UNIT 06: TRANSPORT AND PLACES IN TOWN

IN THIS UNIT YOU WILL LEARN HOW TO

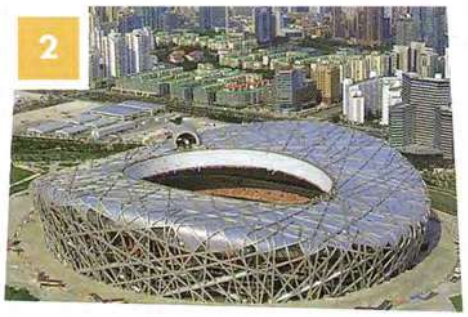
- identify different types of transport and places in a town or city
- read real-world notices and other short texts for the main message
- listen to identify, understand and interpret information
- use comparatives and superlatives
- speak about transport and towns
- write a longer piece of continuous writing

LEAD-IN

01 Match the words in the box with the photos 1–5.

statue castle stadium tower bridge

1 

2 

3 

4 

5 

02 Look at the photos in Exercise 1 again. What are the names of the places and which countries do they come from?

03 What other famous buildings or monuments can you name, and which cities are they in? Are there any famous buildings or monuments in your city or town?

READING AND VOCABULARY

04 **Complete the table with the correct words. Some words can be used twice.**

square motorway motorbike ticket platform post office
shopping centre car park library sports centre restaurant
coach cafe police station department store the underground

Places in a city	Travel and transport

05 **Read the signs and notices. Add the words in blue to the table in Exercise 4.**

In some Reading exam questions, you will read some very short real-world texts, such as signs, messages, postcards, notes, emails or labels. You will need to work out the main idea of the text. Read the whole text and decide what the key words are to help you understand what the text says.

1

PARKING FOR SUPERMARKET CUSTOMERS ONLY
Free for two hours – after that £2 an hour.

2

Hi Tom,
Jim and I are playing football in the park today. Do you want to join us? We'll get on the bus at the town centre at 12:30pm. Let me know,
Harry

3

Trains travelling north out of this station are delayed because of heavy snow.

4

Reply Forward
To: Su
From: Lee
Subject: Ho liday Plans

I just checked and there are seats available on the flight we want. Let's book them soon before the price gets too expensive!

5

Hi Deon,
I went sightseeing around the city today on an open top bus. We visited the museum and the castle along the way. We're going on a boat trip tomorrow and we'll be back home on Friday.
George

6

MILLTOWN STATION

Bicycles should be left in the bicycle stands only. For advice, please speak to a member of staff, who can give more details.



7

Alice, how are you going to the theatre tonight? It's close enough for me to walk but Tim's going by car and he's offered to drive me. Let him know if you want him to drive you, too. Sonia

06 **Read the signs and messages again in Exercise 5. Choose the correct answer, A, B or C.**

1 What does the supermarket notice say?
- A You can pay £2 to leave your car in the supermarket car park all day.
- B Supermarket customers can only park here for 2 hours at a time.
- C You don't need to pay if you finish shopping within 2 hours.

2 Why did Harry write this message?
- A To give Tom and Jim instructions on how to get to the park.
- B To invite Tom to play football with him and Jim.
- C To find out what time Tom would like to play football.

3 What is the notice telling passengers?
- A They should wait for news about the weather before travelling.
- B Some passengers will be late today because of the weather.
- C The station is closed until the weather improves.

4 What does Lee suggest?
- A To book the flights as soon as possible.
- B To choose a less expensive flight.
- C To change the date of his and Su's flight.

5 What does George say?
- A His sightseeing trip included a visit to a museum and castle.
- B He visited the castle and museum after going on the boat trip
- C He hopes to do a boat trip and an open bus tour before returning home.

6 What are train passengers told at the station?
- A They must not leave bikes at the station.
- B Cycle parking is only for members of station staff.
- C If they need to know more, they can ask someone who works there.

7 What should Alice do?
- A Contact Tim if she would like a lift to the theatre.
- B Tell Sonia what her travel plans are for this evening.
- C Let Tim or Sonia know if she's going to the theatre.

06.1 MINI TIP The options all contain similar words, and they all use words from the notice. You need to pay close attention to the main idea of the notice, and find the option that matches that meaning.

06.2 MINI TIP Always read the question carefully to see which option is correct. There is information in the message about where and when they will play football, but this was not why Henry wrote the message.

LISTENING: GAP-FILL

07 11 **You will hear Part 1 of some information about a new shopping centre. While you listen, circle the words and numbers that you hear.**

7am	Thursday	£2.50
10am	356	£3.00
6pm	635	£3.50
8pm	790	£15.00
Tuesday	729	
Wednesday	£2.00	

08 **Listen again to Part 1 of the information and complete the text with the missing information.**

11

Northfields' shopping centre information

Name of architect who designed Northfields': **1** John _____

Address and postcode: Forest Drive, **2** _____.

Opening hours: 10am to 6pm

Late night shopping until 8pm on **3** _____.

Transport

By car – free car park

By bus – there are **4** _____ buses.

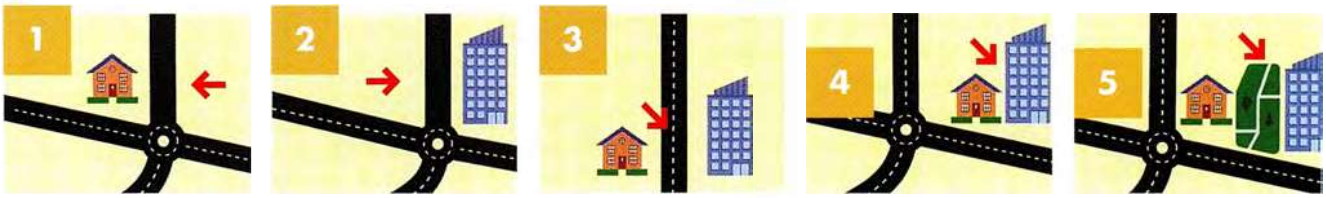
Underground – From the town centre it only takes **5** _____.

In this type of Listening exam task, always read the questions carefully first, so you know what specific information you need to listen for. Information may include a day of the week, a price, a spelling, a number or a postcode.

Make sure you practise the alphabet often so you have no trouble with spelling questions.

09 **You are going to listen to Part 2 of the information. Before you listen, match the phrases with the diagrams.**

next to on the left of opposite between on the right of



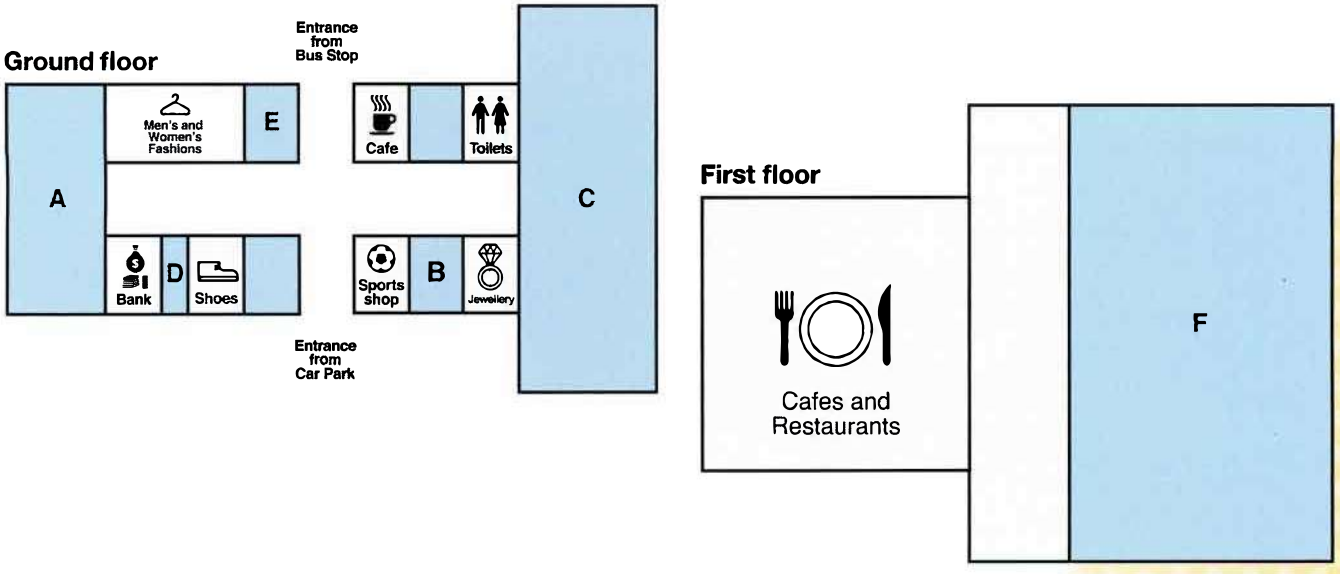
_____ _____ _____ _____ _____

10 **Now listen to Part 2 of some information about a new shopping centre. Look at the map and the list of shops. Match the shops with the correct letter, A–F.**

