Boxes and Mini Tips

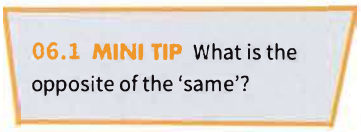
- Tip boxes help you and your students improve task awareness and language skills. You will find further information on how to get them most out of them in the Teacher's Book. Note that the number in the corner relates to the exercise that the tip goes with.



- Bullet boxes tell you how students are assessed in tests and give a better understanding of the task being addressed.



- Mini tips help with the understanding of discrete questions and items that will help develop an understanding of the type of question being asked. Note that the first number in the corner relates to the exercise number and the second one relates to the question number.



Teacher's Book

The Teacher's Book has been designed to give you a step-by-step look at the activities and how to teach them. It has also been developed in a way that will help you see how the language and skills development relate directly to moving your students in the direction of IELTS.

It also contains the following:

- Extension activities - exercises that give more practice on the skill or area, if you feel that your students need to spend longer on them.
- Alternative activities - ideas that will help you develop ideas to tailor them to your students' needs and/or interests.
- Definitions - to help you with understanding of concepts connected with assessment features that are used both in the IELTS test and other forms of assessment.

There is also a link to all of the classroom audio in the Teacher's Book.

How to use the online modules specific to the Foundation Module

As well as the Student's Book there are also online modules that can aid with further study. These can be used for homework or to reinforce what has been taught in class.

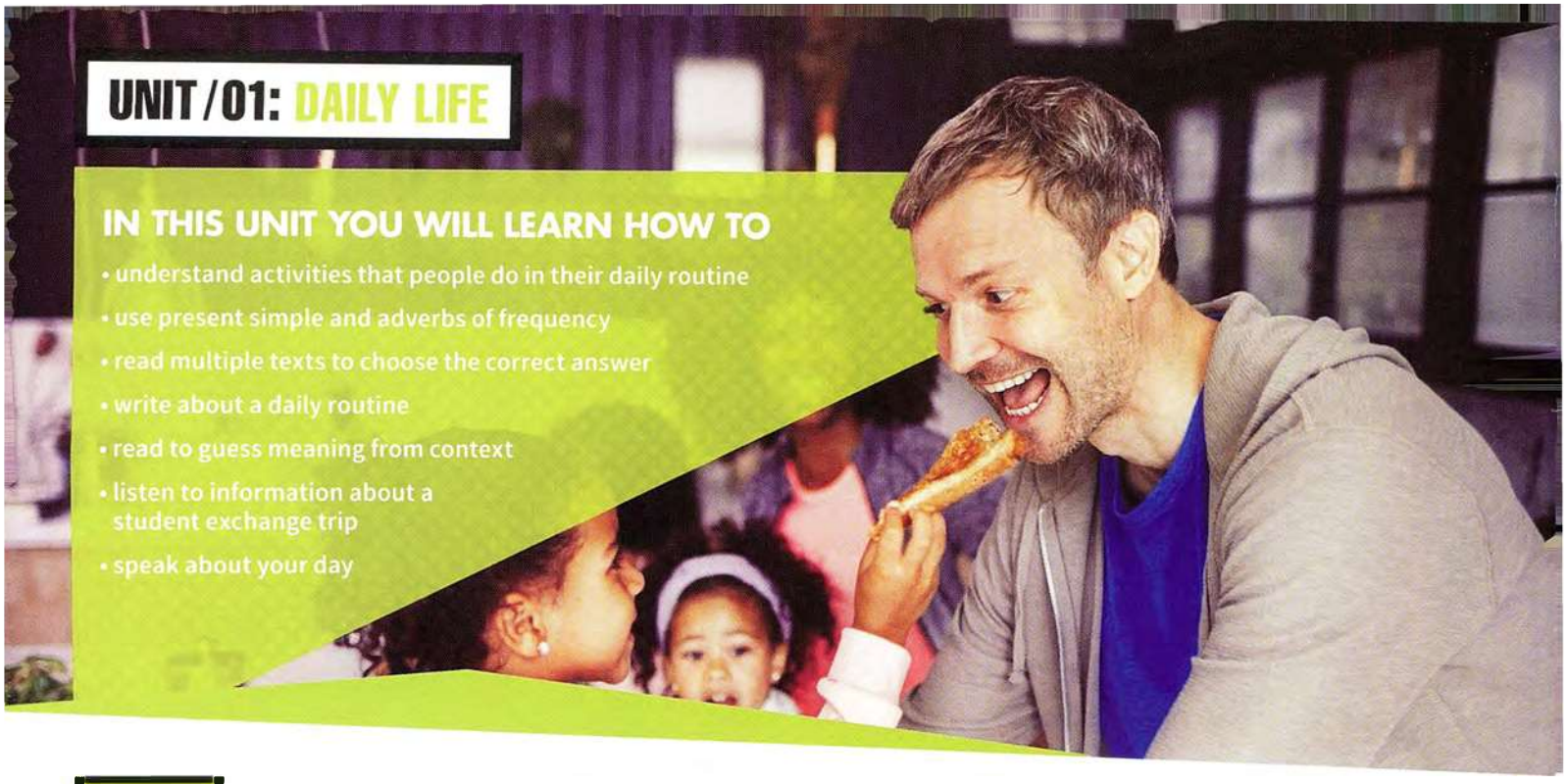
- **Reading and Writing**
- **Speaking and Listening**
- **Language Builder**
- **Grammar and Vocabulary**

The Reading and Writing and Speaking and Listening modules give more practice on the topics that have been studied in the book. They help to develop both ideas and the language skills that the students will need in order to be successful.

The Language Builder builds knowledge of everyday topics and sets them in an IELTS context. It can aid with understanding assessment and to build confidence and knowledge for lower level students.

The Grammar and Vocabulary module presents the grammar and vocabulary from the final section of each unit in a series of interactive exercises

UNIT 01: DAILY LIFE



IN THIS UNIT YOU WILL LEARN HOW TO

- understand activities that people do in their daily routine
- use present simple and adverbs of frequency
- read multiple texts to choose the correct answer
- write about a daily routine
- read to guess meaning from context
- listen to information about a student exchange trip
- speak about your day

LEAD-IN

01 **Look at the pictures and read the words. Which of these activities do you do every day? Write five more activities you do every day.**

1 

get up

2 

exercise

3 

work

4 

study

5 

catch the bus

6 

watch TV

7 

go online

8 

relax with friends

9 

go to bed

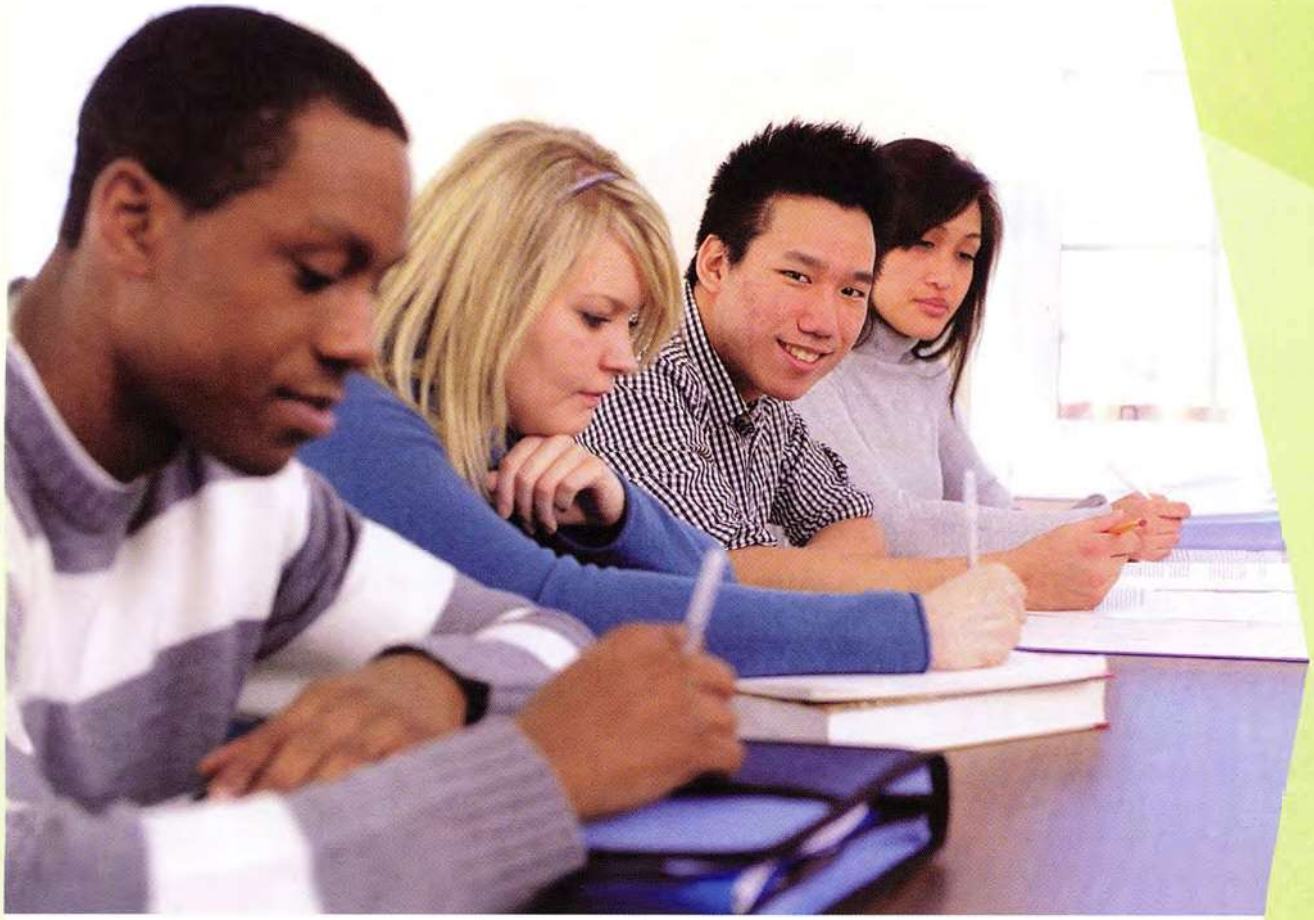
10 

have breakfast

02 **In pairs, compare your answers and talk about what time you do each activity.**

VOCABULARY AND SPEAKING

03 **Read the sentences about a boy who is doing a language course in the UK. Choose the best answer, A, B or C.**



0 Ping _____ at 7:30am every morning and has breakfast with his host family.
Answer: A

A gets up **B** stands up **C** stays up

1 At 8:30am, he _____ the bus to his language school.

A goes **B** catches **C** travels

2 During the day, Ping studies English and _____ to his classmates.

A laughs **B** chats **C** tells

3 Everyone speaks English in his class because the students all _____ from different countries around the world.

A arrive **B** live **C** come

4 After Ping finishes school at 3:00pm, he often _____ some sightseeing in the city with his friends.

A does **B** makes **C** has

5 In the evening, Ping relaxes with his host family, _____ TV or goes online.

A watches **B** sees **C** looks

04 **In pairs, read and discuss the questions.**

1 Do you do any of the activities in Exercise 3?
2 What time does your school, college or job start and finish?
3 What do young people like to do in the evenings in your country?

READING: CHOOSE THE CORRECT ANSWER

05 **You are going to read an article about the daily life of three teenagers from different countries. Skim the text once quickly. Underline the activities that you do in your daily routine.**

A DAY IN THE LIFE

Three college students from around the world tell us about their daily routine

AVA AUSTRALIA



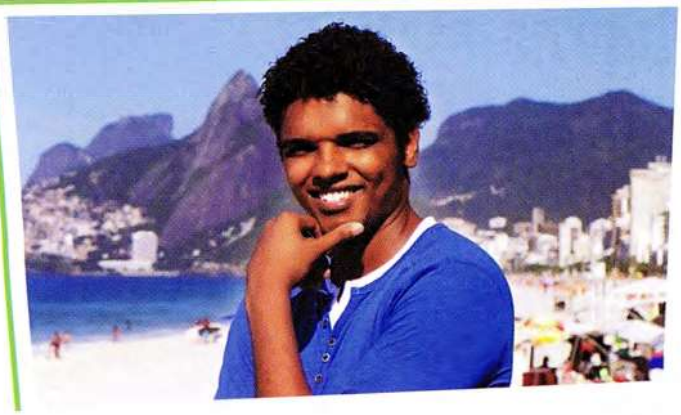
I'm from a small town in Queensland. Most people in Australia live near the coast, but we live on a cattle farm in the centre of the country. I get up at around 7am and have breakfast. My mum teaches at my college, so I usually go with her in the car instead of taking the bus. College starts at 8:30am and finishes at 4pm. When I get home, I help my dad on the farm for a few hours. In the evenings, I try to watch TV but I'm usually too tired. I go to bed at about 10:00pm.

NINA NORWAY

I live in a village on Norway's Atlantic coast. I get up at 7:30am and walk to college. Classes begin at 8:30am and finish at 3pm. After that, I go to one of the college clubs. These are not very expensive and there are lots to choose from. I do athletics and football but you can also do things like folk dancing and cross-country skiing. When my parents come home from work, my dad makes dinner and we all eat together. After that, my mum takes me out for a driving lesson. I've got my test soon and I need to practise!



MICHAEL BRAZIL



I live in Rio de Janeiro. I get up at 6am and catch a bus to college at 6:30am. Lessons start at 7:20am. We have a break at 9:50am and then study until 12:30pm. I get home at about 1:40pm. After that, I often go to the beach with my friends to swim in the ocean or play beach volleyball, but I sometimes also just stay at home to sleep or study. In the evenings, I cook dinner for my family, then we watch TV or listen to the radio before bed. I switch off my light at about 10pm.

06 **Read the article again and the sentences. Choose the best answer, A, B or C.**

0 Who finishes studying before 1pm? **Answer:** B
A Ava **B** Michael **C** Nina

1 Who works with a member of the family after college? _____
A Ava **B** Michael **C** Nina

2 Who goes out in the car in the evenings? _____
A Ava **B** Michael **C** Nina

3 Who gets a lift in a car to college most mornings? _____
A Ava **B** Michael **C** Nina

4 Who prepares the evening meal for the family? _____
A Ava **B** Michael **C** Nina

5 Who pays to do extra activities in the afternoons? _____
A Ava **B** Michael **C** Nina

6 Who finds it difficult to watch TV in the evenings? _____
A Ava **B** Michael **C** Nina

7 Who lives a long way from the sea? _____
A Ava **B** Michael **C** Nina

TIP 06

In this kind of exam task, there is often information about the question in more than one text. Look at the information in green. Think about why B is the correct answer here.