12

1 cinema _____
2 supermarket _____
3 Green's department store _____
4 pharmacy _____
5 book store _____
6 mobile phone shop _____

Northfields' shopping centre map



11 Compare your answers to Exercise 10 with a partner. Then, listen again and check.

12

12 Work in pairs. Ask and answer questions about the map in Exercise 10.

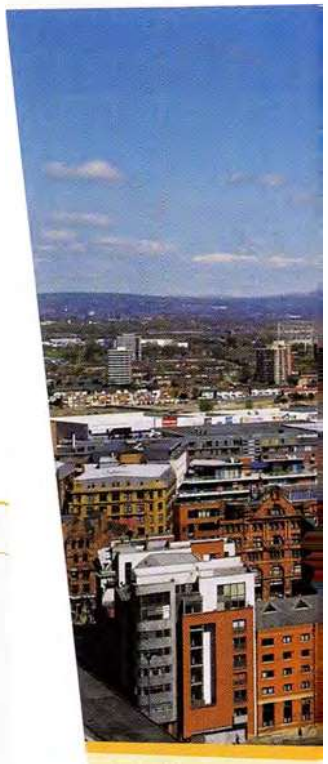
Examples:

A Where can I buy a tennis racket?

B At the sports shop. It's on the ground floor opposite the cafe.

A Where's the bank?

B It's between the department store and the mobile phone shop.



GRAMMAR: COMPARATIVES AND SUPERLATIVES

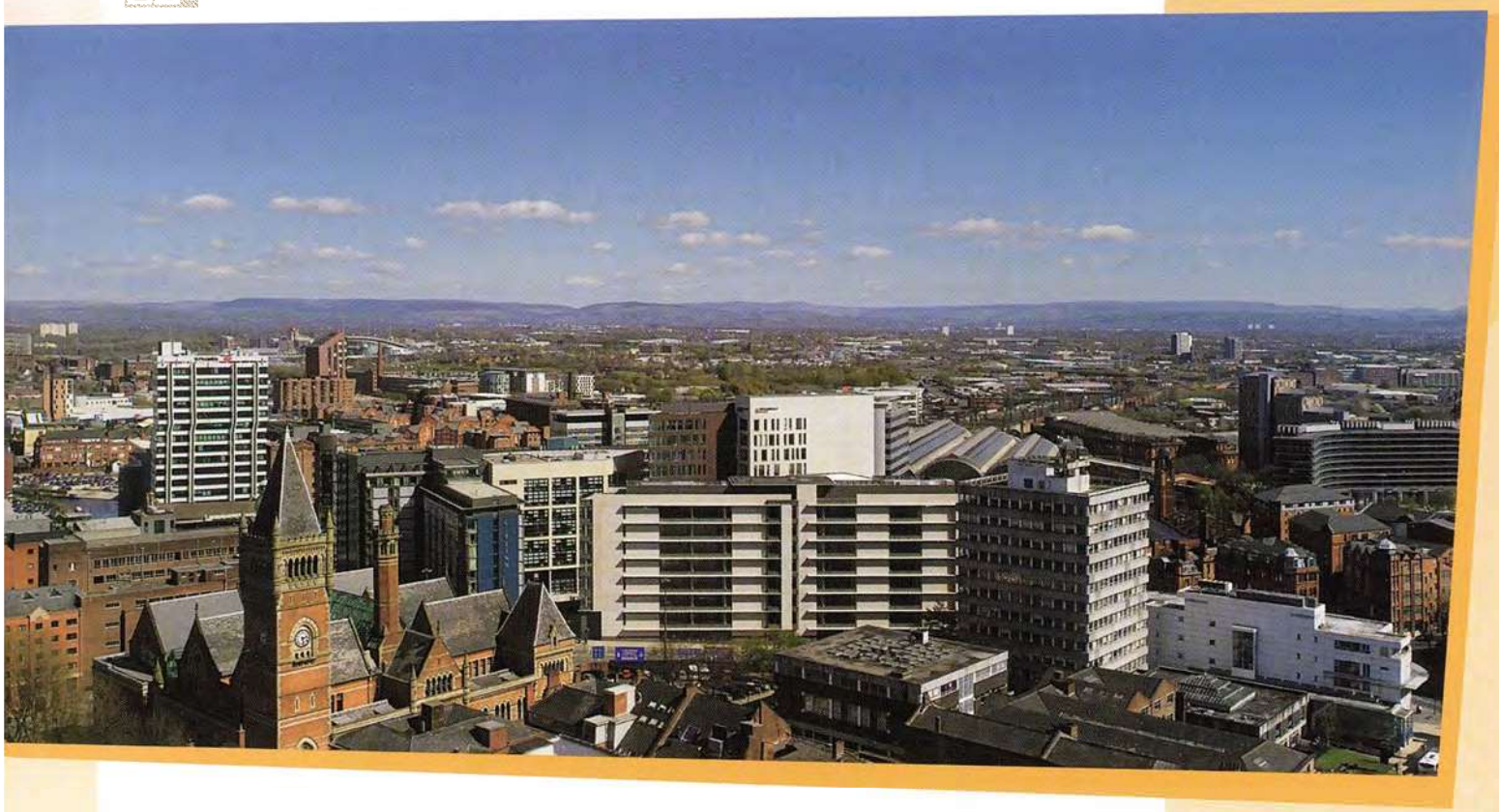
13 Read the Grammar table. Then, write the comparative and superlative forms of the adjectives in the box.

	Comparative	Superlative
One syllable	*+er*	*+est*
small	*smaller*	*smallest*
quick	*quicker*	*quickest*
(consonant / vowel / consonant)	**double last letter and *+er***	
big	*bigger*	*biggest*
sad	*sadder*	*saddest*
Two or more syllables	*+ more*	*+ the most*
expensive	*more expensive (than)*	*most expensive*
important	*more important (than)*	*most important*
(Two syllables *+y*)	***+ier***	***+iest***
easy	*easier*	*easiest*
happy	*happier*	*happiest*
Irregular		
good	*better*	*best*
bad	*worse*	*worst*
far	*further*	*furthest*
much/many	*more*	*most*

tall famous hot busy interesting friendly old thin

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

14 **Read the sentences about Manchester and underline the correct form of the adjectives.**



1 Manchester is in the north of England and is the UK's fifth **largest / larger** city.
2 Manchester has **most / more** students than any other city in the world.
3 Manchester's Chetham's Library is the **old / oldest** public library in the English-speaking world.
4 **Many / More** languages are spoken in Manchester than any other city in Western Europe.
5 The world's **first / last** passenger train station was built in Manchester in 1830.
6 Recently, Manchester was voted the **better / best** UK city to live in.
7 Manchester airport is **larger / largest** than Birmingham airport.
8 Manchester United is the **more / most** successful football club in England with 20 league titles.
9 Manchester Piccadilly is one of the **busy / busiest** train stations in England.
10 **More / Most** than 20 Nobel prize winners have come from Manchester.