06.1 MINI TIP Look at the information in yellow in the article about family members. Which one answers the question correctly?

GRAMMAR AND SPEAKING

07 **Read the Grammar box. Then, match the questions 1–3 with the answers A–C.**

	Group 1	Group 2	Group 3	Group 4
Present simple	Regular verbs	Verbs ending in *-s, -ch, -sh, -x*	Verbs ending in consonant *-y*	Verbs ending in *-o, -ss, -ch, -sh*
I/you/we/they *he/she/it …*	get up early gets up early	watch TV watches TV	try hard tries hard	go, wash goes, washes

Adverbs of frequency

Never Sometimes Often Usually Always
0% ——— 100%

1 What do we use the present simple for?
2 Why do we use adverbs of frequency?
3 What do verbs for *he/she/it* end in?

A *-s*
B to talk about every day routines and habits
C to say how often we do something

08 **In pairs, find examples of the verb groups 1, 2, 3 and 4 in the Lead-in and Reading in Exercise 5.**

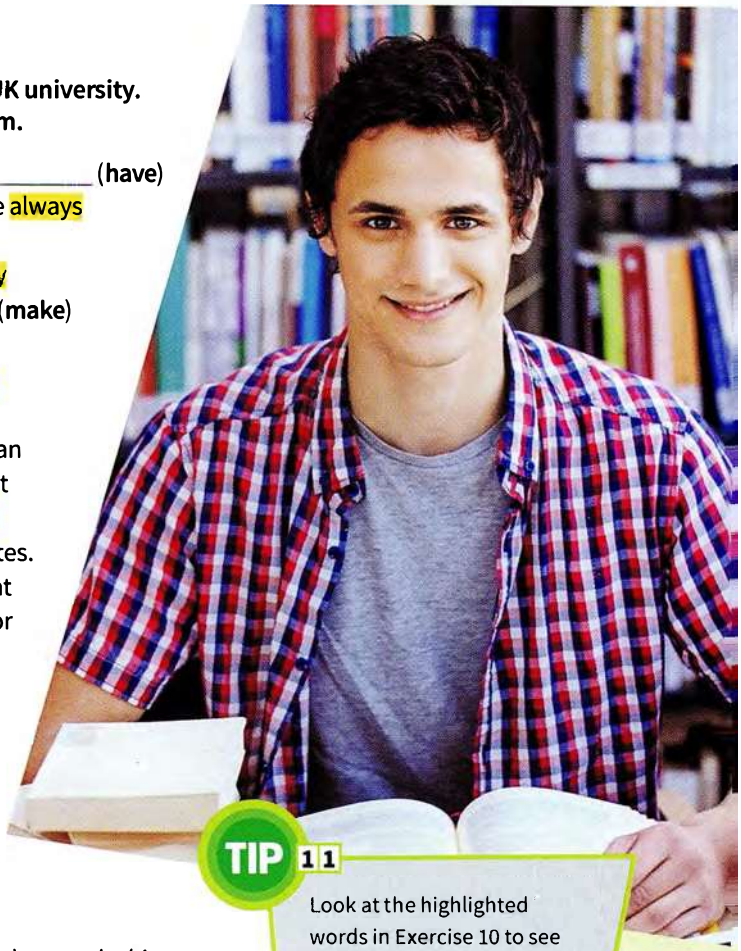
09 **Now, you are going to speak about the magazine article in Exercise 5. Read the task and make notes about what you could say. Then, in pairs, do the task.**

- Work in pairs A and B.
- Student A, close your book. Student B, make sentences about Ava, Michael or Nina. For example: She has breakfast at 7:00 am. or She goes to clubs after college.
- Student B, can you say who Student A is talking about?
- After 5 minutes, swap roles.

READING: SENTENCE COMPLETION

10 **Read the information about the daily routine of a student at a UK university. Complete the text using the verbs in brackets in the correct form.**

Dan usually **1** _____ (**get up**) at 8am, **2** _____ (**have**) a shower and **3** _____ (**eat**) breakfast. After that, he always **4** _____ (**get**) his books ready and then **5** _____ (**go**) to his lectures until midday. He usually **6** _____ (**return**) home and **7** _____ (**make**) lunch for himself at about 12:30pm. Then, he sometimes **8** _____ (**watch**) a bit of TV. At about 3pm, he often **9** _____ (**meet**) a friend for coffee. At 3:30pm, they sometimes **10** _____ (**go**) to the library together. Dan always **11** _____ (**study**) for a few hours and then at around 6:30pm he **12** _____ (**go**) home. He usually **13** _____ (**cook**) dinner for him-self and his flat mates. In the evening, he sometimes **14** _____ (**exercise**) at the gym or goes for a run. After that, he relaxes in front of the TV or **15** _____ (**see**) his friends. He never goes to bed early, but usually **16** _____ (**fall**) asleep at around midnight.



WRITING: DESCRIBING A DAILY ROUTINE

11 **Look again at the information in Exercise 10. Write about your daily routine and the activities you do everyday.**

I sometimes do the laundry. I never make dinner. My brother often takes out the bins.

TIP 11

Look at the highlighted words in Exercise 10 to see how often Dan does his activities.

READING: MATCHING

12 **Read the text and match the phrases that have similar meanings.**

I often help a lot around the house and I usually help my mum do the laundry. My brother is lazy and he never washes his clothes. He always leaves them in a pile on his bedroom floor. In the evening after school, I always tidy up my room. I put things away and get my schoolbag ready for the next day. My dad sometimes washes up after dinner. We don't have a dishwasher at the moment because our old one broke down, so he has to clean the dishes by himself. My sister likes cooking, so she often helps mum make lunch and dinner. She prepared a delicious meal of roast chicken at the weekend. Sometimes my brother puts the rubbish out, but he usually just leaves it by the back door instead of taking it out to the bins. We all usually try and help and do the cleaning. When the housework is done, we always relax and watch TV.

1 do the laundry	**A** take out the bins
2 tidy up	**B** prepare a meal
3 wash up	**C** wash the clothes
4 make lunch/dinner	**D** put things away
5 put the rubbish out	**E** do the housework
6 do the cleaning	**F** clean the dishes

WRITING: A DESCRIPTION

13 **Look at the two pictures showing Julia Grant, a volunteer on a science project. Using the pictures, write a description of Julia's daily routine. In your description, you should:**

- begin like this: *Julia Grant is 21 years old and works as a volunteer on a science project in Fiji. Every morning, she …*
- write what activities she does and what time she does them.
- use sequencing words: *After that … /Next … /Then …*
- use adverbs of frequency.



14 **In pairs, compare your texts about Julia Grant. Help each other to correct any mistakes with spelling, grammar or punctuation.**

LISTENING: MATCHING

15 **Read some information about a website offering student exchange programmes. Decide if the sentences are true T or false F.**



1 All students spend at least a year abroad. T F
2 Host families give students pocket money during their stay. T F
3 Students should do housework and be involved with family activities. T F

15.1 MINI TIP How long does a term normally last at school? It's less than a year.

15.2 MINI TIP What should students bring with them?

15.3 MINI TIP What does 'join in with' mean?

16 **You are going to listen to two friends, Carlos and Jack, talking about a student exchange trip. Listen and decide which countries Carlos and Jack come from.**

02

17 **Listen again. What activity does each member of Jack's family like doing? For questions 1–5, write a letter A–H next to each person.**

02

Person		Activity
0 Jack	H	A cooking
1 Jack's brother	_____	B going to the gym
2 Jack's sister	_____	C taking care of the garden
3 Jack's mum	_____	D doing art
4 Jack's dad	_____	E repairing things
5 Jack's grandmother	_____	F reading books
		G shopping
		H playing team sports

17.0 MINI TIP Jack says he likes volleyball and basketball, so the answer to this question is 'team sports'. Notice that the answer does not always contain the words you hear, but the meaning is the same.

17.1 MINI TIP Be careful! You hear something about the gym, but it isn't the correct answer here.

17.4 MINI TIP Pay attention for words with similar meanings. What's a similar word to 'fixing'?

18 **In pairs or small groups, talk about the student exchange trip in Exercise 17 and ask and answer the questions.**

1 Would you like to go to another country to study?
2 If no, why not? If yes, which country would you go to?
3 What do you like doing at home? What do your friends and members of your family do?

SPEAKING: TALKING ABOUT YOUR DAY

19 **Read the task. What would you say? Spend two minutes thinking about what you could say and make some notes. In pairs, compare your ideas.**

Describe what you usually do on an average day.

You should say:

- what you do.
- who you do it with.
- where you do it.

Explain what you enjoy most about your day and why.

TIP 19

You should write only short words or phrases. If you write full sentences, and then read them out, you will lose marks.

TIP 19

The first three points are factual. Don't worry if you can't think of anything to say that is true – you can invent something if you need to.

20 **Now, read and do the task.**

- Work in pairs.
- Student A: speak for 1–2 minutes about your day.
- Student B: as you listen, write *yes* or *no* beside sentences 1–6.

1 The talk is easy to understand. _____
2 The speaker often pauses and hesitates. _____
3 The speaker stays on the topic of the question. _____
4 The talk is too long. _____
5 The talk is too short. _____
6 The talk is interesting. _____

21 **Swap roles. Student B, you speak for 1–2 minutes about your day and Student A, you listen. Show your feedback to each other and discuss how you can improve.**

UNIT / 01

GRAMMAR AND VOCABULARY

01 **Match the digital times with the times in words.**

1 05:15	A It's five past ten.
2 08:20	B It's ten to nine.
3 06:45	C It's ten past nine.
4 14:30	D It's twenty past eight.
5 20:50	E It's quarter to seven.
6 09:10	F It's twelve o'clock.
7 15:35	G It's five to five.
8 10:05	H It's quarter past five.
9 12:00	I It's twenty-five to four.
10 16:55	J It's half past two.

02 **Unscramble the letters in brackets to complete the text.**

When I get up in the morning, the first thing that I do is **1** _____ (**avhe**) a shower. I then go to the kitchen and make breakfast. After breakfast, I **2** _____ (**bhusr**) my teeth. Then I **3** _____ (**emte**) my friends and we **4** _____ (**chact**) the bus to the college. At college, we study all day, but we have a break for lunch at 12 o'clock. At four o'clock, we **5** _____ (**vlaee**) the college and **6** _____ (**og**) home by bus. In the evenings, I usually **7** _____ (**cwaht**) TV, unless I have a lot of homework. I always **8** _____ (**od**) my homework in the evenings. At night, I always **9** _____ (**og**) to bed and **(10)** _____ (**lafl**) asleep straight away.

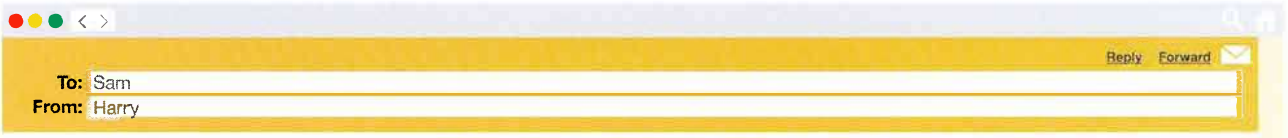
03 **Complete the table using the words in the box.**

a mess the cleaning the beds dinner some homework
the laundry a noise the shopping the housework lunch

Make	Do

04 **Complete the email using the words in the box.**

walk	leave	have	finish	get up
catch	go out	work	meet	live



Hi Sam,

I'm having a great time here in France. I'm learning lots of French. My host family are very nice. They **1** _____ in an apartment in an area called Pantin, and they both **2** _____ as journalists. They **3** _____ very early in the morning and **4** _____ the house before me. I **5** _____ breakfast at about 8am and then go to the language school. I usually **6** _____ there, but if I'm late I **7** _____ the bus. Lessons at the school **8** _____ at 4pm and we can go home. The other students are very nice and I have made lots of new friends. We **9** _____ after school in a cafe or **10** _____ in the evenings to the cinema.

Harry

05 **Complete the sentences using the third person form of the verbs in brackets.**

1 My dad _____ (**wash**) his car every weekend.
2 Jim _____ (**watch**) too much TV.
3 Adrian's baby _____ (**cry**) a lot.
4 My brother is good at chess and _____ (**practise**) every day.
5 Olga _____ (**go**) jogging most evenings after work.
6 Tom's wife cooks and Tom _____ (**do**) the washing up.
7 Anna _____ (**catch**) the 253 bus to college each morning.
8 Nadia _____ (**relax**) by doing yoga.
9 I think our teacher _____ (**give**) us far too much homework.
10 My brother _____ (**switch off**) his light at about midnight.

06 **Read the sentences and underline the correct answer.**

1 My brother **works** / **work** for a computer company in the city.
2 My friends and I often **play** / **plays** basketball together at the weekends.
3 I go to a college where everyone **study** / **studies** different languages.
4 My grandparents **come** / **comes** from a small village in Germany.
5 In Britain, most school students **wear** / **wears** a uniform.
6 In the evenings, I **like** / **likes** to chat to my friends online.
7 In my family, only my sister **gets up** / **get up** before 6am.
8 I **have** / **has** a dance class every Wednesday evening.
9 My friend is good at baking and **make** / **makes** amazing cakes.
10 My lunch break **begin** / **begins** at 12pm and **finish** / **finishes** at 12:45pm.

07 **Reorder the words to make correct sentences.**

1 the / my / room / friend / tidies

_____.

2 play / I / the / football / weekend / at

_____.

3 a / to / lunch / I / sandwich / for / take / college

_____.

4 six / past / up / wake / I / at / half

_____.

5 every / his / my / checks / minutes / brother / phone / five

_____.

6 in / I / a / have / evening / shower / the

_____.

7 try / 9pm / to / I / studying / before / stop

_____.

8 every / go / to / months / I / the / dentist / six

_____.

9 my / the / housework / of / does / father / most

_____.

10 visit / at / I / my / the / family / weekends

_____.

08 **Complete the email using the words in the box.**

shouts	work	opens	work	enjoy	start
fill	clean	take	tidy	tells	finish	gets

Reply Forward

To: Hannah

From: William

I have got a new job! It's in a supermarket and I **1** _____ there every Saturday. I **2** _____ at 8am and the shop **3** _____ at 9am. I **4** _____ the shelves with food products and **5** _____ the shopping baskets by the entrance. I **6** _____ the floors and **7** _____ at the checkout. My manager is very nice. She **8** _____ me what to do and never **9** _____. The other workers are really friendly, too. We **10** _____ three breaks a day and **11** _____ at 4pm. It's hard work because the shop **12** _____ very busy, but I really **13** _____ it.



UNIT / 02: HOUSE AND HOME

IN THIS UNIT YOU WILL LEARN HOW TO

- identify rooms in a house and items in a home
- use the verb to be, present simple positive, negative and questions
- use adverbs
- speak about choosing accommodation
- write an email



LEAD-IN

01 Look at the pictures of rooms in a house. What rooms are they? Complete the words with the missing letters.

1



b _ _ _ _ _ _

2



b _ _ _ _ _ _ _ _

3



k _ _ _ _ _ _ _

4



l _ _ _ _ _ _

r _ _ _

02 Look at some other places that you find in and around a house. Then, match the names in the box to the pictures.

garden hall hallway basement attic garage study

1



_____

2



_____

3



_____

4



_____

5



_____

6



_____

7



_____

SPEAKING: ITEMS IN A HOME

03 **In pairs, you are going to talk together about some pictures. Read and do the task.**

- **Student A**, look at the pictures – do you know what they show?
- **Student B**, tell Student A if their answers are correct.

1 

2 

3 

4 

5 

6 

- **Student B**, look at the pictures – do you know what they show?
- **Student A**, tell Student B if their answers are correct.

1 

2 

3 

4 

5 

6 

04 **Now, label the items in Exercise 3.**

05 **What other items can you find in a home? In pairs, make a list of the items.**

SPEAKING AND VOCABULARY

06 **In pairs, discuss the differences between the items or places. You can use a dictionary to help you.**

1 A house and an apartment / flat.
2 Curtains and blinds.
3 A fridge and a freezer.
4 A study and a living room.
5 A bath and a sink.

LISTENING 1: PICTURE DESCRIPTION

07 03 **You are going to listen to a student, Giorgio, describing his bedroom. Listen and decide which picture is Giorgio's bedroom.**







TIP 07

During the exam, listen carefully to all the information before choosing your answer.

08 03 **Now, cover the pictures in Exercise 7 with a piece of paper and listen again. Then, answer the question using TWO or THREE words.**

1 How does Giorgio describe his bed? _____
2 What can he see outside of his window? _____
3 Why does he play games on his phone? _____
4 Where is the bathroom? _____
5 What does he always do before he goes to college every morning? _____
6 What is at the window? _____

In tests and exams, you may be asked to write one, two or three words. Do not write more or less than you are asked to write.

READING: NOTE TAKING

09 **In Listening 1, Giorgio spoke about going to university. Before he goes, he needs to organise his accommodation. He emails his friend Gavin for help and advice. Read the advert and the email. Then, complete Giorgio's notes.**

TIP 09

Make sure you compare the information in the email to what you can see in the advert.





Giorgio's notes:

Name of person to contact: **1** _____

Name of Company: **2** _____

Office location: **3** _____

Email: **4** _____

Contact: Monday to Saturday – in the office. Sunday – **5** _____

10 **Look at the table and read the questions and statements. Giorgio decides to make a phone call to Andrew Taylor. What might they ask or say to each other? Put a tick ✓ next to the question or statement each one might ask or say.**

	Giorgio	Andrew Taylor
1 **Are you** a student?		
2 I **am** a student.		
3 What do **you want** to study?		
4 I **live** with my parents at the moment.		
5 **Can you speak** English?		
6 **Where is** the accommodation?		

GRAMMAR: SIMPLE PRESENT POSITIVE, NEGATIVE AND QUESTIONS

11 **Look at the words in bold in the table in Exercise 10. Then, complete the positive '+' and negative '–' statements and questions '?' in the chart.**

	Statements and *Yes*/*No* questions with the verb *to be*	Statements and *Yes*/*No* questions with other verbs	Statements and *Yes*/*No* questions with *can*	Questions with question words + the verb *to be* OR other verbs
Positive (+)	I am a student.	I 2 _____ with my parents.	I 5 _____ speak English very well.	
Negative (–)	I 1 _____ a student.	I do not/don't live with my parents. He/She 3 _____ with his/her parents.	I can not/cannot/can't speak English very well.	
Questions (?)	Are you a student?	Do you live with your parents? 4 _____ he/she live with his/her parents?	6 _____ he/she _____ English?	Where is the accommodation? What do 7 _____ to study? Why 8 _____ he/she want to live in the UK?

12 **Complete the sentences using the correct words.**

The car _____is_____ in the garage. (+)

1 The car _____ in the garage. (–)

2 _____ in the garage? (?)

3 Where _____ the car? (?)

I play games on my phone in my bedroom.

4 _____ games on my phone in my bedroom. (–)

5 _____ games on your phone in your bedroom? (?)

6 What games _____ on your phone? (?)

7 Can _____ a game on my phone later? (?)

LISTENING 2: SHORT ANSWERS

13 **Listen to a conversation between Giorgio and Andrew Taylor who works at the accommodation agency. What do they discuss? Circle YES or NO.**

04

1	The course Giorgio wants to study at university.	YES	NO
2	His study habits.	YES	NO
3	The number of other students that also live there.	YES	NO
4	Two types of accommodation.	YES	NO
5	The teachers and lecturers at the university.	YES	NO
6	Where the accommodation is.	YES	NO
7	Giorgio's travel options from home to university.	YES	NO
8	The different types of food you can eat there.	YES	NO

13.1 MINI TIP Do you hear the exact name of a course?

13.2 MINI TIP How many options for accommodation does Andrew Taylor give?

13.3 MINI TIP Does Andrew Taylor mention a number?

READING: DIALOGUE BUILDING AND MATCHING

14 **Read the sentences from Giorgio and Andrew Taylor's conversation and choose the best answer, A, B or C.**

1 Good afternoon, Prime Location Agency, Andrew Taylor speaking. _____
2 Oh, hello, Giorgio. Thank you for your call, I have some questions for you. _____
3 First of all, _____ – in a room on campus or in private accommodation?
4 I'm not sure. _____
5 Well, tell me a little about your personality and your preferences. _____
6 OK, that's great. _____ sometimes have a quiet room where you can study in private?
7 If you live in private accommodation, you have a quiet life with maybe one or two other students who are your housemates. Although, it takes a long time to travel to university. _____
8 OK, one final question. Would you prefer catered accommodation? I'm not sure. _____

1 **A** Can I check your student status?
B Can I give you my student status?
C Have you got time to speak? Can you check my student status?

2 **A** I hope that you don't mind.
B I hope that you mind.
C Do you mind?

3 **A** Where you want to live?
B Where you do want to live?
C Where do you want to live?

4 **A** You can give me some advice?
B Can you give me some advice?
C Can give me you some advice?

5 **A** Are you a sociable person?
B You are a sociable person?
C Do you be a sociable person?

6 **A** Do you also like to
B You also like to
C Do you also like

7 **A** What you think?
B What you do think?
C What do you think?

8 **A** What is *catered* mean?
B What does *catered* mean?
C What means *catered*?

15 **Listen again to the conversation in Exercise 13 and check your answers.**

04

16 **Read the rest of the conversation between Giorgio and Andrew Taylor. Complete the conversation with the correct sentences A–H. There is one example.**

> Sometimes in tests, there are more answers than questions, so be careful to make sure you choose the best option.

Andrew: Do you have another question you want to ask me?

Giorgio: 1 D

Andrew: I think the house has superfast broadband. The Wi-Fi is sometimes very busy and slow on campus.

Giorgio: 2 _____

Andrew: You also have a TV in the private room, so you can connect your computer and **play** games on the TV.

Giorgio: 3 _____

Andrew: No, but you or your roommate can bring one.

Giorgio: 4 _____

Andrew: Yes, it's good because you can study together.

Giorgio: 5 _____

Andrew: Would you like to discuss everything with your parents?

Giorgio: 6 _____

Andrew: OK. Let me email you some information. You can contact me again after you read it.

A Oh, great. Do the rooms on campus also have TVs?

B Really? I like the idea of having a roommate.

C It's important to me to have a shower in the room.

D Yes. Is the Wi-Fi connection better on campus or in the private house?

E Yes, but I prefer to study alone. Oh, I don't know what to choose.

F Yes, that's a good idea. They always give me good advice.

G Oh, that's good to know. I really like playing online games, you see.

H My room in my parents' house is on the second floor.

READING AND GRAMMAR

17 **Now, think about what you do each morning. In pairs, ask and answer the questions.**

1 On a weekday morning, what time does your alarm go off?

2 What time do you get up during the week?

3 Do you like to have a lie in at the weekend? If you do, what time do you get up?

18 **Read how Giorgio describes what he does before and after he goes to university each day. For each question, choose the best answer A, B or C.**

Every weekday morning, my alarm goes **1** _____ at 8:30am. This gives me enough time to get ready before my lectures start at 10:00am. Then, I **2** _____ up and go downstairs. I'm often too tired to eat breakfast, so I sometimes go to the **3** _____ and just get some juice. I always talk to my housemates if they are there, in the **4** _____ . After that, I head back upstairs to get ready. I go to the bathroom, **5** _____ my teeth, and sometimes **6** _____ my room. When it's time to leave, I pack my bag and go to college. At the end of the day when I get back home, I sometimes help the others with the **7** _____ – if we don't do it, all the rooms we share get very messy. When the house is clean again, we usually spend some time in the living room. We sit down together on the **8** _____ and play games online for a while. We're always happy when we get the chance to do this, as it helps us relax. Before I go to sleep, I sit at my **9** _____ and do my homework. I never forget to do it. At the weekend, I can finally relax. I have a lie **10** _____ until about 11:30am.

1	A up	B on	C off
2	A get	B go	C put
3	A fridge	B sink	C freezer
4	A basement	B kitchen	C bathroom
5	A wash	B tidy	C brush
6	A wash	B tidy	C brush
7	A homework	B housework	C workhouse
8	A chair	B desk	C sofa
9	A desk	B bed	C drawers
10	A on	B up	C in

19 **Look again at what Giorgio says in Exercise 18. Then, underline all the adverbs of frequency.**

Example: I am <u>often</u> too tired to eat breakfast.

20 **Now, put a circle around the main verb next to the adverb.**

Example: I (am) <u>often</u> too tired to eat breakfast

21 **Complete the table using *before* or *after*.**

When I use the verb *to be* ...	When I use other verbs ...
The <u>adverb</u> comes **1** _____ the verb.	The <u>adverb</u> comes **2** _____ the verb.
For example: I am <u>often</u> too tired to eat breakfast.	For example: We <u>usually</u> spend time in the living room in the evenings ... .

22 **Complete the sentences with the adverb *never* in the correct position.**

1 I _____ am _____ late for school.
2 I _____ forget _____ to do my homework.

23 **In pairs, speak about what you usually do on weekdays and describe a typical day for you at the weekend.**

SPEAKING: CHOOSING ACCOMMODATION

24 **Look at the information in the boxes that Andrew Taylor gave to Giorgio. In pairs, answer and discuss the question.**

1 Which accommodation is best for Giorgio?

CAMPUS ACCOMMODATION

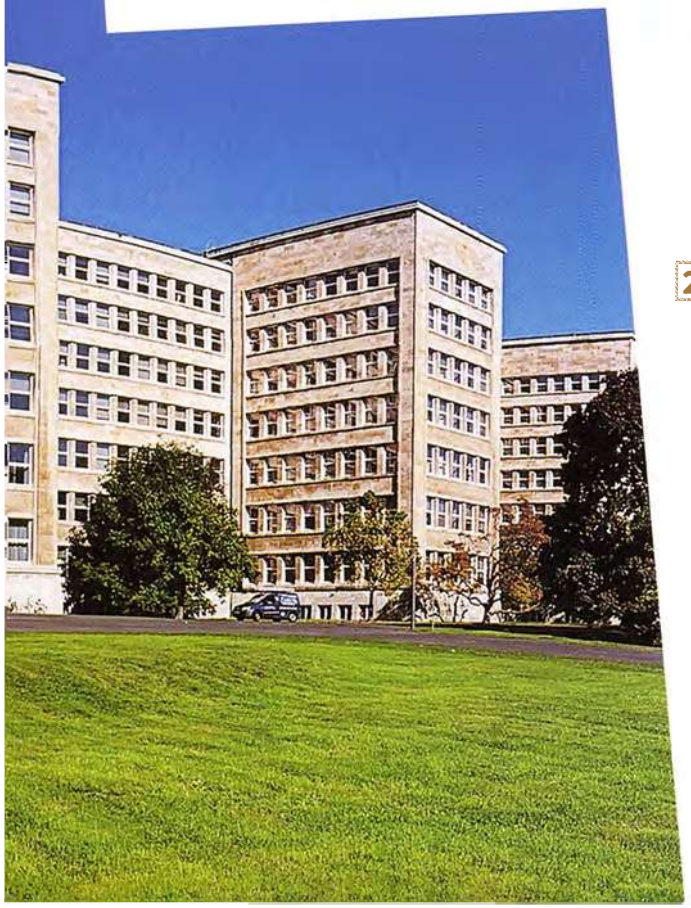
- Five minutes walk to lecture hall (always)
- Fast Wi-Fi connection (sometimes slow at busy times)
- All bedrooms on floors 2, 3 and 4
- Single bed – no pillows or sheets provided
- Shared bathroom on every floor
- Modern apartment block (160 bedrooms in total)
- Live with 159 other students
- All meals included





PRIVATE ACCOMMODATION

- 25 minute bus ride to lecture hall (usually – sometimes longer)
- Superfast Wi-Fi (always)
- Bedroom on ground floor
- Double bed – pillows and sheets provided
- Private bathroom
- Detached house (three bedrooms in total)
- Live with two other students and the homeowner
- No meals included



25 **Which accommodation in Exercise 24 would you prefer? Use the questions below to help you decide.**

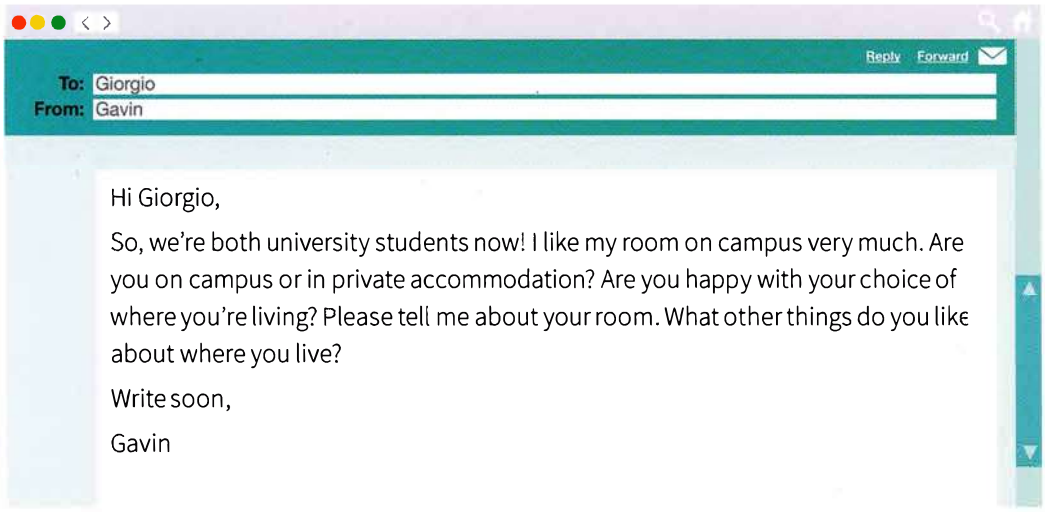
1 In your opinion, what is more important, having superfast Wi-Fi speed or having a short walk to lectures?
2 Do you prefer the idea of having a pillow and sheets provided or not? Why?
3 How do you like the idea of a room on the ground floor?
4 Are you unhappy about the idea of sharing a bathroom with other students? Or does it not matter to you?
5 What do you think about having all your meals included?
6 What are the advantages of living with lots of other students? And what are the disadvantages?