15 **In pairs, discuss the facts you read in Exercise 14. What information did you already know? What did you find interesting or surprising?**

16 **Write some sentences about a city you know. Include comparative and superlative adjectives. Use the internet to help you find information.**

17 **Work in groups and read your sentences to each other. Say which information is the most interesting and which is the most surprising.**

TIP 17

In exam speaking tasks, show you know the vocabulary and grammar connected with the topic. Try not to give very short answers. Let the examiner see what you know.

SPEAKING: TALKING ABOUT TRANSPORT AND TOWNS

18 **You are going to talk together in pairs. Read and do the task.**

- Work in pairs.
- Student A, ask student B the questions about transport.
- Student B, ask student A the questions about his/her hometown.
- Use as much vocabulary as you can remember from the unit to answer the questions.
- Use comparative and superlative adjectives.
- Then swap questions.

Transport

1 How did you travel here today?
2 How do people prefer to travel in your country?
3 Is traffic a problem in your town?
4 Is it better to walk or cycle where you live?
5 What is the best way to travel in your town?

Your hometown

1 Where do you come from?
2 Tell me about the most interesting places in your town.
3 What is the oldest part of your town?
4 Is your town popular with tourists?
5 How could you make your town better?

19 **Now, read some questions about your answers to Exercise 18. In pairs, discuss the questions together.**

1 What vocabulary from the lesson did you use in your answers?
2 Are there any words you forgot to use?
3 Did you use comparative and superlative adjectives in your answers?
4 Did you give any short answers? How could you make your answers longer?



WRITING: A LONGER PIECE OF CONTINUOUS WRITING

20 **Read the task.**

This is part of an email you receive from an English pen-friend, Sandy.

I'm coming to your country next month on holiday. Where do you think I should go and why are those places interesting? What's the best way for me to travel around?

- Now write a letter, answering Sandy's questions.
- Write your letter in about **100** words.

21 **Before you write your email, plan your answer. Make notes on each question Sandy asks. Think about the vocabulary and grammar you can use.**

22 **Now, write your email.**

You can begin like this:

Hi Sandy,

I'm really pleased you're coming to visit my country. The first place you should visit is….

Useful linkers to include
if so because after that

23 **Compare your email with your partner. Help each other to correct any mistakes with comparative and superlative adjectives and check spelling and punctuation. Give each other suggestions on how to improve your emails.**

UNIT / 06

GRAMMAR AND VOCABULARY

01 **Match the activities with the places.**

You might go here to

1	send a parcel.	A	supermarket
2	stay for a few days.	B	police station
3	speak to a policeman.	C	library
4	exercise.	D	station
5	have a meal.	E	sports centre
6	do some food shopping.	F	post office
7	catch a bus or a train.	G	hotel
8	relax on the grass.	H	park
9	borrow a book.	I	museum
10	look at things from the past.	J	restaurant

02 **Match the places in the box to the sets of words.**

department store castle airport motorway train street cafe

1	_____	seat	ticket	platform	travel
2	_____	lift	floor	clothes	toys
3	_____	cars	road	sign	fast
4	_____	coffee	snack	talk	table
5	_____	houses	cars	bikes	neighbours
6	_____	history	visitors	building	museum
7	_____	flight	plane	passenger	pilot

03 **Look at the map and complete the sentences using words in the box.**

next in front of on your left behind
on your right across opposite between



1 The park is _____ the cinema.
2 The petrol station is _____ the road from the cinema.
3 The post office is _____ the cafe and the hotel.
4 The theatre is _____ the petrol station.
5 The sports centre is _____ to the hotel.
6 When you come out of the hotel, the post office is _____.
7 The bus stop is _____ the park.
8 When you come out of the museum, the library is _____.

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

Sally and her friend had nothing to do and they felt a bit **1 bored / sorry / heavy**. They decided to go to the shopping centre to get some **2 latest / new / early** clothes. The shopping centre had all of Sally's **3 popular / favourite / great** shops. It was the weekend, and the centre was **4 full / busy / crowded** of people. Sally was **5 worried / ready / careful** not to spend too much money. After a couple of hours, Sally and her friend felt **6 wrong / difficult / tired** so they went to a cafe to relax. They had a drink and a **7 right / healthy / fast** snack and then went home.

05 **Complete the sentences using the adjectives in the box.**

friendly	high	comfortable	old	famous	interesting	modern

1 I didn't enjoy the flight because my seat was not at all _____ .
2 The library looks very _____ – the building is made of glass and it is an unusual shape.
3 The staff at the hotel were always polite and _____ .
4 I'm reading a very _____ book at the moment about the future of the planet.
5 I bought some beautiful _____ jewellery from the market. It's from the 19th century.
6 The mountain isn't very _____ but the views from the top are still amazing.
7 I sat next to a well known actor on the train. I had never seen a _____ person before that.

06 **Complete the table using the adjectives in the box.**

expensive	interesting	modern	comfortable	strong	fast	difficult
low	high	careful	new	important	cheap	crowded	clean	old

+er / est	*more / the most …*
small – smaller, smallest	*famous – more, the most famous*

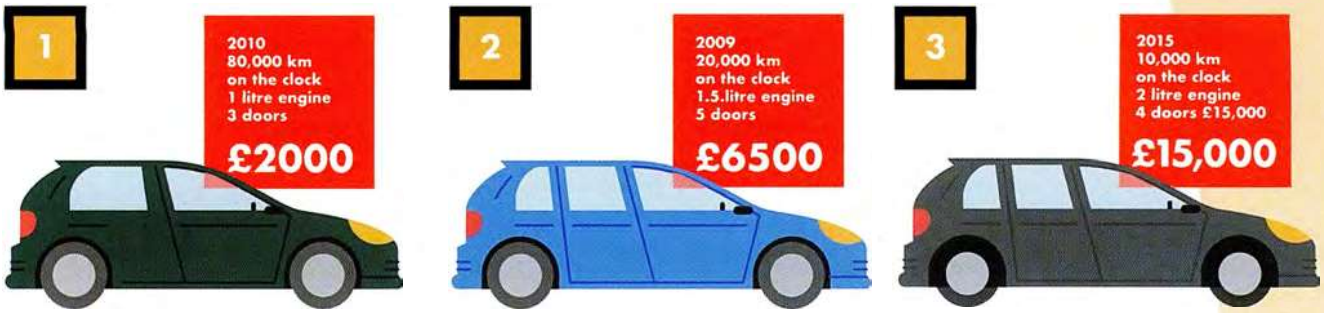
07 **Complete the sentences using the adjectives in brackets.**

1 I think trains are _____ (**safe**) and _____ (**fast**) than cars.
2 The traffic is usually _____ (**bad**) in the city than in the countryside.
3 In London, the bus is _____ (**cheap**) than the trains.
4 The main square is _____ (**old**) than any other parts of the town.
5 My old house was _____ (**big**) than the one I live in now.
6 I live far from college so I have to get up _____ (**early**) than my friends.
7 Our garden always looks _____ (**pretty**) in summer than in winter.
8 My friend has lost weight and is much _____ (**thin**) than last year.
9 It is _____ (**good**) for your health to cycle to work than get the bus.
10 Jon lives _____ (**far**) away from me than Pete.

08 **Complete the sentences using a comparative adjective.**

1 My bike was expensive but my brother's was _____.
2 Art galleries are interesting but museums are _____.
3 Madrid is hot but Kuwait is _____.
4 This garden is pretty but the one we saw yesterday was _____.
5 This restaurant is good but the Italian one is _____.
6 I was excited about the trip but my friend was _____.
7 Cars are noisy but motorbikes are _____.
8 I'm bad at maths but my friend is _____.

09 **Look at the pictures of the three cars. Compete the sentences using the superlative adjectives.**



1 Car A is _____ (**cheap**).
2 Car B has _____ (**many**) doors.
3 Car C has _____ (**large**) engine.
4 Car A has _____ (**many**) kilometres on the clock.
5 Car C is _____ (**expensive**).
6 Car A has _____ (**small**) engine.
7 Car B is _____ (**old**).

10 **Compete the email using the correct form of the adjectives in brackets.**

Reply Forward
To: Sue
From: William

Hi Sue,

I'm on holiday in Munich and I'm having a great time. We are staying in a little hotel near the city centre. It isn't **1** _____ (**good**) hotel in town but it is nice enough and it was **2** _____ (**cheap**) than most of the others I looked at. It's very close to the Englischer Garten, a beautiful park that is **3** _____ (**big**) than Central Park in New York!

Yesterday, we went to the Deutsches Museum, a big science museum – one of **4** _____ (**large**) in Europe. I liked all of it, but **5** _____ (**interesting**) part for me was the space exhibition. Tomorrow, we are going to the Residezmuseum. The guidebook says it is one of **6** _____ (**fine**) palaces in the whole of Germany. I can't wait.

Write and tell me about your holiday.

William

UNIT 07: JOBS, WORK AND STUDY



IN THIS UNIT YOU WILL LEARN HOW TO

- identify words about jobs, work, studying and work experience
- identify words about skills and abilities
- scanning for specific information
- use can / can't and could / couldn't
- speak about your skills and abilities
- write an email in reply to a summer job advertisement

LEAD-IN

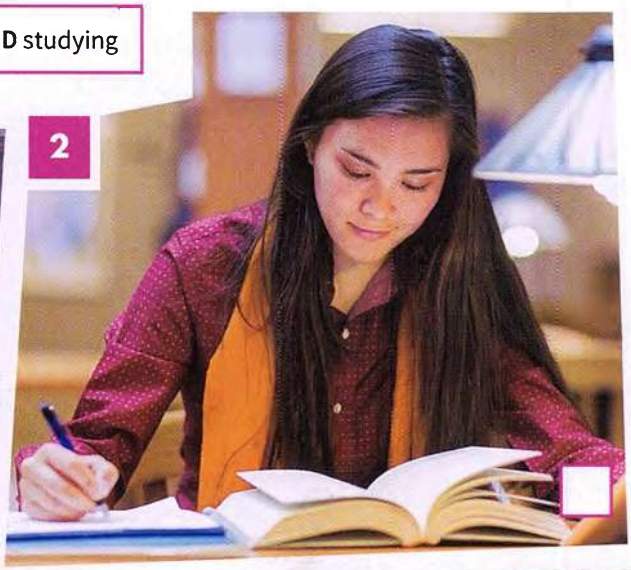
01 **Look at the photos. What are the people doing? Write A–D in the boxes.**

A helping the elderly **B** wearing a uniform **C** meeting **D** studying

1



2



3



4



VOCABULARY: SKILLS AND ABILITIES

02 **Read and match the skills and abilities A–J with the pictures, 1–10.**

A write well B talk to new people easily C read a map D play sport well
E cook many types of food F work for long hours G understand maths easily
H speak many languages I remember a lot of information J do well in exams



03 **In pairs, talk about what skills from the word box in Exercise 2 you are good at and which ones you are not good at.**

TIP 02

Skills and abilities are very similar. They both talk about what you are able to do. Skills are things you learn but abilities could be things you learn or are already able to do. In this unit, we will look at them as being the same idea.

LISTENING: NOTE COMPLETION EXTENSION

04 **You are going to listen to a radio advertisement about a TV programme called *Before They Were Famous*. In pairs, read the notes once quickly. Think about what information could be missing.**

***Before They Were Famous*: Jack Riley, famous 1** _____

TV Programme details

Day: **2** _____

Channel: **3** _____ Time: **4** _____

Jack's life before he was famous

left school at the age of **5** _____.

failed exams in both **6** _____ and **7** _____.

got a job in an **8** _____ restaurant near his home.

trained to be a chef in **9** _____.

Jack's life now

has presented a radio show called **10** _____ since 2006.

wrote his first bestselling cookbook in **11** _____.

worked as head chef at *The Lemon Grove* between **12** _____ and **13** _____.

married with **14** _____ children.

05 **Now, listen to the radio programme and complete the notes.**

TIP 04

As you read through the notes, try to predict which information could be missing. Then, when you listen, you will already know what type of information to listen out for. Information could include:

numbers: dates, times, years, ages

words: nouns, names, adjectives

Note that if the answer is a number, you can avoid spelling mistakes by writing the figure and not the word, e.g. you could write *4* and not *four*.

GRAMMAR: *CAN / CAN'T / COULD / COULDN'T*

06 **Listen again to the radio advertisement in Exercise 5. In pairs, talk about what TV chef Jack Riley could and couldn't do in the past and what he can and can't do now.**

13

07 **Now, complete the table with TV chef Jack's abilities in the box.**

understand maths easily	write well	write books	do well in exams
cook only one type of food	cook many types of food	work long hours	

	Present	Past
Able to	*can* 1 _____ 2 _____ _____	*could* 3 _____ _____
Not able to	*can't* 4 _____ _____	*couldn't* 5 _____ _____ 6 _____ _____ 7 _____ _____

08 **Read the Grammar box. Then, complete the dialogue using *can* / *can't* / *could* / *couldn't*.**

Present Ability	Past ability
We use *can* to talk about what we are able to do now. We use *can't* or *cannot* when we want to say that we are not able to do something. **Questions** *Can you read a map?* *What sports can you play?*	We use *could* to talk about what were able to do in the past We use *couldn't* or *could not* when we want to say that we were not able to do something in the past. **Questions** *Could you read a map?* *What sports could you play?*

A Tell me about what you think your skills and abilities are.

B Well, I have a good memory. I **1** _____ remember lots of information, which is really useful when I'm studying for my exams.

A That's really helpful. How about sport? Are you good at it?

B No, not really. I **2** _____ really play sport that well. When I was younger, I **3** _____ play badminton a little bit, but I stopped because I found it boring.

A What skills do you want to learn?

B I'd like to be better at making friends. When I was a child, I **4** _____ talk to new people at all. I'm a little better now, but I'm still quite shy. Other skills I'd like to improve on are my cooking skills. In the past, I **5** _____ cook anything very well without burning it, but I've been taking cooking classes and I **6** _____ cook many different types of food, like curry, risotto and sweet and sour chicken. My next challenge is to learn how to make sushi – I love Japanese food!

SPEAKING: DESCRIBING SKILLS AND ABILITIES

09 **Look at the questions about skills and abilities. Write down three more questions about skills and abilities.**

> Think about the grammar you will use, including *can / can't / could / couldn't.*

Skills and abilities questionnaire

1 What are your best skills and abilities?
2 What skills do you want to learn?
3 What skills and abilities did you have when you were younger?
4 What skills and abilities did you **NOT** have when you were younger?

10 **You are going to speak about your skills and abilities, and ask and answer the questions in Exercise 9. Before you speak, spend one minute preparing what you could say and make notes.**

> Try to add more information about your answer and don't give short answers. You can give reasons or examples. Use *because* for reasons and *for example / like* for examples.

11 **Now, in small groups, ask and answer the questions in Exercise 9. As you speak, write down the other students' answers.**

Questions	Student 1	Student 2
1 What are your best skills and abilities?		
2 What skills do you want to learn?		
3 What skills and abilities did you have when you were younger?		
4 What skills did you **NOT** have when you were younger?		

VOCABULARY: WORK EXPERIENCE

12 **Match the summer jobs in the box to photos 1–5.**

lifeguard | sales assistant | sports coach | video game designer | helping elderly people

1 

2 

3 

4 

5 

READING 1: *TRUE, FALSE, NOT GIVEN*

13 **Read the introduction to a factual text about summer jobs. Then, in pairs, answer the questions.**

SUMMER JOBS

Helen Green is a careers advisor who works with teenagers and young adults. In this article, she explains how young people can use their summer holidays to get some work experience.

1 What do you think a career advisor does?

2 What will she do in this article?

14 **Now, take two minutes only to read the article once quickly. Then, answer the questions.**

1 Why is it good for young people to get a summer job or do a short course?

2 How many different types of summer jobs does Helen Green write about?

TIP 14

Reading the text quickly (or 'skimming' the text) will help you to understand the main ideas.