WRITING: AN EMAIL TO A FRIEND ABOUT ACCOMMODATION

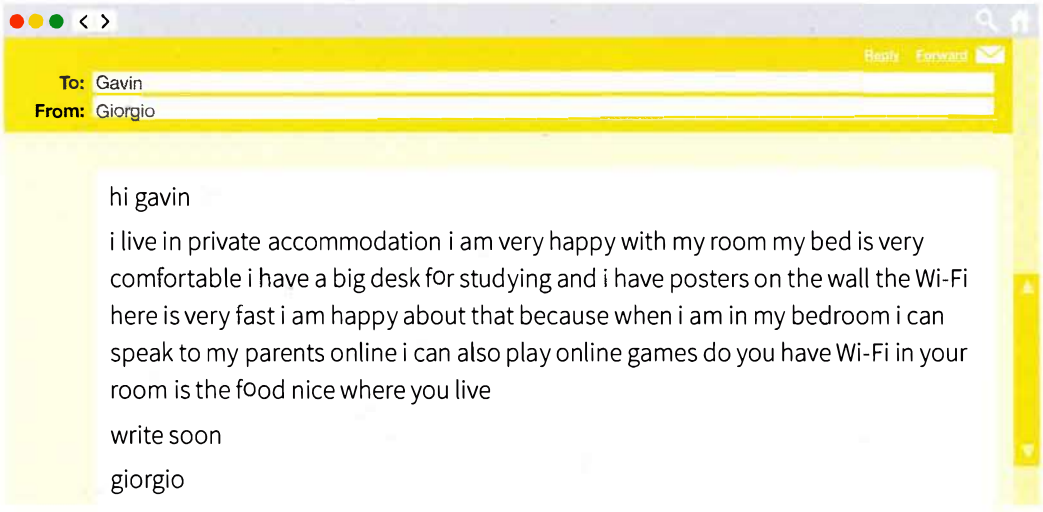
26 **Read the email Giorgio received from his friend Gavin. Choose the best answer, A, B or C.**

The main reason for writing is:

A to say thank you to Giorgio.
B to ask Giorgio for advice.
C to tell Giorgio that he likes university.



27 **Look at Giorgio's reply. He does not use correct punctuation or capital letters. Re-write the email and correct the mistakes.**



28 **Imagine you are Gavin. Reply to Giorgio and answer his questions. Then ask him two questions about his accommodation. Write 60–80 words.**

UNIT / 02

GRAMMAR AND VOCABULARY

01 **Read the definitions of places in and around the home and write the correct words.**

1 This is the place where you usually sleep every night. _____

2 This is the place where you have a wash and brush your teeth. _____

3 This is the place where people usually sit together to talk, play games or watch TV. _____

4 This is the place where you keep the car. _____

5 This is the place that you walk through to move from one room to another. _____

6 This is the place where you can be outside and sit on the grass. _____

02 **Look at the pictures and underline the correct answer.**

1



a fridge / a freezer

2



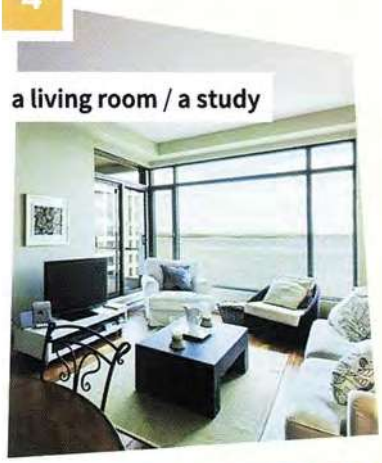
a terraced house /
a semi-detached house

3



a desk / some drawers

4



a living room / a study

5



an attic / a basement

6



a wardrobe / a cupboard

7



a chair / a sofa

8



a university campus /
a private apartment block

03 **Match the questions and answers.**

1 What do you like about your room?
2 Who do you live with?
3 Do you like to cook?
4 Where do you watch television?
5 Is it often sunny where you live?
6 Where do you do your homework?
7 Can you tell me where the bathroom is, please?
8 Why don't you often go in the kitchen?

A Usually in the living room and sometimes in my bedroom.
B Usually in the study and sometimes in my bedroom.
C My comfortable bed and my posters.
D Yes. Go down the hall and it is next to the living room.
E My parents, my sister and my grandparents.
F Because I can't cook!
G Yes, and I think I'm quite good at it.
H Yes. I like it because I can spend time in the garden.

04 **Find the 11 words about places and things in and around a home.**

E	Y	D	B	S	H	O	W	E	R
K	P	G	A	R	D	E	N	M	S
O	B	B	S	T	U	D	Y	W	I
K	V	W	E	R	K	G	T	E	N
I	V	S	M	S	B	M	N	E	K
T	E	L	E	V	I	S	I	O	N
C	N	D	N	X	Z	R	V	S	N
H	I	L	T	A	T	T	I	C	F
E	S	Q	W	I	N	D	O	W	K
N	X	J	P	M	B	L	I	N	D

05 **Correct the spelling mistake in orange in each sentence.**

1 I really like my certains – they are red and black, and they make my bedroom very dark. _____
2 I have a bright tabel lamb that I use when I do my homework. _____
3 I think potsers make the walls look more interesting – don't you? _____
4 It is good to sleep with two bilows – it is very comfortable. _____
5 My brother never cooks – the only thing he can do is turn on the uven! _____
6 Most of my clothes are in my walldrobe – the rest are in the drawers next to my bed. _____

06 **Rewrite the sentences using the question form.**

0 You help your parents with the housework.
Do you help your parents with the housework?

1 It is okay to come to your house this evening.

2 You can check that the windows are all closed before we go out.

3 You are in the living room next to the kitchen.

4 You want to sit in the garden.

5 The apartments in the UK are very different from the apartments in your country.

07 **Find and underline the mistakes. Rewrite the mistake correctly. Some sentences are correct.**

1 In my country, people live usually in apartments and not houses. _____
2 My uncle keeps his car always in the garage because it is very expensive. _____
3 Our sink sometimes makes a very strange noise. _____
4 I have a housemate but I don't see very often him – he is always studying. _____
5 In your country, do people usually celebrate their 18th birthday with a party? _____
6 Do you prefer to do your homework in your bedroom? _____

08 **Reorder the words to make correct sentences.**

1 does / he / washing / never / up / the

2 me / advice / you / some / give / can / ?

3 eight / house / leave / morning / the / I / in / always / at / my / o'clock

4 off / time / your / does / what / alarm / go / usually / ?

5 often / dinner / house / my / comes / to / cousin / for / my

6 live / future / do / the / where / to / in / want / you / ?

7 live / how / you / do / with / people / many / ?

8 on / campus / live / you / do / university / the



UNIT / 03: HOBBIES, LEISURE AND ENTERTAINMENT



IN THIS UNIT YOU WILL LEARN HOW TO

- identify different types of leisure activities and sports
- listen for specific information from a conversation
- use present simple vs present continuous
- skim read an article for gist
- describe pictures using present simple and present continuous
- write a message in response to a friend

LEAD-IN

01 **Match the leisure activities in the box to the pictures. There are three extra activities you do not need to use.**

cycling	white water rafting	shopping	sailing	
climbing	cooking	hiking	canoeing	reading

1



2



3



4



5



6



02 **What do you think about the activities in Exercise 1? Complete the table using the activities from the word box in Exercise 1 that are true for you. Add three more activities to each group.**

fun	scary	boring

03 **In pairs, compare your ideas. Then, discuss the questions.**

1 Have you ever done any of these activities in Exercise 1?
2 What activities do you do in your free time? What activities do you like to do on holiday?
3 What activities are popular in your country?

LISTENING: MULTIPLE CHOICE QUESTIONS

04 **Listen to two friends, Deon and Mark, talking about an adventure holiday. Which activities from Exercise 1 do you hear?**

05

05 **Listen again and choose the correct answer, A, B or C.**

05

0 When will Deon and Mark go on the adventure holiday?
A June
B July
C August

Answer: C

1 How did Deon first find out about *World Trek* holidays?
A He has been on one of their holidays.
B He found their website online.
C He heard about it from someone he knows.

2 Deon would like to go on an adventure holiday
A in a forest.
B in the mountains.
C near the sea.

3 How much does the holiday they want to go on cost if they book it now?
A £500
B £650
C £800

4 The price of the holiday does NOT include
A food.
B the guide.
C transport.

5 What time will the boys meet this evening?
A 7pm
B 7:30 pm
C 8pm

In Listening exams, you will hear information about all three answer options but only one will be the correct answer.

In some Listening exam exercises, the words in the answer options will be different from the words you hear.

05.0 MINI TIP Mark says he **can't** go on holiday in June or July because he has college.

05.1 MINI TIP Deon says, 'a friend told me', which matches the answer option 'someone he knows'. Listen for the meaning, not just the same words. You can see another example of this in question 4.

GRAMMAR: PRESENT SIMPLE / PRESENT CONTINUOUS

06 **Read the blog entry and look at the verbs in purple. Then, complete the table using the verbs from the blog entry. There are two examples.**

MY BLOG ABOUT POSTS COMMENTS

SUNDAY **12:46pm** 13 likes

I'm having a great time here in Iceland. I don't miss home at all. I'm not staying in a hotel. I'm staying at a little guesthouse with 11 other people. Every day, we get up early and go hiking or climbing. At the moment, I'm resting in my room because I'm exhausted. At home, I usually sleep about eight hours a night but on this holiday I need at least 10 hours a night because I'm so active! Our guide is great. He looks after us really well and he always makes us laugh. I'm happy with the food, but my friend doesn't like it very much. Today, we're having reindeer burgers. The chef is cooking them now and they smell delicious.



HERE ARE A FEW PHOTOS OF MY TRIP SO FAR.



Present simple		Present continuous	
affirmative	**negative**	**affirmative**	**negative**
We get up			I'm not staying

07 **Look again at the verbs in Exercise 6. Then, complete the grammar rules with *simple* or *continuous*.**

1 We use the present _____ with time words and phrases, such as *at the moment*, *today* and *now*.
2 We use the present _____ with adverbs, such as *always*, *sometimes*, *usually* and *every day*.
3 We use the present _____ to talk about habits and routines.
4 We use the present _____ to describe the action in photographs.



08 **Rewrite the verbs using the third person *-s / -es / -ies* and the *-ing* form.**

1 live _____ _____
2 get _____ _____
3 carry _____ _____
4 hope _____ _____
5 wash _____ _____
6 run _____ _____
7 play _____ _____
8 ride _____
9 lie _____ _____
10 pass _____ _____
11 cry _____ _____
12 make _____ _____
13 see _____ _____
14 begin _____ _____

09 **Match the questions 1–4 with the answers A–D. Then, complete the grammar rules with *simple* or *continuous*.**

1 Are you enjoying your holiday? **A** Yes, I do./No, I don't.
2 What are you doing at the moment? **B** At about 7am.
3 Do you usually get up early? **C** Yes, I am. / No, I'm not.
4 When does your brother get up? **D** I'm having a rest.
5 When you make a question in the present _____, use the auxiliary verb *do*.
6 When you make a question in the present _____, use the question form of the verb *to be*.

10 **Read the conversations. Then, complete the sentences using the verbs in brackets in the correct form.**

1 **A** Hi, Gabby. What _____ (**you/do**) at the moment? Do _____ (**want**) to go out somewhere?
B I can't, sorry. I _____ (**watch**) a football match on TV. My team usually _____ (**play**) really well but they _____ (**lose**) very badly today!
A Oh, no! Maybe another time then.
2 **A** Tom, I _____ (**wait**) for you outside the cinema. Where are you?
B I'm sorry, I'm still on the bus. It's terrible – this bus never _____ (arrive) on time.
A Oh, OK. See you soon.
3 **A** Hi, Jane. Sam _____(**not answer**) my calls today. Is there something the matter with him?
B No, he's fine. It's just that he's got a French exam next week, so he _____ (**study**) at the moment.
4 **A** How _____ usually _____ (**you/get**) to college Chris?
B I _____ (**walk**). It _____ (**not take**) long. What about you?
A My Dad usually _____ (**drive**) me there but he _____ (**work**) today.
B Well, let's walk together.

In exams, you will need to show that you have an understanding of different verb tenses and how to use them in sentences, conversations and longer texts.











11 **Now, write questions using the words in the present simple or present continuous forms. Then, in pairs, ask and answer the questions.**

1 Why / learn / English?

_____

2 What time / usually / get up?

_____

3 What / learn about / in geography at the moment?

_____

4 play / tennis?