GETTING A SUMMER JOB

A summer job will give you the chance to earn money and get some work experience, as well as learn new skills. Many teenagers think that it will be difficult to find a job because they don't have as much experience as an adult. However, that's not the case at all. Many employers like to give jobs to young people because they have lots of energy and enthusiasm. Before you apply for a job, make a list of the skills you have so you can write them on your application form. **Not sure which job would be best for you? Here are some ideas to get you started.**





BE A SPORTS COACH AT A SUMMER CAMP

Can you play football, basketball or tennis? Are you good at teaching people new skills? Then this could be the job for you. Working as a sports coach allows you to spend time outside, play the sports you love and get paid for it! It will give you useful experience of working with young people, which is ideal if you are thinking of doing a teaching course in the future.

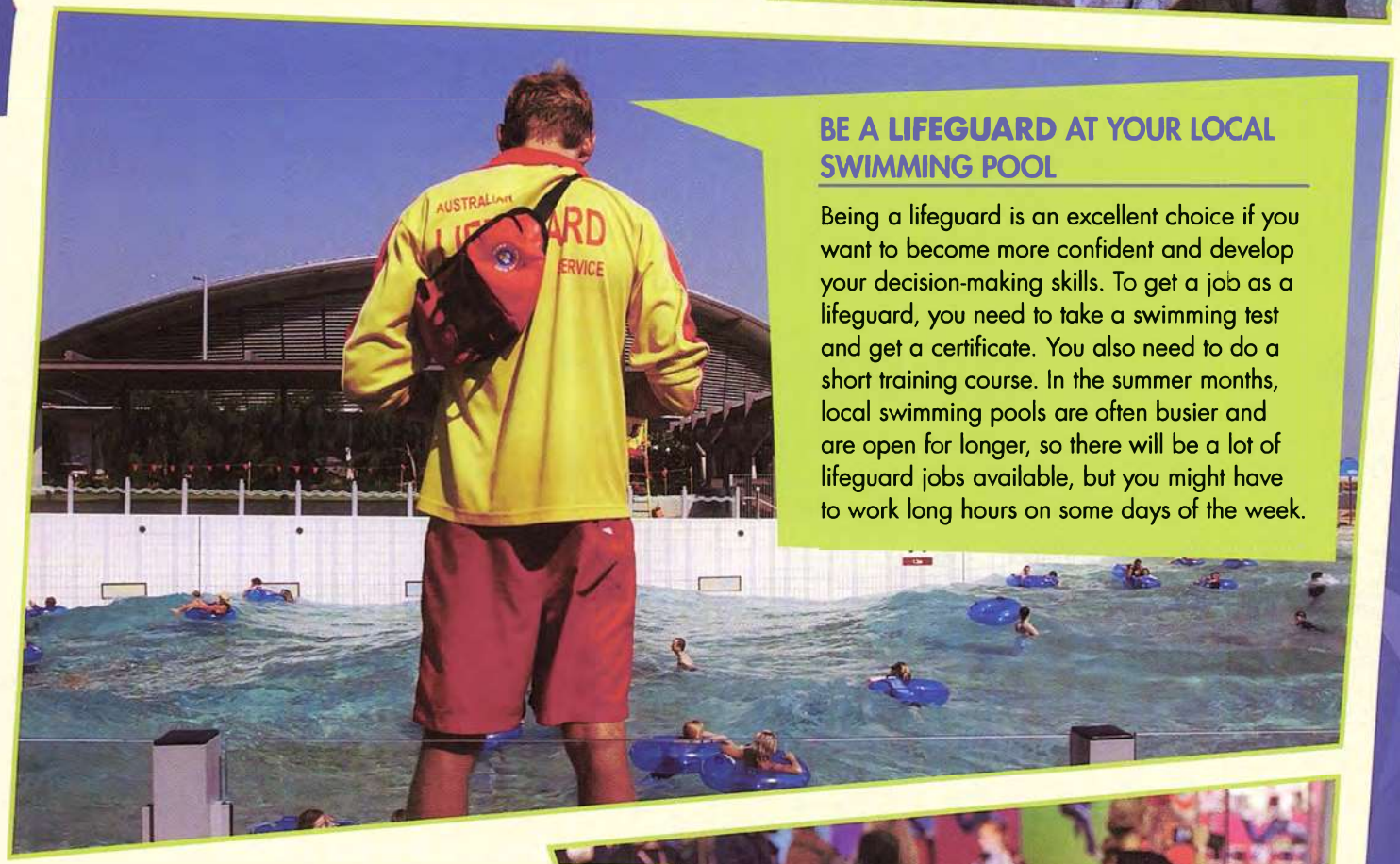
HELP ELDERLY PEOPLE IN YOUR TOWN

Working with elderly people is a really good way of helping others while giving something back to the community. You will help elderly people who can't go to the supermarket, so having a car would be very useful. However, if you don't there are a lot of other things that you can do. You can help them use computers, clean their homes, do the gardening and simply be there to keep them company. Contact your local care home to find out about opportunities for summer work.

WORK IN FASHION

How about working in a designer clothes store during your summer holiday? There are plenty of opportunities to use a variety of skills. You can use your fashion knowledge to help people choose the right outfit or use your knowledge of technology to show people how the latest designer smart watch works. This type of job is often very sociable as sales assistants will need to speak to customers and with other members of staff. It is a good opportunity to work as part of a team.





BE A LIFEGUARD AT YOUR LOCAL SWIMMING POOL

Being a lifeguard is an excellent choice if you want to become more confident and develop your decision-making skills. To get a job as a lifeguard, you need to take a swimming test and get a certificate. You also need to do a short training course. In the summer months, local swimming pools are often busier and are open for longer, so there will be a lot of lifeguard jobs available, but you might have to work long hours on some days of the week.

LEARN TO BE A DIGITAL DESIGNER

Are you interested in computers and learning how to design computer games? You probably won't be able to find a job in an IT company, but many of them have training programmes for young people during the summer holidays where they can learn a wide range of IT skills.

This is a great choice for anyone who is thinking of studying a computer-related course at university. These courses and jobs are very popular these days, so it will definitely be useful to get some experience!



15 **First, read the question. Then, read the Exam strategy box about answering *True* / *False* / *Not Given* questions.**

1 Helen Green thinks that it is difficult for young people to find a summer job.

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

Answer: C (She says it's not the case at all.)

Exam Strategy: answering True, False or Not Given questions

1 Read the statement very carefully.

2 Highlight the key words in the statement.
Helen Green thinks that it is difficult for young people to find a summer job.

3 Find the paragraph in the text with the information about this statement.
Getting a summer job
A summer job will give you the chance to earn money and get some work experience, as well as learn new skills. Many teenagers think that it will be difficult to find a job because they don't have as much experience as an adult. However, that's not the case at all.

4 Scan the text for the key words you highlighted in the statement. Watch out for 'synonyms' (different words with the same meaning), e.g. *young people = teenagers.*

5 Use the exam strategy information to decide whether the statements are **True**, **False** or **Not Given**.

TIP 15

If the exact information in the statement is not mentioned in the text about the statement, then the answer is **Not Given**.