_____

5 What / teacher / do / now?

_____

READING: USE OF DISTRACTION

12 **You are going to read an article about a sportsperson. First, look at the photos and skim read the article once quickly. Then, in pairs, answer the questions.**

1 Who do you think Aimee Fuller is?
2 What sport has Aimee become successful in?
3 What is the reason for this article?



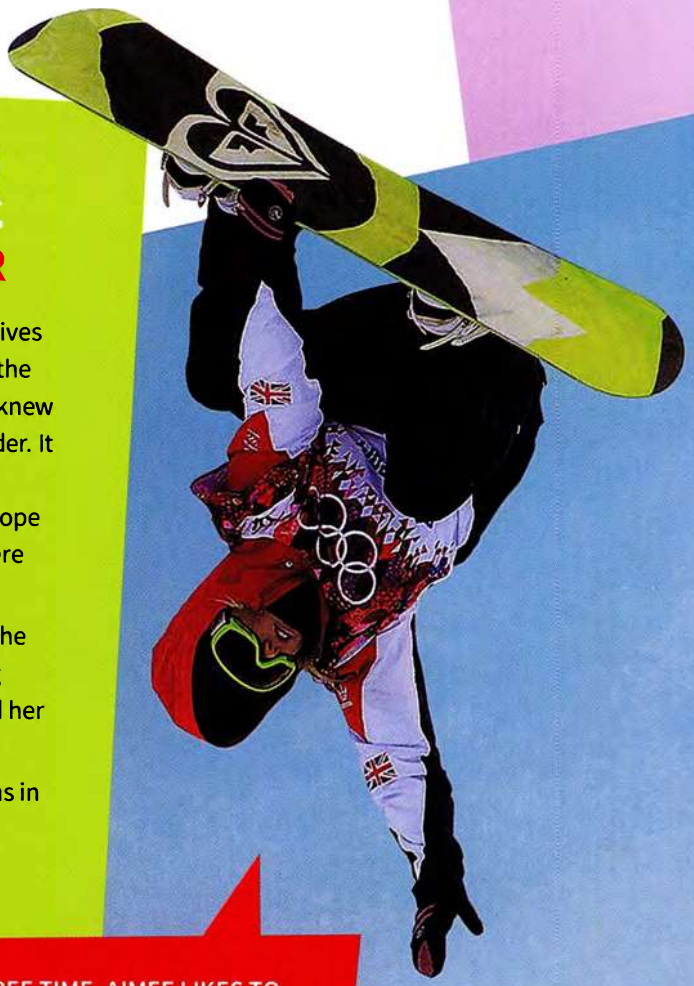
AIMEE FULLER

SNOWBOARDING STAR

Aimee Fuller was born in England but now lives in the USA. She moved to the east coast of the United States at the age of 12 because she knew she wanted to be a professional snowboarder. It wasn't possible to train properly in her hometown because it hardly ever snowed. There was a dry ski slope in her town, where she learnt how to ski and snowboard, but there weren't any mountains with snow to practise the sport.

Aimee quickly found sponsors and a coach when she arrived in the USA, and she is now a successful and well-known snowboarding star. She has done really well in many national competitions and her dream is to win an Olympic gold medal one day.

Aimee spends most of her time practising on the snow, and trains in the gym four to five times a week. She also goes cycling and running. Aimee says it is very important to keep fit because that helps her stay safe when she is doing snowboarding tricks and jumps. Her advice to people who want to learn how to do jumps, is to start small and only do bigger jumps when they feel ready.



DURING HER FREE TIME, AIMEE LIKES TO SPEND TIME AT HOME, SWITCH OFF HER PHONE AND LAPTOP AND HANG OUT WITH HER FRIENDS AND FAMILY.

13 **Read the article in Exercise 12 again and choose the correct answer, A, B or C.**

Ex: Aimee spent the first few years of her life in England.

A True **B** False **C** Not Given

Answer: A

1 Aimee learnt to ski before she started snowboarding.
A True **B** False **C** Not Given

2 It often snowed during winter in Aimee's hometown.
A True **B** False **C** Not Given

3 It took Aimee a long time to find a coach after she moved to the USA.
A True **B** False **C** Not Given

4 Aimee has won an Olympic medal.
A True **B** False **C** Not Given

5 Aimee practises snowboarding in the mountains at least three times a week.
A True **B** False **C** Not Given

6 Aimee thinks that snowboarding is more dangerous for her when she is not fit.
A True **B** False **C** Not Given

7 In her free time, Aimee prefers being with people to spending time on her laptop.
A True **B** False **C** Not Given

14 **Complete the words from the article to match the descriptions.**

1 This is someone who is paid to do a sport or other activity. _ _ _ _ _ _ _ _ _ _ _ _
2 This means to practise your sport. _ _ _ _ _
3 This word describes someone who is doing well in his/her life. _ _ _ _ _ _ _ _ _ _
4 When you are this, you don't get tired easily when you exercise or do sport. _ _ _
5 You ask someone for this when you want to know what to do. _ _ _ _ _ _

SPEAKING AND VOCABULARY

15 **Look at the picures. Then, in pairs, answer the questions.**









In which of these activities do you

1 catch a ball?
2 throw a ball?
3 kick a ball?
4 hit a ball?
5 score a goal?
6 win or lose a match or competition?
7 get fit?
8 use a racket?
9 move a piece?
10 relax your mind?
11 play in a team?
12 play alone?
13 need to wear special clothes?

_____
_____
_____
_____
_____
_____

16 **In pairs, add more activities that you know to Exercise 15. Which pair in your class can think of the most?**

17 **In the same pairs, look at the pictures in Exercise 15 again and describe what is happening in each one.**

18 **Now, in your pairs, you are going to talk about a different sport. First, decide what sport you are going to talk about. Then, follow the task.**

- Student A, describe your sport.
- Student B, you must guess what the sport is. Ask questions to find out more information. You can use the questions in Exercise 5.
- Student A, answer yes or no, but do not say what the sport is.
- Ask and answer questions until Student B guesses correctly. Then, swap roles.

A: *In this sport, you have to hit a ball over a net.*

B: *Do you use a racket?*

A: *Yes.*

B: *Is it tennis?*

A: *Yes!*

19 **Work in different pairs. You are going to describe a picture. Read the instructions and do the task.**

- Student A, look at picture 1.
- Student B, look at picture 2.
- Take turns to say what is happening in your picture.
- Find five things that are the same in the two pictures, and five differences between them.

Picture 1



Picture 2



20 **In small groups, talk about your hobbies and interests. Ask and answer the questions.**

1 What activities do you like doing in your free time?
2 Which sports do you like doing? Which sports do you watch on TV?
3 Is it important to spend time outdoors? Why/Why not?



WRITING: RESPONDING TO A MESSAGE FROM A FRIEND

21 **Read some information about a film festival and an email you received from your friend, Andrew. Then, complete the notes.**

To: Joshua
From: Andrew

Hi Joshua,

I'm emailing you about the film festival at the weekend. I can only go on Saturday as I'm working on Sunday. I don't mind if we miss *Blue Rain*, but I can't wait to see *Child in Time*! We can get food there, but don't forget an umbrella as it looks like the weather won't be good.

I'll get the tickets online tonight and you can pay me then.

See you at the entrance at 1:00pm.

Andrew

Film festival with Andrew

Place: (0) Sunnyhill Park

Date we will go: **1** _____

Cost for me: **2** £_____

Time to meet Andrew: **3** _____

Film we will see: **4** _____

What to take: **5** _____

FILM FESTIVAL IN SUNNYHILL PARK

SATURDAY 23RD AND SUNDAY 24TH JUNE

2:00PM *Blue Rain*

4:00PM *Child in Time*

TICKETS: £20 on the day or £15 from www.parkcinema.com

Also available – food stalls, art and other activities



22 **You and Andrew are now at the film festival. You receive a message on your phone from another friend, Richard. Read the message. What does Richard want to do?**

Hi Joshua,

Where are you? Are you busy? I'm watching TV at home at the moment but I'm really bored.

Do you want to meet up? Let me know soon!

Richard

23 **Use the information from this unit to write a message in reply to Richard in Exercise 22. In your message, you should include:**

- where you are
- who you are with
- what you are doing
- what is happening
- where you can meet Richard
- what Richard should bring

24 **In pairs, compare your answers. Check your answers for mistakes with spelling and punctuation, and make sure you have used present tenses correctly.**

MODEL ANSWER

Hi Richard,

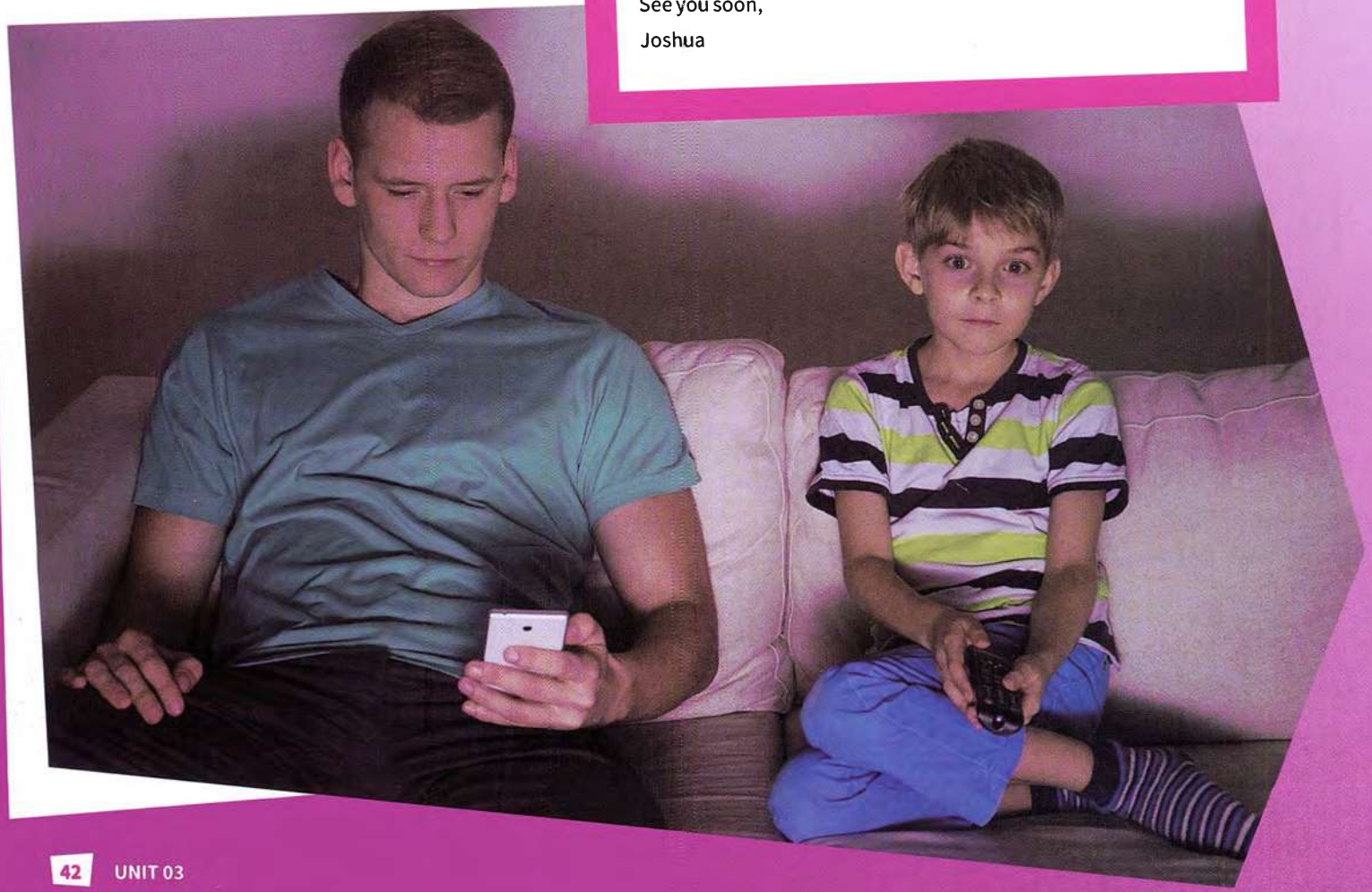
Yes, that would be great! I'm in Sunnyhill Park at the moment, at a film festival, with Andrew.

We're watching *Child in Time* now – it's fantastic! You can walk around and see any film you like. Send me a message if you can come and I'll meet you at the entrance when you arrive.

Bring some money for food and an umbrella as it may rain.

See you soon,

Joshua



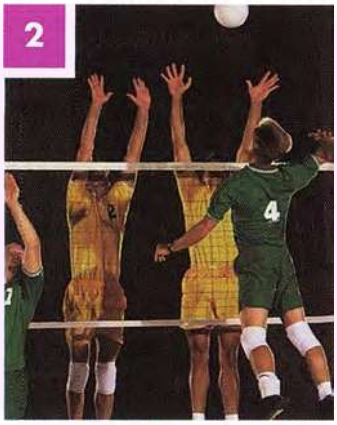
UNIT / 03

GRAMMAR AND VOCABULARY

01 **Match the different activities in the box to the pictures.**

badminton skiing football sailing swimming volleyball hiking tennis basketball cycling

1


2


3


4


5


6


7


8


9


10


02 **Complete the table using the words in the box.**

tennis taekwondo gymnastics chess volleyball horse-riding basketball table tennis athletics badminton karate skiing judo cycling sailing hiking football hockey canoeing bowling swimming fishing boxing

play	do	go

03 **Compete the sentences using the verbs in the correct form in the box.**

score win kick play hit throw catch lose beat

1 I'm playing in a tennis tournament tomorrow. I hope I _____ some of my matches.
2 Our school football team is not doing well this term. Every team we play against _____ us.
3 I really want to learn how to _____ baseball but it isn't a popular sport in Britain.
4 It is quite difficult to learn how to _____ the ball with the racket when you start playing tennis.
5 When you _____ a sports match, it is important to learn from your mistakes and do better next time.
6 In rugby, players usually pass the ball to each other by _____ it.
7 In football, players can't hold the ball – they must move it by _____ it.
8 In baseball, players wear a special glove on their hand to help them _____ the ball.
9 In football and handball, the team that _____ the most goals is the winner.

04 **Read the sentences about the sport cricket and underline the correct answer.**

1 Cricket is a **popular** / **good** / **favourite** sport in several countries around the world, including India and Britain.
2 There are 11 people in a cricket **team** / **group** / **set**.
3 You play the sport by **throwing** / **hitting** / **kicking** a hard red ball with a bat.
4 It can take five days to compete a cricket **goal** / **match** / **point**.
5 People often **use** / **wear** / **put** white clothes to play cricket.

05 **Find the odd word out in each set. Then, complete the reason why it is the odd one out using the words in the box.**

team sports	actions used in sports	sports equipment
types of competition	water sports	mountain sports

1 sailing swimming tennis canoeing windsurfing _____
The others are _____.
2 football rugby cricket athletics baseball _____
The others are _____.
3 catch hit kick lose run _____
The others are _____.
4 match game tournament race judo _____
The others are _____.
5 snowboarding boxing skiing climbing hiking _____
The others are _____.
6 ball winner bat racket stick _____
The others are _____.