16 **Now, read the article in Exercise 14 again and use the exam strategies in Exercise 15 to answer the questions. Choose the correct answer, A, B or C.**

1 Young people should give employers information about what they can do.
A True **B False** **C Not Given**

2 Sports coaches at a summer camp don't get paid very much money.
A True **B False** **C Not Given**

3 You need to have a car to get a job working with older people.
A True **B False** **C Not Given**

4 Young people who work in designer clothes stores can help customers decide what to buy.
A True **B False** **C Not Given**

5 Sales assistants in designer fashion stores shouldn't talk to other staff members at work.
A True **B False** **C Not Given**

6 You only need to get a certificate, to get as job as a lifeguard.
A True **B False** **C Not Given**

7 In the summertime, lifeguards often need to work in the evenings or at the weekend.
A True **B False** **C Not Given**

8 Many IT companies offer jobs to young people in the summer.
A True **B False** **C Not Given**

WRITING: AN EMAIL FOR A SUMMER JOB

17 **Read an email you received with an advertisement about summer jobs. In pairs, read the task and discuss what you could write in your email.**

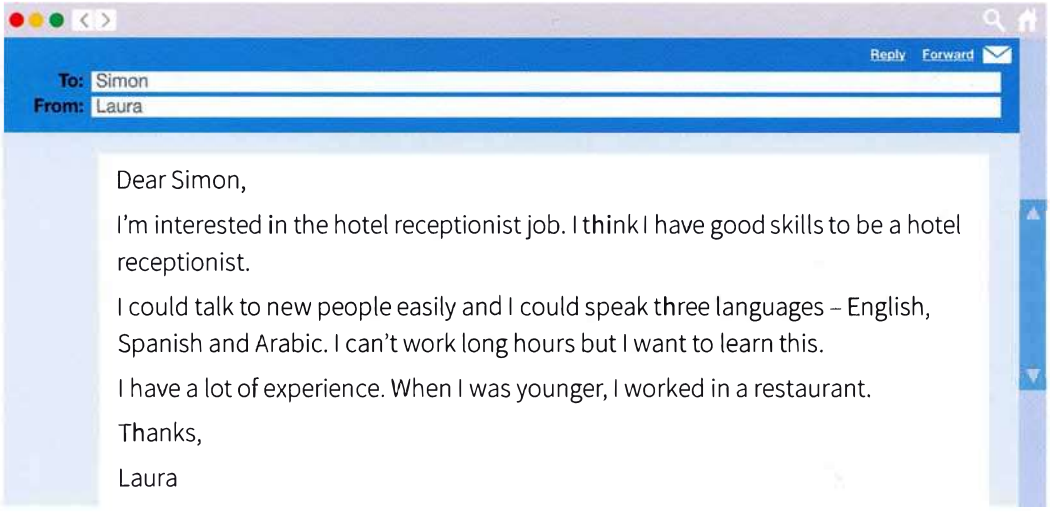
If you are interested in applying for one of our summer jobs, fill in an application form with your details and which job you want to do, and send it to me Simon Stone, summer job co-ordinator.

In your application, you should:

- say which job you are interested in.
- say what skills and abilities you have.
- say what skills you didn't have in the past but you do have now.

Write your email in about 60–80 words.

18 **Now, look at a student's email replying to the summer jobs advertisement. What job does she want to do?**



19 **Now, read Laura's email again in Exercise 18. In the table, tick ✓ the features she uses in her email.**

Feature	✓
She says which job she is interested in.	
She says what skills she has.	
She says what skills she didn't have in the past but does now.	
She uses a good structure – greeting to start the email and ends with her name.	
She uses the correct and appropriate grammar.	
She **only** talks about the information in the instructions.	
She uses the correct number of words.	

20 **Now, you will write an email to Simon Stone. You can choose any of the summer jobs from Exercise 14. In your email, you should:**

- use a greeting to start and a polite ending – to help the reader, you can use separate paragraphs for some of the separate points in the instructions.
- write the correct number of words (60–80).
- write about all parts in the instructions – **DO NOT** add anything extra.
- check your writing for mistakes – think about how you use ***can*** / ***can't*** / ***could*** / ***couldn't***.

21 **Write your email from Exercise 17, replying to Simon Stone.**

22 **In pairs, compare your emails from Exercise 21. Complete the table and give advice to each other about how you can improve your emails.**

Feature	✓ ?
He/She says which job he/she is interested in.	
He/She says what skills he/she has.	
He/She says what skills he/she didn't have in the past but does have now.	
He/She uses a good structure – he/she starts with a greeting and ends with a his/her name	
He/She uses correct and appropriate grammar.	
He/She **only** talks about the information in the instructions.	
He/She uses the correct number of words.	



UNIT / 07

GRAMMAR AND VOCABULARY

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

1 John works many hours, but he doesn't mind because he
2 Julia learnt Spanish very quickly this year. I think it is because she
3 I have improved a lot. I got top marks for my essay, but just a year ago, I
4 Jim's results are really impressive and he didn't even study that much. He
5 In the job interview, it's important that you don't forget anything.
6 Matteo will become a chef one day, I think. He
7 Sandra is very popular and has so many friends. It's difficult to believe that she
8 I know it is simple but I need to use my calculator because I
9 Joseph is really good at football, tennis and basketball.
10 Lucy is late. I think she is lost. She

A can cook many types of food.
B could already speak two other languages.
C can't understand maths very easily.
D couldn't even talk to new people easily a few months ago.
E Can you remember a lot of information?
F can finish early on Fridays.
G couldn't even write very well.
H Could he play sport well when he was a child, too?
I can't read maps very well.
J can just do very well in exams.

02 **Complete the sentences using the correct form of the verbs in the box.**

get	learn(x2)	teach	pass	start (x2)
fail	take(x2)	finish	study	

1 I _____ my driving test last month. Now, I drive to school every day.
2 My older sister is _____ law. When she _____ university, she wants to be a family lawyer.
3 I think that it is difficult for young people to _____ a good without experience.
4 My father _____ me how to cook when I was a child.
5 I didn't _____ how to play a musical instrument when I was younger. I would like to _____ piano lessons, but they are very expensive.
6 Many students _____ the exam. They will _____ it again next month.
7 I _____ my computer course last week. I want to _____ how to design my own website.
8 My friend is _____ her new job tomorrow. She feels a bit nervous.

03 **Match the jobs in the box with the pictures.**

waiter	chef	lifeguard	shop assistant	receptionist	teacher	cleaner	doctor

1 

2 

3 

4 

5 

6 

7 

8 

04 **Complete the missing information in the jobs advertisement using the words in the box.**

experience	friendly and helpful	sports, art or music	energy
long hours	speak another language	hard-working	weekend

SUMMER JOBS FOR STUDENTS

Waiter/Waitress needed for popular Italian restaurant. You do not need to have **1** _____ of working in a restaurant, but you should be **2** _____ and happy to work in a team. You will work **3** _____, especially at the weekends when we are very busy.

Receptionist for busy city hotel, who can **4** _____ (French, German or Spanish). You should be **5** _____ to guests and tell them any information that they need about tourist attractions, local restaurants and transport in the city.

Summer Camp Leaders to teach children **6** _____ at a summer camp. You should have a lot of **7** _____ because you will spend all day with the children. You will need to work weekdays and at the **8** _____, but you will have one day off each week.

05 **Complete the sentences with the prepositions, *in* / *on* / *at*.**

1 My brother is working as a lifeguard _____ the swimming pool.
2 My cousin studies nursing _____ university.
3 I wouldn't like to work _____ a restaurant. I think it would be too stressful.
4 I'm not working _____ Monday. It is my day off.
5 My friend wants to be a chef _____ a top restaurant.
6 I was _____ work yesterday, so I didn't watch the football match on TV.
7 I usually finish work _____ five o'clock.

06 **Complete the categories with the correct words from the box.**

waiter	receptionist	tables	rooms	chef	guests	cash desk
clothes	meal	lift	cleaner	changing rooms	shop assistant	

Restaurant	Hotel	Shop

07 **Read the conversation and underline the correct option.**

A **1 You can / You can't / Can you** play sport?
B Yes, **2 I can / I can't / can I** play basketball. Are you good at sport?
A Not really, **3 I can / I can't / can I** play many sports, but I like watching them on TV.
B How many languages **4 you can / you can't / can you** speak?
A Four. **5 I can / I can't / can I** speak English, Russian, Chinese and Thai.

08 **Complete the sentences using *can* / *can't* / *could* / *couldn't*.**

1 I'm doing well at school. I got top marks for my English essay. I think it's because I _____ write really well.
2 I got a bad mark in my exams. My problem is that I _____ remember facts.
3 I was nervous last year in my science exam that I _____ remember a thing.
4 I did really badly in my history exam last summer. I didn't do enough homework so I _____ understand the subject very well.