06 **Complete the table using the third person present simple form and the *-ing* form of the verbs.**

	third person present simple	*-ing* form
1 snow		
2 fix		
3 get		
4 stop		
5 invite		
6 marry		
7 wash		
8 make		
9 offer		
10 buy		
11 cross		
12 copy		
13 dance		
14 swim		
15 happen		
16 travel		

07 **Match the sentence halves.**

1 My mum is working _____
2 I often go to the cinema _____
3 I can't speak to you right now _____
4 What does your brother _____
5 In this photo, I'm climbing _____
6 What do you usually do _____
7 Why isn't Sam _____

A like doing in his free time?
B in Italy at the moment.
C at the weekend?
D because I'm studying.
E eating his sandwich?
F on a Saturday evening.
G a volcano with my uncle.

08 **Read the sentences and underline the correct answer.**

1 **I don't know** / **I'm not knowing** how to play tennis, but I would like to learn.
2 I'm very sorry, **I can't remember** / **I'm not remembering** your name.
3 Can you help me with my homework? **I'm not understanding** / **I don't understand** this question.
4 John **is having** / **has** a great time on holiday. Look at these pictures on his blog!
5 I'm afraid you can't borrow that book. **It belongs** / **It is belonging** to my sister and she **is reading** / **reads** it at the moment.
6 **I don't want to** / **I'm not wanting to** go out tonight. I'm too tired!
7 My brother **has** / **is having** so many hobbies! At the moment, he **is taking** / **takes** photos in the garden.
8 Sue **isn't hearing** / **can't hear** you at the moment. She **is having** / **has** a shower.

09 **Complete the email from a university student using the correct form of the verbs in brackets.**

Reply Forward

To: William
From: Katy

Hi William,

I **1** _____ (**have**) a great time here in Leeds. The city is really big and I **2** _____ (**have**) so many interesting places to visit. I **3** _____ (**enjoy**) my course so far and I really **4** _____ (**like**) my classmates. I **5** _____ (**stay**) in one of the halls of residence this year, but next year I may move into an apartment with some friends. I **6** _____ (**have got**) a job in a local restaurant so I can earn some extra money. I **7** _____ (**work**) there three evenings a week from 7pm untill midnight. It's fine, but at the moment I **8** _____ (**look**) for another job. I **9** _____ (**want**) one that **10** _____ (**finish**) a bit earlier because I need more sleep!

Write soon with your news,

Katy

10 **Match the questions and short answers.**

1 Is that your brother playing tennis over there? _____
2 Do you always get up so early? _____
3 Are your parents staying in a hotel? _____
4 Are you making chocolate cake? _____
5 Is your brother having a good time in Iceland? _____
6 Do you and your parents always eat together in the evenings? _____
7 Look at this picture of me as a young child. Am I wearing your gold necklace? _____
8 Do any of your school friends do taekwondo? _____

A No, I'm not.
B Yes, I do.
C Yes, you are.
D Yes, it is.
E No, we don't.
F Yes, they are.
G No, they don't.
H Yes, he is.

UNIT 04: TRAVEL AND HOLIDAYS

IN THIS UNIT YOU WILL LEARN HOW TO

- identify types of holidays and different holiday activities
- read multiple texts to find specific information and detailed meaning
- listen to identify specific information and detailed meaning
- add more detail and give reasons while speaking
- use past simple and present simple
- write an email
- speak about experiences

LEAD-IN

01 **Look at the pictures. What are these types of holidays? Match the pictures with the type of holiday, A–D.**

A an adventure holiday **B** a city break **C** a language exchange **D** a beach holiday







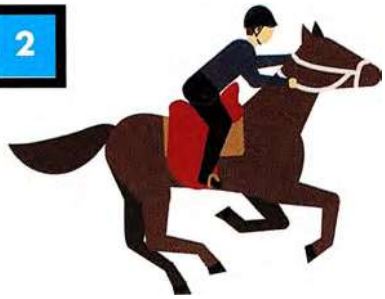


VOCABULARY: HOLIDAY ACTIVITIES

02 **Label the pictures with the holiday activities.**

visit water parks go on day trips go on cultural visits go horse riding try traditional food
visit beach resorts see local attractions stay with host families go mountain climbing
go on cycling tours go shopping see famous buildings

1 

2 

3 

4 

5 

6 

7 

8 

9 

10 

11 

12 

03 **In pairs, discuss which holiday activities from Exercise 2 you can do on the different types of holidays in Exercise 1.**

READING: READING FOR SPECIFIC INFORMATION AND DETAILED MEANING

04 ***You*** **are going to read about some people who want to book a holiday. First, read the descriptions of eight different types of holiday. Which would be the best holiday for you?**

In some exam reading tasks, you may be asked to complete a matching exercise where you match descriptions to people. First, identify key words and ideas for each person. Then, match these words and ideas with the descriptions.

A WILDLIFE EXPERIENCE

Come and learn about nature on our wildlife adventure holidays. Find out where your favourite animals live, what they eat and how to protect them. Our guides will show you local wildlife in its natural environment. Don't forget your camera!

B FUN FAMILY HOLIDAYS

This is a great choice for families looking for fun on holiday. Choose from activities at zoos and water parks, as well as day trips to local attractions such as museums, art galleries and shopping centres. Accommodation and meals are all included, leaving you with more time to enjoy your favourite activities.

C DELICIOUS FOOD TOURS

If you enjoy trying new food, you will love this holiday! This is the perfect chance to visit popular markets and restaurants with other food-lovers, attend cookery demonstrations and prepare your own delicious meals with the help of local chefs.

D ADVENTURE HOLIDAYS

Are you looking for a real adventure in the great outdoors? Try one of our mountain climbing, horse riding or cycling tours! Our fully qualified activity instructors will share their knowledge of the area and entertain you with true stories about their past adventures. No previous experience is required, but you need to have lots of energy.

E BEACH ESCAPE

This is the perfect holiday for people who simply want to relax. We offer luxury accommodation in our beach resorts, a variety of restaurants serving delicious local food and perfect cafes to relax and watch the sunset. Water sports, including snorkelling, windsurfing and sailing, are also available.

F LANGUAGE EXCHANGE

Do you want to improve your language skills while experiencing life in another country? Our local host families will give you the chance to practise speaking the language, teach you how to cook traditional food and take you to the best local attractions. The Language Exchange holiday is a perfect way to make new friends and explore Europe.

G SAILING EXPERIENCE

Whether you are a complete beginner or an experienced sailor, we can give you the perfect sailing experience! Learn the basics of sailing or more advanced techniques with our qualified sailing instructors.

H CITY BREAKS

Do you enjoy visiting art galleries, museums or famous buildings? Do you want to visit other countries? On our cultural tours in Europe, you can learn about the history of the city you are visiting. Every day includes a different cultural visit.

05 **Now, read what type of holiday each person wants to go on and read the holiday descriptions again. Then, choose the best holiday for each person.**

0 Tom is 19 and is very active. He enjoys all kinds of sports and being outdoors. He has done a lot of water sports in the past, like sailing and windsurfing but he would like to try something different for his holiday this year. He went to the beach last year, but got bored after a few days.

Best holiday: D

1 Julia is 16 and would like to go on holiday with her best friend from school during the summer holidays. They want to travel to a new place, visit local attractions and try new food. Their parents will not allow their daughters to be in another country without any adults, but they will allow them to travel on their own. Julia and her friend both study Spanish at school and are planning to take a Spanish exam next year.

Best holiday: _____

2 Charlie is 21 years old and has just finished university. He would like to spend the summer doing something interesting with some friends before they start looking for jobs. He prefers holidays in the countryside to holidays in cities or at the beach. He thinks that he would like to get a job working with animals in the future.

Best holiday: _____

3 Joanna is 32 and works as a teacher. She wants to book a holiday in August with her husband. She is usually very tired after a busy term at school and would like to go somewhere hot and near the sea. She wants to relax and not do very much.

Best holiday: _____

4 Roger is 50 and wants to book a holiday for his wife and two children. They would like to do some cultural activities, such as visiting museums and art galleries, but also some fun activities to entertain the children. They also love shopping.

Best holiday: _____

TIP 05

Remember to read the information in the texts carefully. Some, but not all of the information may match.

05.0 MINI TIP Does Tom like to relax on a beach or be more active? Does he want to do water sports or try something different?

05.1 MINI TIP Are Julia and her friend able to stay in a foreign country without their parents?

05.2 MINI TIP What is the most important information about Charlie's interests?

05.3 MINI TIP What are the two most important things Joanna is looking for on her holiday?

05.4 MINI TIP Does Roger just want to visit museums and galleries?

06 **In pairs, discuss the questions.**

1 Which holiday from Exercise 4 would you ***most*** like to go on? Which is the most interesting to you? Why?

2 Which holiday from Exercise 4 would you ***not*** like to go on? Why?

LISTENING: INTERVIEW TASK

07 06 **You are going to listen to a radio interview with a student called Anna, who has recently taken part in a summer cultural exchange programme. First, look at the example question and the answer options, and read the Bullet Box. Then, listen to Part 1 of the interview.**

0 Why did Anna decide to go on a language exchange programme in Spain?

A She is good at sports.

B She studies Spanish and not French.

C She wanted to go somewhere new.

Answer: C

In some Listening exam tasks, you may be asked to listen to an interview. In these tasks, you should:

- identify the key words in the question or statement.
- identify key words in the three multiple-choice options. You may hear all the key words but only one answers the question or completes the statement.
- remember that you may also not hear the exact words that you see in the question or options.

08 **Now, read Part 1 of the interview and the highlighted parts. In pairs, discuss why C is the correct answer in Exercise 7.**

Well, students can travel to France or Spain on a language exchange, or to the USA on a sports or music exchange. I didn't go to the USA because I'm not very good at sports. However, I study French and Spanish at school, so I had two options. I've been to France before, so I decided to go to Spain instead.

09 **Listen to Part 2 of the radio interview and answer the questions. For each question, choose the correct answer, A, B or C.**

07

1 Where did Anna's host family live?
   - **A** in an apartment
   - **B** in a house
   - **C** on a farm

2 How long did Anna stay with her host family?
   - **A** two weeks
   - **B** three weeks
   - **C** four weeks

3 How old do students have to be to take part in the language exchange programme?
   - **A** 13
   - **B** over 14
   - **C** 16

4 Students can go on the language exchange programme if
   - **A** they are 16 or over and their parents allow them.
   - **B** they study a language like French or Spanish at school.
   - **C** they play in a school sports team or in the school orchestra.

5 Anna thinks that her Spanish
   - **A** hasn't improved.
   - **B** has improved a little
   - **C** has improved a lot.



SPEAKING: ADDING MORE DETAIL AND GIVING REASONS

10 **Look at the sentences from Part 2 of Anna's interview in Exercise 9. Match the two halves of the sentence.**

1 I didn't go to the USA	**A** so we had a lot of fun together.
2 The family had a daughter my age called Carmen,	**B** so I was worried that I wouldn't improve my Spanish.
3 As I love animals	**C** because I'm not very good at sports.
4 Carmen spoke really good English,	**D** it was a really good experience for me.

11 **Read the Tip Box and answer the questions.**

1 Which of the **underlined words** in the sentences in Exercise 10 come before the reason?

2 Which of the **underlined words** in the sentences in Exercise 10 come before the result?

TIP 11

One good way to give more details when you are talking in a speaking exam is to give reasons. Use *as*, *so* and *because* to help you connect ideas. Notice the differences in Exercise 10 with the structures and order.

12 **In pairs, answer the questions using the structures in the Useful Language box to explain your reasons for your answers.**

1 If you were on a language exchange, would you like to stay with a host family or in a hotel more? Why?
2 Where do you usually go on holiday? Why?
3 What do you like more – holidays with your friends or holidays with your family? Why?
4 What's better: a beach holiday or a city break? Why?
5 What's better: an adventure holiday or a language exchange? Why?

GRAMMAR: PAST SIMPLE AND PRESENT SIMPLE

13 **Read Part 1 of the interview with Anna from Exercise 8 again and answer the questions.**

Well, students **1** can travel to France or Spain on a language exchange, or to the USA on a sports or music exchange. I **2** didn't go to the USA because **3** I'm not very good at sports. However, I **4** study French and Spanish at school, so I **5** had two options. I've been to France before, so I **6** decided to go to Spain instead.

1 Which number describes a present state? _____
2 Which numbers describe a habit or a regular activity? _____
3 Which numbers describe an action completed in the past? _____

14 **Match the sentences 1–3 in Exercise 13 with the tenses 1 and 2. Then, read the Grammar box to check your answers.**

1 Present simple _____ 2 Past simple _____

Present simple	Past simple
We use the present simple to talk about states in the present: *I'm (not) good at sports.* We also use the present simple to talk about habits and things people do regularly: *I go to French lessons twice a week.*	We use the past simple to talk about an action completed in the past: *I decided to go …* We also use the past simple for past states that may or may not still be true: *Seville was very nice (when I visited it).*
Negative: add ***NOT*** for states (*I'm not good at sports.*) and ***DO NOT*** for actions (*I do not/don't study French.*)	**Negative:** add ***NOT*** for states (*Seville was not very nice.*) and ***DID NOT*** for actions (*I did not/didn't decide to go.*)
Questions: The word order changes for states (*Are you good at sports?*) and we also add ***DO*** for actions (*Do you study French?*)	**Questions:** The word order changes for states (*Was Seville nice?*) and we also add ***DID*** for actions (*Did you decide to go?*)
Note: For regular verbs, the third person (*he / she / it*) changes from the infinitive form to *-s* or *-(i)es*. There are more changes for irregular verbs.	**Note:** For regular verbs, there is no change to the infinitive form for the past simple. However, there are changes for irregular verbs.