09 **Read the email and decide if the use of *can* / *can't* / *could* / *couldn't* is correct ✓ or incorrect ✗. Correct the mistakes.**

Dear Simon,
I'm interested in the lifeguard job this summer.
1 I could swim very well. **2 I couldn't** swim when I was a child but I learnt when I was 12.
3 I can also remember lots of information and instructions very well.
I have some questions about the lifeguards you had last year. **4** They **could** talk to new people easily? **5 I can** so I think I am a good choice for this job.
Thanks,
Pablo

1 _____ 2 _____ 3 _____
4 _____ 5 _____

UNIT / 08: HEALTH AND MEDICINE

IN THIS UNIT YOU WILL LEARN HOW TO

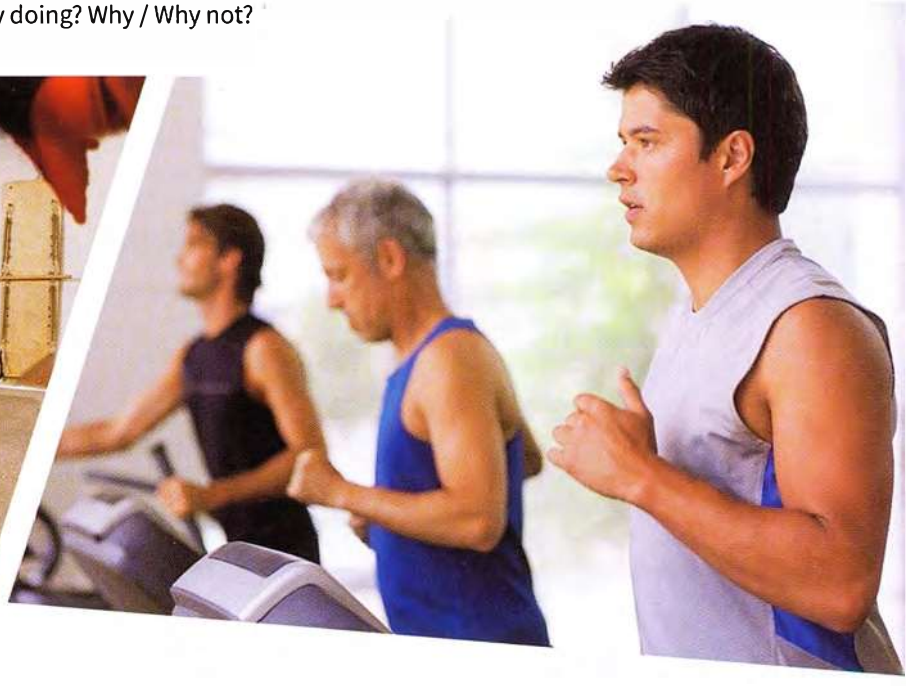
- identify speaker's attitudes and feelings
- recognise distractions
- identify health activities and ways to relax
- understand a writer's views
- use modals *should / shouldn't* and *have to / don't have to*
- answer multiple-choice questions
- describe a picture
- write an email in reply to a friend to give advice

LEAD-IN

01 **Look at the pictures. In pairs, ask and answer the questions.**

- What sport do you play?
- How do you like to keep healthy?
- Are there any activities you enjoy / don't enjoy doing? Why / Why not?





LISTENING 1: MATCHING

02 14 **You are going to listen to Part 1 of a conversation between three friends, Samantha, Tom and Sarah. The first voice you will hear is Samantha. Listen to the first part of the conversation and answer the questions.**

1 Where does Tom plan to go? _____

2 What is Sarah thinking of doing? _____

03 **Now, listen to Part 2 of the conversation. Find and underline the key words in each opinion. Then, tick ✓ the person, Samantha, Tom or Sarah, who gave the opinion.**

15

Example: Joining the gym is too expensive.

Opinion	Samantha	Tom	Sarah
1 Joining the gym is too expensive.			
2 Running is a boring way to exercise.			
3 It is more fun to exercise with other people.			
4 It is better to exercise outdoors.			
5 It is a good idea to pay for a personal trainer.			
6 It is important to follow a healthy diet.			

TIP 03

Identify key words in each sentence. The sentences are listed in the same order as in the conversation in the Listening.

VOCABULARY AND SPEAKING

04 **Match the activity words in the box with the pictures.**

play tennis go cycling watch TV play basketball drink water
enjoy art and music eat fruit and vegetables get enough sleep

1 

2 

3 

4 

5 

6 

7 

8 

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

1 Do you do any of these activities in Exercise 4? How often do you do them?
2 Do you think these activities in Exercise 4 are healthy? Why / Why not?
3 Imagine you have some important exams at school. You are working very hard and are feeling quite stressed and tired. Which of the activities would be a good way to help with stress? Why?

READING: AN OPINION BASED ESSAY

06 **You are going to read an essay about the importance of exercising while studying for exams. Take two minutes to scan the essay very quickly. Which of the activities from Exercise 4 does the essay talk about?**

TIP 06

The skills of skimming and scanning are important when reading a text. First skim a text quickly to understand the main idea. Then, read the text again at normal speed, scanning, looking for particular information and details.

Essay question: *Students who are studying for important school exams should stop sports lessons. Discuss.*

Some parents may think that while their children are preparing for important school exams, they shouldn't have sports lessons. This could be because they want them to focus on exam subjects more, like science and maths. For a similar reason, some parents think children should also stop painting and music lessons in the final school term so they can spend more time studying. However, I disagree with these views, and believe that children should continue to have sports lessons. These lessons help students keep healthy and happy during the exam period.

Firstly, schools need to encourage young people to follow a healthy lifestyle and get regular exercise. Many young people don't do enough exercise. They prefer to spend their free time indoors on their computers or watching TV than going to the park and playing tennis, or going cycling.

Many people today are overweight and have health problems. There is a lot of information about eating healthily, but people often forget that regular exercise is equally important. Secondly, exercise helps us feel less stressed and tired. It also improves memory and helps us think clearly. When students are studying for exams, it's a good idea to take regular breaks and do something active for 20 minutes. Exercise also helps us to concentrate better on difficult tasks and helps us sleep better at night. Doing exercise may even help students get better results in their exams.

In conclusion, I believe that students who are revising for important exams should continue to have sports lessons because regular exercise is good for their body and mind.

07 **Read the text in Exercise 6 again and answer the questions.**

1 Does the writer of the essay agree or disagree with the essay question?
2 What opinion does the writer give in response to the essay question?

08 **Now, look at the question and read the exam strategy.**

1 The writer believes that children who have important exams
- **A** need sports lessons to keep healthy.
- **B** don't need to focus on other subjects.
- **C** need to spend all their time studying.

Exam strategy: answering multiple-choice questions

1 Read the statement very carefully.

2 Highlight key words in the question and multiple-choice options.

1 The writer thinks that children who have important exams
- **A** need sports lessons to keep healthy.
- **B** don't need to focus on exam subjects more.
- **C** need to spend more time studying.

3 Find the paragraph in the text with the information about this statement.

4 Highlight information in the text related to the multiple-choice options.

Some parents may think that while their children are preparing for important school exams, they shouldn't have sports lessons. This could be because they want them to focus on exam subjects more, like science and maths. For a similar reason, some parents think children should also stop painting and music lessons in the final school term so they can spend more time studying. However, I disagree with these views, and believe that children should continue to have sports lessons. These lessons help students keep healthy and happy during the exam period.

5 Choose which of the answer options is correct.

Answer: A

TIP 08

In some Reading exams, you will need to answer multiple-choice questions. There is only one correct answer option and the other two are distractors. Read the question and answer options, then read the text again to find which answer option matches the information in the text exactly.

09 **Read the essay again and use the exam strategy to answer the multiple-choice questions. Choose the best option, A, B or C.**

1 The writer says many young people prefer to spend their free time
- **A** riding their bikes.
- **B** in the park.
- **C** in front of their computers.

2 The writer thinks that exercise for young people is
- **A** less important than diet.
- **B** just as important as diet.
- **C** more important than diet.