15 **Look at the verb form mistakes 1–6 in the summary. Rewrite the verbs, 1–6, correctly.**

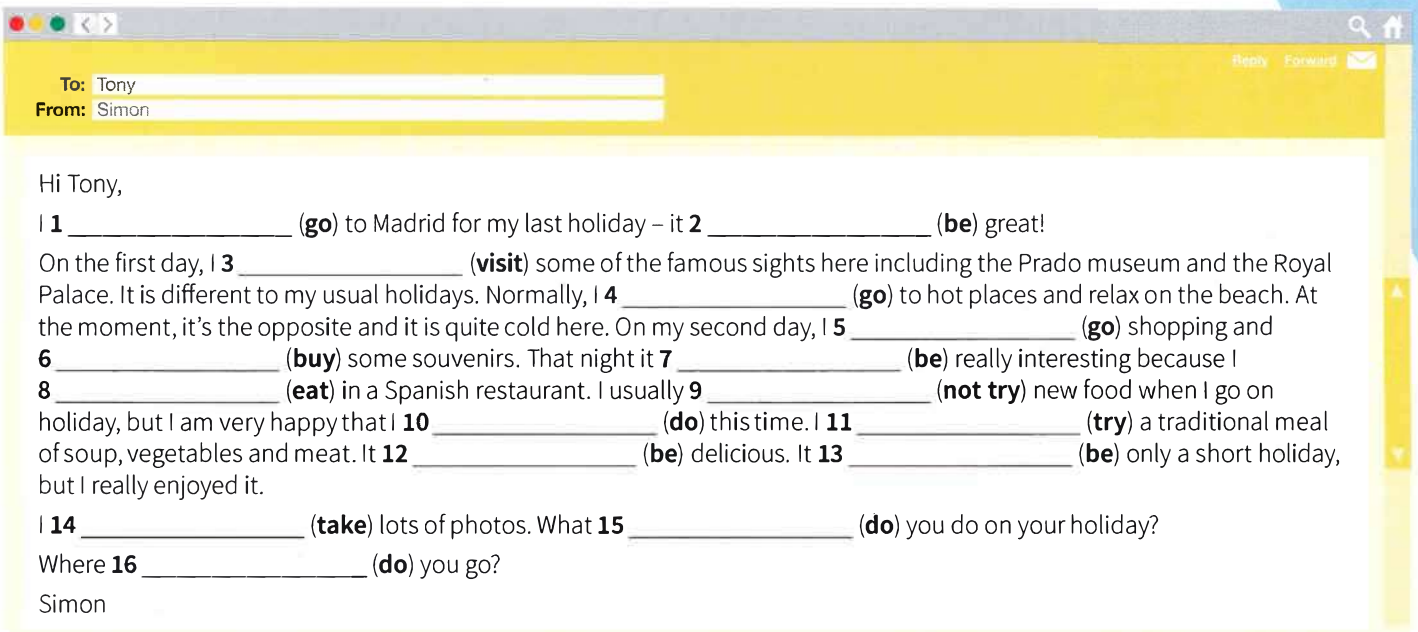
Anna **1** study French and Spanish at school at the moment. Last summer, she **2** goes to Spain on a language exchange where she **3** stayed with a family in a village. Anna now **4** thought that the language exchange programme **5** was a good experience for her although she **6** wasn't much better at Spanish now than before.

WRITING: EMAILS

16 **You are going to read an email from your friend Simon about his holiday. Take two minutes to read the email quickly and answer the questions.**

1 Where did he go?

2 Why was this holiday different to his trips before?



Hi Tony,

I **1** _____ (**go**) to Madrid for my last holiday – it **2** _____ (**be**) great!

On the first day, I **3** _____ (**visit**) some of the famous sights here including the Prado museum and the Royal Palace. It is different to my usual holidays. Normally, I **4** _____ (**go**) to hot places and relax on the beach. At the moment, it's the opposite and it is quite cold here. On my second day, I **5** _____ (**go**) shopping and **6** _____ (**buy**) some souvenirs. That night it **7** _____ (**be**) really interesting because I **8** _____ (**eat**) in a Spanish restaurant. I usually **9** _____ (**not try**) new food when I go on holiday, but I am very happy that I **10** _____ (**do**) this time. I **11** _____ (**try**) a traditional meal of soup, vegetables and meat. It **12** _____ (**be**) delicious. It **13** _____ (**be**) only a short holiday, but I really enjoyed it.

I **14** _____ (**take**) lots of photos. What **15** _____ (**do**) you do on your holiday?

Where **16** _____ (**do**) you go?

Simon

17 **Read the email again. Then, complete the email using the correct form of the verbs in brackets.**

18 **Look again at Simon's email. In the table below, tick ✓ the features in his email that he uses.**

Feature	✓ ?
1 He uses a greeting to start the email.	
2 He says where he went on holiday.	
3 He says how he travelled there.	
4 He says how long he stayed.	
5 He says what he did on holiday.	
6 He says what he usually does on holiday.	
7 He asks about his friend's last holiday.	
8 He asks about his friend's next holiday.	
9 He finishes with his name at the end.	

19 **Now, read the task and write your email.**

Your friend, Hannah, wants to know about your last holiday. She wants to know where you went and what you did.

Write an email to your friend. In your email you should:

- say where you went.
- say what you did there.
- ask your friend about his/her last holiday.
- Write 150–175 words.

20 **In pairs, compare your emails from Exercise 19. Complete the table to see what your partner did well and what you think needs to be improved.**

Feature	✓ ?
1 Uses a good structure – greeting to start the email and ends with his/her name.	
2 Says where he/she went on holiday.	
3 Says what he/she did on holiday.	
4 Asks his/her friend about his/her last holiday.	
5 He/She only talks about the information in the instructions.	
6 He/She uses the correct number of words	

SPEAKING: EXPERIENCES

21 **In pairs, discuss the questions.**

1 What did you find most interesting about Anna's story in Exercises 7 and 9?
2 Have you had a similar experience to Anna? What happened? Describe your experience.
3 If you haven't had a similar experience to Anna, would you like to? Why / Why not?

22 **Read the task. What would you say? Spend one minute preparing what you could say and make some notes.**

Describe a trip you really liked.

You should say:

- where you went.
- what you did on the trip.
- why you went.
- why you liked it so much.

TIP 22

It is important to know that there is a difference between a *trip*, a *journey* and the verb to *travel*. *Trip* = a journey, a holiday or to travel for business or study.

23 **Now, do the task. Use the bullet box to help you.**

- Work in pairs.
- Student A – speak for 1–2 minutes about your own travel experiences.
- Student B – listen.
- Swap roles.

Exam speaking task – talk about your own experiences

- In this part of the speaking exam, it is important that you are able to speak about your personal experience in relation to the topic.
- The examiner will give you **one minute** to prepare – it is very important that you use this time to think about your answer.
- You will be given a *task card* to read – this has written prompts. You must follow all the instructions on the *task card*. Use the prompts to structure your answers.
- You will be given a pencil and paper to make notes if you like – do **NOT** write on the task card. Notes can help you remember the key ideas you want to say.
- Do **NOT** just give very short answers – they need to be long and developed answers.
- Remember, you need to speak for **1–2 minutes** – try to speak for two minutes or just under.
- Remember to give examples and reasons.
- Be prepared to answer more questions on the same topic in the next phase of the exam.

UNIT / 04

GRAMMAR AND VOCABULARY

01 **Complete the sentences using the types of holidays in the box.**

a city break	a beach holiday	a family holiday	a language exchange	an adventure holiday

1 You can do lots of activities like cycling and horse-riding on _____.
2 My friends want to go on _____, but I don't enjoy relaxing all the time.
3 I went on _____ to Paris. It was interesting to visit all the museums.
4 My sister is going on _____ and will stay with a host family in Italy.
5 I went on _____ with my parents and we camped by a lake.

02 **Complete the table using the holiday activities in the box.**

visit water parks · go on day trips · see local attractions · go on cultural visits · go horse riding · go on cycling tours · visit beach resorts · go mountain climbing · stay with host families · try traditional food · see famous buildings · go shopping

city break	adventure holiday	beach holiday	language exchange

03 **Complete the sentences using the holiday activities in the box.**

visit water parks · go on day trips · go shopping · go horse-riding · go on a cycling tour · go on a cultural visit · visit a beach resort · go mountain climbing · visit local attractions · stay with a host family

1 We often _____ in the airport where you can buy things more cheaply.
2 When I visit my aunt, we ofter. _____ in the countryside. I love animals.
3 You can _____ like a 9th century castle in my town.
4 Families like to _____ when the weather is hot so they can cool down.
5 You can _____ by coach to the countryside from the city.
6 It is often cheaper to _____ in their own home than in a hotel.
7 If you are fit, a good way to see more of a country is to _____.
8 You shouldn't _____ alone as it can be a dangerous sport.
9 When you _____ in a city, you have the chance to see museums and art galleries.
10 If you _____ you can enjoy being by the sea, and do a variety of activities, like surfing and water-skiing.

04 **Complete the sentences using the words in the box.**

boring	local	natural	traditional	famous
cultural	fun	popular	delicious	interesting

1 The USA is a very _____ country to visit. Last year, it had over a million visitors.
2 I think that it is more _____ to go on holiday with friends than with family because friends are interested in doing similar activities.
3 I would prefer to see animals in their _____ environment than in a zoo.
4 If you go on a language exchange programme, you can learn a lot about the _____ area where your host family lives.
5 A lot of people like to go to the beach for holidays, but I find it _____ .
6 I prefer to do _____ activities on holiday, like visiting museums and art galleries than to spend all my time on the beach.
7 Barcelona has a lot of _____ buildings. Many of them were designed by the artist Antoni Gaudi.
8 On the last night of my holiday, I ate the most _____ meal in a restaurant by the sea.
9 The Eiffel Tour is the most _____ building in Paris – people all over the world know what it looks like.
10 I love to eat _____ food when I go on holiday. I don't always like it, but it is fun to try it.

05 **Read the conversation and underline the correct answer.**

A **1 Do you like / You like** going on holiday?
B Yes, **2 I do / I did**. I always have a great time on holiday with my family.
A I do, too. Where **3 did you usually go / do you usually go**?
B Usually we go on a beach holiday but last summer we **4 go / went** on a city break.
A What **5 do you do / did you do** there?
B Well, because my parents **6 enjoy / enjoys** going to the theatre, **7 we all go / we all went** to see a play by a famous British writer.
A **8 Is it / Was it** good? I **9 not really like / don't really like** plays. I think they are boring.
B I thought that, too, but this one **10 wasn't / didn't** boring at all. It was really fun.

06 **Complete the email using the correct form of the verbs in brackets.**

To: Tony
From: Sarah

Hi Tony,

I **1** _____ (**go**) to Germany with my family last year last February. My family and I **2** _____ (**not like**) beach holidays, we **3** _____ (**decide**) to go to Berlin for a weekend.

Usually on holiday, I **4** _____ (**enjoy**) visiting lots of famous museums and monuments but we **5** _____ (**not have**) time to see everything, so we just **6** _____ (**see**) the main ones, like the Berlin Wall and the Brandenburg Gate. In my opinion, they **7** _____ (**be**) both very interesting monuments. I **8** _____ (**learn**) about them at school last year.

We **9** _____ (**feel**) cold a lot of the time because it **10** _____ (**be**) the middle of winter.

Where **11** _____ (**you / like**) going on holiday? **12** _____ (**you / prefer**) city breaks in winter or beach holidays in the summer?

Take care,
Sarah

07 **Match the two halves of the sentence.**

1 I go to French lessons	**A** but I enjoy hiking and horse-riding.
2 The weather in Stockholm wasn't very nice	**B** stay with a host family?
3 I'm not good at sport	**C** at sailing?
4 Did you decide to	**D** twice a week.
5 Are you good	**E** when we visited in December.

08 **Choose the best answer, A, B or C.**

1 I didn't go on the language exchange *because* / *so* my language level wasn't high enough.
2 *As* / *So* we enjoy kayaking, we decided to go on an adventure holiday this year.
3 The host family spoke English really well *so* / *because* I wasn't worried that we wouldn't be able to communicate.
4 We prefer city breaks *so* / *because* we enjoy exploring new places.
5 *So* / *As* my parents enjoy trying traditional food, they went on a food tour.

UNIT / 05: FOOD

IN THIS UNIT YOU WILL LEARN HOW TO

- identify different ingredients and categories of food
- use singular and plural countable and uncountable nouns
- give a description of a process
- speak about a meal you enjoy

LEAD-IN

01 **Look at the pictures. Match the countries in the box with the pictures of different food.**

Saudi Arabia	the United Kingdom	China	Italy	Brazil

1 

2 

3 

4 

5 

VOCABULARY AND SPEAKING

02 **Match the ingredients 1–5 with the dishes A–E.**

1 Beef Chow Mein	**A** tomatoes	cheese	flour for bread			
2 Al Kabsa	**B** tomatoes	fish	prawns	rice	coconut milk	
3 Pizza	**C** fish	potatoes				
4 Fish and chips	**D** meat	noodles	oil	garlic	broccoli	
5 Moqueca	**E** chicken	rice	tomato	onion		

03 **In pairs, read and discuss the following questions.**

1 Have you tried any of these dishes in Exercise 2?
2 What is your favourite food from your country?
3 What food is popular in your country?

VOCABULARY AND READING

04 **Look at the photos below. Which do you think you might see at a food festival? Discuss your ideas with a partner.**


Food stalls


Famous chefs


Traditional activities


Arts and crafts


Fairground rides

05 **You are going to read an article about the Chinese food festival in London. Skim the text once quickly. Which of the ideas in Exercise 4 does it mention?**

CHINESE FOOD FESTIVAL IN LONDON

This year, the Chinese food festival is at the South Bank Riverside Walkway by the River Thames in London.

The three-day food festival celebrates real Chinese cooking and dishes from other countries. You can taste wonderful food at the many food stalls, and watch famous chefs showing you how to make some tasty dishes.

All the family can come and enjoy food, traditional Chinese performances and try Chinese arts and crafts.



The festival starts on 25th September and tickets are free! Just go to our website and download your free ticket.

06 **Read the article again and the sentences, 1–6. The information in bold in the sentences is incorrect. Correct the sentences by choosing the best answer, A, B or C.**

1 The Chinese food festival is in London **every year**.
A True B False C Not Given

2 The festival **only** includes Chinese cooking.
A True B False C Not Given

3 You can **learn** to make some of the Chinese food at the festival.
A True B False C Not Given

4 **Children** can come to the festival.
A True B False C Not Given

5 The festival is **only** about cooking.
A True B False C Not Given

6 If you don't download a ticket, you **must pay** to enter on the day.
A True B False C Not Given

TIP 06
Answer the questions about the Chinese food festival. The words in **bold** will help you to choose the correct answer.

You need to be careful that the answer is exactly what it says in the text.

06.1 MINI TIP Does the text say that the festival happens every year?

LISTENING: MATCHING

07 **You are going to listening to Mark and Jane discussing the food festival. What is the main topic of their conversation? Listen and choose the best answer, A, B or C.**

08

A The activities they want to see there.
B The friends they will invite to the festival.
C The reasons their other friends can't go.

08 **Listen again and match the people, 1–6 with the reasons, A–H.**

08

1 Marco
2 Mohammed
3 Pierre
4 Hang Yie
5 Lucy
6 Larissa

A is going sightseeing
B can't afford to go
C is working
D is going to a restaurant
E is helping someone
F is doing something with their flatmate
G is in a different country
H is studying

TIP 08
Be careful. There are more reasons than people, so you won't use all the letters.

08.A MINI TIP What does 'sightseeing' mean?

08.B MINI TIP If you can't afford something, what don't you have?

08.F MINI TIP Where does a 'flatmate' live?

09 **Listen again and check your answers.**

08

TIP 09
Make sure you listen for all of the information.

VOCABULARY AND LISTENING

10 Match the food words in the box with the pictures.

lamb	onion	pasta	flour	salmon	garlic	carrot	rice	spring onion



11 Complete the table using the food words from Exercise 10.

Meat	Vegetables	Fish/Seafood	Carbohydrates	Other ingredients
chicken beef	broccoli	shrimps	potatoes noodles	salt pepper

12 In pairs, add some more food words to the table.

13 Match the verbs for preparing food with the photos.

boil	chop	cut	fold	fry	mix	roll



14 **You are going to listen to a chef giving a cooking demonstration. Listen to the introduction. Which recipe is he going to cook? Choose the best answer, A, B or C.**

09

A



noodles

B



mooncakes

C



dumplings

15 **Listen to the second part of the chef's demonstration. Complete the descriptions of the diagram using the words in the box.**

10

boil	chop(x2)	cut	fold	mix(x2)	roll

TIP 15

You will not always hear the exact same information spoken in the Listening as written in the exercises. You will need to listen for the specific information you want.

1



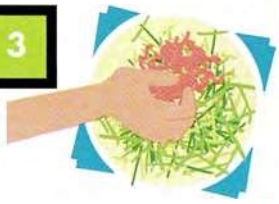
1 You need to _____ water with flour to make the cases.

2



2 You need to _____ the cabbage to make the filling.

3



3 You _____ the meat and cabbage by hand.

4



4 You need to _____ the spring onions and shrimps into small pieces.

5

5 You need to _____ the dough in to 20 equal pieces to make the cases.

6



6 Then you _____ the dough into flat cases.

7



7 You _____ the dough into half-moon shapes.

8



8 You _____ the dumplings three times and they are ready to eat.

Before you listen, it is a good idea to see if you can predict the information.

GRAMMAR AND SPEAKING

16 **Read the list of ingredients. Which of the ingredients did the chef use in the recipe in Exercise 15? Complete the table using the words in the box.**

(an) apple (a) cabbage (some) flour (some) meat (some) milk onion(s)
orange(s) potato(es) (some) rice (some) salt shrimp(s) (some) water

Countable (singular)	Countable (plural)	Uncountable
an apple	(some) potatoes	(some) flour

17 **Complete the sentences using *a / an* or *some*.**







1 For singular countable nouns, we put _____ before the word e.g. _____ cabbage.

2 For plural countable nouns, we can put _____ before the word and we usually add an '*s*' e.g. _____ dumpling**s.**

3 For uncountable nouns, we put _____ before the word e.g. _____ milk.

18 **Read the sentences and complete headings in the table.**

	1 _____ nouns	2 _____ nouns
+	*I have **some** apples.*	*I have **some** rice.*
–	*I don't have **any** cabbages.*	*I don't have **any** milk.*
?	*Do you have **any** onions?*	*Do you have **any** meat?*
A lot of (+)	*We have **a lot of** sweets in the cupboard.*	*We have **a lot of** ice cream in the freezer.*
Much/Many (? –)	*How **many** carrots do we need?* *He doesn't have **many** friends.*	*How **much** water do I put in?* *You don't need to add **much** oil.*

SPEAKING: EATING HABITS

19 **Look at the questions about eating habits. Write three more questions about eating habits using the grammar in Exercises 16–18.**

Food questionnaire

*Do you eat **a lot of** ice cream?*
*Have you ever eaten **a** mooncake?*
*How **much** water do you drink eat day?*
*Are there **any** foods you don't like?*

1 _____
2 _____
3 _____

20 **In pairs, ask and answer the questions.**

READING: SENTENCE COMPLETION 1

21 **Read the instructions about making a Korean dish called Bulgogi and look at the pictures. First, put the pictures A–F in the correct order.**

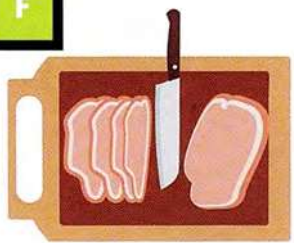
A 

B 

C 

D 

E 

F 

0 B 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

First, take **1** _____ large onion and **2** _____ spring onions and **3** _____ them into small pieces.
Then, in a large bowl put **4** _____ soy sauce and **5** _____ cup of cold water.
After this, add the onions and spring onions and **6** _____ them all together.
Then, you will need to take your beef and **7** _____ it into slices and then add it to the ingredients in the bowl. Put the bowl into the fridge for four hours. Afterwards, remove the meat from the bowl and **8** _____ for 5–10 minutes.
Finally, put the food on the plate and serve to your friends. Add salt and pepper if you wish.

22 **Now, complete the instructions using *a* / *some* or a verb.**

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

Sometimes you are asked to complete sentences with a word or a number and you may not have a list of words in a word box to refer to.

WRITING: DESCRIBING A PROCESS

23 **Look again at the reading in Exercise 21. Write the instructions of a meal that you know how to cook or prepare.**

TIP 24

You might be asked to write about a process in the exam so it is important to practise linking your ideas together. Look at the sequencing words highlighted in Exercise 22 to see how the parts of the instructions are linked.

READING: SENTENCE COMPLETION 2

24 **Read the text and choose the best answer, A, B, C or D.**

I don't usually like **1** _____ meals and because I live alone, I often go **2** _____ restaurants or eat fast food in the week. **3** _____ the weekend, I have more **4** _____ time, so I usually cook my favourite meal. My **5** _____ meal is chicken curry with rice and vegetables. I don't have an oven, so I **6** _____ the chicken on its own in a pan and **7** _____ the rice in water. I like this meal so much that sometimes I also order it in restaurants. I sometimes also eat it four times a week! It is very popular **8** _____ my country, too. I think a lot of people like it because it is healthy and easy to make. You can also change the recipe so it is spicy or not, so everybody can enjoy it.

1 **A** cooking	**B** cook	**C** do	**D** doing
2 **A** in	**B** at	**C** to	**D** for
3 **A** For	**B** At	**C** In	**D** With
4 **A** extra	**B** free	**C** off	**D** hobby
5 **A** lovely	**B** liked	**C** favourite	**D** popular
6 **A** fold	**B** mix	**C** fry	**D** chop
7 **A** fry	**B** cut	**C** roll	**D** boil
8 **A** in	**B** with	**C** at	**D** on

Sometimes you will need to choose from a list of words to complete the gaps in a text.

SPEAKING: A MEAL YOU ENJOY

25 **In pairs, you are going to talk about a meal that you enjoy. Use the information in Exercise 24 to help you.**

In your talk, you should speak about the following:

- who prepares it for you.
- when you eat it.
- why you like it.

WRITING: FOOD IN YOUR COUNTRY

26 **Use the information from this unit to write an essay about a meal that is popular in your country or one that you enjoy.**

In your essay, you should include:

- what ingredients you need.
- the instructions about how you make it.
- the reasons why it is popular.

MODEL ANSWER

My favourite meal is Spaghetti Bolognese. To make Spaghetti Bolognese, you need minced beef, onions, garlic, a can of chopped tomatoes and pasta. First of all, you need to chop the onions and garlic and fry them until they are soft. After this, you add the minced beef and cook it until it is brown. Next, you need to add the chopped tomatoes and continue cooking. While it is cooking, you need to boil some water. When the water is ready, add the pasta and boil it for about 11 minutes. After this, put the pasta on plates and add the sauce. Finally, put some cheese on top and salt and pepper if you want and it is ready to eat.

Spaghetti Bolognese is my favourite dish because it is simple to make and is very tasty. I think that it is popular because it tastes so good. There are also many different ways to make it and you can use more vegetables or different types of pasta, so everyone can enjoy it.

UNIT / 05

GRAMMAR AND VOCABULARY

01 **Match the different foods in the box to the photos.**

beef lettuce duck lobster spaghetti salmon garlic cauliflower

1



2



3



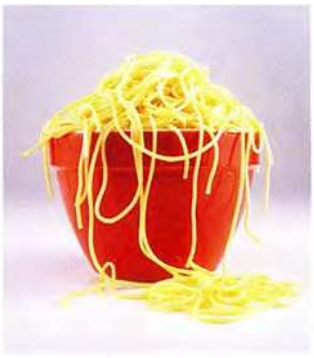
4



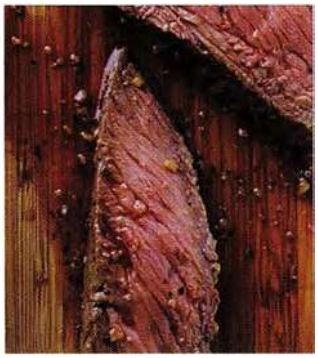
5



6



7



8



02 **Complete the table using the words in the box.**

beef lettuce duck lobster spaghetti salmon carrot garlic cauliflower

Meat	Vegetables	Fish/Seafood	Carbohydrates

03 **Match the cooking methods 1–5 to the definitions A–E.**

1 bake
2 boil
3 chop
4 fry
5 mix

A to cook food in water.
B to cut something into small pieces.
C to cook something such as bread or a cake with dry heat in the oven.
D to put two or more ingredients together.
E to cook something in hot oil or fat.

04 **Complete the chart below using the words in the box.**

some any a an

Before singular countable nouns we use **1** _____ before a consonant and **2** _____ before a vowel.
- I have **3** _____ sandwich for lunch.
- I had **4** _____ apple for a snack today.

In positive sentences, with plural and uncountable nouns we use **5** _____.
- I have got **6** _____ juice in the fridge.
- There are **7** _____ oranges in the cupboard.

In questions and negative sentences with countable and uncountable nouns, we use **8** _____.
- Are there **9** _____ tomatoes?
- Is there **10** _____ fish on the menu?

In offers and requests, we use **11** _____.
- Can I have **12** _____ water, please?
- Would you like **13** _____ tea?

05 **Read the sentences in the chart and underline the correct answer.**

We use **1 a lot of / many** with positive and negative sentences with countable and uncountable nouns.
- We have **2 much / a lot of** oranges to eat because we have an orange tree in our garden.
- We don't have **3 a lot of / many** fruit to eat in winter.

We use **4 much / many** with questions and negatives with countable nouns.
- How **5 much / many** lemons do you need for the recipe?
- There aren't **6 much / many** cauliflowers in the shop.

We use **7 many / much** with questions and negatives with uncountable nouns.
- How **8 many / much** coffee is there in the cupboard?
- There isn't **9 many / much** sugar in the dish.

06 **Choose the best answer, A, B or C.**

1 Could you go to the shop? There isn't _____ milk in the fridge.
A some B many C much

2 How _____ eggs do we need to make the cake?
A many B much C a lot of

3 There are _____ potatoes in the cupboard, so we could make chips.
A much B any C a lot of

4 Do you have _____ spaghetti?
A any B many C a

5 I think that we have _____ carrots in the fridge.
A much B some C any

6 I would like _____ fish, please.
A some B much C many

7 How _____ sugar would you like in your coffee?
A many B much C any

8 There aren't _____ vegetables in the shop, just cauliflower and lettuce.
A any B many C much

9 We don't have _____ beef left. Everyone ate it. Would you like chicken instead?
A any B many C much

10 There are _____ different salads on the menu. I don't know which one to choose.
A any B much C a lot of

07 **Read the narrative and choose the best answer, A, B or C.**

My **1** _____ food is pizza. I like **2** _____ pizzas because they are very easy to prepare. If you want to **3** _____ your own pizza, all you need to do is make the bread for the base. This is called the dough. You can **4** _____ tomatoes and cheese and **5** _____ other ingredients on top. You then **6** _____ it in the oven for 10 to 15 minutes until it is ready to eat. If you don't feel like making pizza, you can buy **7** _____ pizza from your local supermarket and just put it in the oven when you get home. Nowadays, **8** _____ of people are so busy that they don't have time to cook at home or they like to have a rest **9** _____ the weekend. These people often also eat pizza, but they go **10** _____ a take-away restaurant and buy a pizza that has already been made.

1	A best	B lovely	C favourite
2	A eating	B eat	C ate
3	A get	B have	C make
4	A mix	B fold	C add
5	A a lot	B many	C much
6	A cook	B boil	C fry
7	A much	B some	C a
8	A much	B a lot	C many
9	A at	B in	C for
10	A in	B for	C to

08 **Read the instructions about making an Arabian cauliflower recipe and look at the pictures. Then, match the pictures to the instructions.**

A While the cauliflower is boiling, chop some garlic.

B Add the mixture of paste, garlic and lemon juice to the cauliflower.

C Next, add the garlic to some special mixture called tahini paste and some lemon juice.

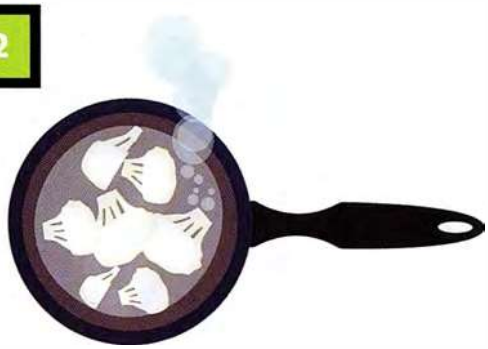
D First, take a large cauliflower and cut the leaves off so that you only have the white part.

E Mix the paste, the lemon juice and the garlic together.

F Next, take the cauliflower and place it in boiling water.

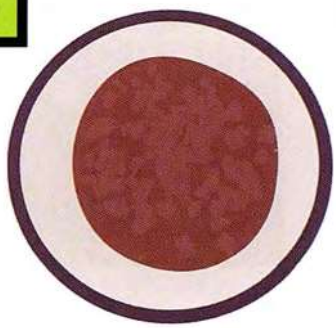
G Finally, cover the dish and put it in the fridge until you are ready to eat it.

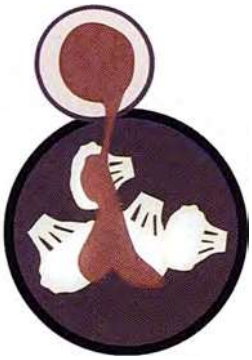
1 

2 

3 

4 

5 

6 

7 