3 The writer believes regular exercise can make people feel
- **A** more active.
- **B** less stressed.
- **C** more tired at night.

4 The writer thinks that exercising
- **A** benefits the body and the mind.
- **B** can affect studying in a negative way.
- **C** will help you get better exam results.

GRAMMAR 1: SHOULD AND SHOULDN'T/SHOULD NOT

10 **Read the statements using *should* and *shouldn't / should not*. Then, underline the correct option in sentences 1–3.**

Children **shouldn't** have sports lessons.
Children **should** have more lessons in their exam subjects, particularly science and maths.
Children **should not** attend painting and music lessons.

1 The writer thinks it is a **good / bad** idea for children to have sports lessons.
2 The writer **wants / doesn't want** children to have more lessons in their exam subjects.
3 The writer's advice for children is **to go / not to go** to painting and music lessons.

11 **Read the Grammar box and check your answers.**

should	***shouldn't / should not***
We use ***should*** when we want to show that: • something is a good idea. • we want something to happen. • we want to give advice for something.	We use ***shouldn't / should not*** when we want to show that: • something is a bad idea. • we don't want something to happen. • we want to give advice against something.

Should and ***shouldn't / should not*** are modal verbs and so never change form in the present tense.
We use a verb in the infinitive form, such as *do* or *make* after ***should*** and ***shouldn't / should not***.
We can use ***should*** in questions to ask for someone's advice.
Should *children have sports lessons in school?*
Note the incorrect word order: *Children should have sports lessons in school?*

12 **Read the sentences and underline the correct answers.**

1 You **should / shouldn't** eat lots of fruits and vegetables. It is really good for your health.
2 Don't watch TV all day. You **should / shouldn't** only watch around three hours a day.
3 We **should / shouldn't** sit all day without doing some type of exercise.
4 I think we **should / shouldn't** all sleep between seven to 10 hours every night.
5 My friend **should / shouldn't** spend all day on a computer and play more sport instead.

SPEAKING: DESCRIBING A PICTURE

13 **You are going to describe a picture. First, look at the picture and read the sentences. Then, put the sentences A–C in the correct order.**

Example:

A I think the boy **should** go to sleep because he is tired and it is bed time. He **shouldn't** play on his computer for so long. I think he **should** play more sport.
B I think the boy is playing on his computer at night. It looks like the boy is tired.
C The picture shows a boy in his bedroom. There is a computer, a lamp and a bed.



14 **Now, look at the pictures and read the instructions. You should:**

- talk generally about what you can see.
- give specific details about the pictures.
- give your opinion and reasons.
- use words and language related to health.
- give advice using *should / shouldn't*.
- talk for 1–2 minutes.

TIP 14

When you are describing a picture, you can use these words and phrases.

When starting a sentence: *This picture shows …, In this picture, I can see …, There is / are …*

Being more specific: *It looks like …, I think* + present continuous … For example, *I think the boy is playing.*

Giving your opinion and reason: *I think … because …, He / She / It / They should / shouldn't …*





VOCABULARY: HOW TO RELAX

15 **Match the ways to relax in the box with the pictures.**

drink tea do yoga go for a walk do exercise read a book

1



2



3



4



5



LISTENING 2: MULTIPLE-CHOICE QUESTIONS

16 **You are going to listen to five people talk about their favourite way to relax. Listen and match the speakers with the activities from Exercise 15.**

16





1 Jim _____ 2 Elena _____







3 Kate _____ 4 Mike _____ 5 Mark _____

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

16

1 Jim thinks that people who feel sad shouldn't
- A forget about their problems.
- B read a funny book.
- C read a sad book.

2 Elena thinks that if you want to do yoga, you should
- A do it at your own home.
- B *find the right teacher.*
- C not pay lots of money.

3 According to Kate, a common reason for not doing regular exercise is
- A it takes too much time.
- B it is too expensive.
- C it will make a person tired.

4 How much time does Mike usually spend outside on his lunch break?
- A 20 minutes
- B 30 minutes
- C 60 minutes

5 Which does Mark do to help him relax?
- A He drinks some green tea.
- B He has a cup of tea before bed.
- C He tries to get enough sleep.

TIP 17

Look carefully at the first part of the question. The speaker may mention details that are similar to all three answer options, but only one option matches the information exactly.

GRAMMAR 2: HAVE TO / DON'T HAVE TO

18 **Read the Grammar box. Then, read the sentences and underline the correct answer.**

have to	*don't have to*
We use *have to*: • for rules and laws. • to show that there is a need or obligation to do something. *Have to* changes to *has to* for *he / she / it*.	We use *don't have to*: • to show there is a choice. • to show there is **NOT** a need or obligation. *Don't have to* changes to *doesn't have to* for *he / she / it*.
We use a verb in the infinitive form, such as *do* or *make* after ***have to / don't have to***. We can use ***have to*** in questions to ask if there is a choice or an obligation to do something. *Do you have to wear school uniform?*	

1 We **have to / don't have to** arrive to school on time. It's one of the school's rules.
2 The deadline for our homework isn't until next week, so we **have to / don't have to** do it tonight.
3 **You have to / Do you have to** play sport at school?
4 He didn't go to school yesterday, so he **have to / has to** give the teacher a doctor's note.
5 We **don't have to / doesn't have to** study languages but my teacher recommends it.

WRITING: AN EMAIL TO A FRIEND GIVING ADVICE

19 **Look at the task and read the email. Then, answer the question.**

Your friend Alice has asked her friends for advice about being healthy. Another friend, Helen, has replied to her email.

Reply Forward

To: Alice
From: Helen

Hi Alice,

I think it's a good idea to play tennis or basketball. Playing sport is a good way to stay healthy. I don't think you should play computer games all day. You should make sure you get enough sleep every night, between seven and 10 hours. You don't have to study for hours and should try to take regular breaks. You should eat lots of fruit and vegetables and get lots of regular exercise.

Being healthy gives you more energy and makes you feel good.

From,

Helen

1 What activities does Helen say are a good idea?

20 **Use the information you learnt in this unit to write an email in reply to your friend Alice. In you email, you should:**

- say what activities Alice can do to stay healthy.
- include types of healthy activities and ways to relax.
- say why it is important to stay healthy.
- use should / shouldn't / should not / have to / don't have to / do not have to.
- write 80–100 words.

21 **In pairs, compare your emails. What vocabulary and grammar does your partner use? How can you improve your partner's email?**

UNIT / 08

GRAMMAR AND VOCABULARY

01 **Match the different sporting activities in the box with the pictures.**

play basketball	do yoga	do exercise
play tennis	go for a walk	go cycling

1 

2 

3 

4 

5 

6 

02 **Complete the sentences using the correct form of the verbs in the box.**

get(x3)	drink(x2)	do(x2)	eat	have	join	go(x2)	play(x2)

1 It can be expensive to _____ a gym, but they often have a lot of modern equipment.
2 It is very important to _____ plenty of water whenever you _____ exercise.
3 I _____ lots of fruit and vegetables and _____ yoga twice a week.
4 I like to _____ running in the park so I can _____ some fresh air when I exercise.
5 It is a good idea to _____ a personal trainer to _____ advice about living healthily.
6 I _____ tennis three times a week and _____ for walks in the park.
7 It is important to _____ lots of sleep every night.
8 When you _____ green tea, it can help you relax.
9 Many young people _____ a sport or do exercise at school.

03 **Read the dialogues and decide if the sentences are correct ✓ or incorrect ✗. Then correct the mistakes.**

1 **A** What you should eat to be healthy?
B It is important to eat lots of fruit and vegetables.
☐ _____

2 **A** Is it important to exercise?
B Yes, you should exercise for at least 150 minutes a week.
☐ _____

3 **A** Is it a good idea to play computer games for many hours?
B No, you should play on your computer for so long.
☐ _____

4 **A** Do you have any other advice about being healthy?
B I think you should find ways to relax.
☐ _____

5 **A** What is the best way to relax?
B I like doing yoga. I think you shouldn't try it.
☐ _____

04 **Complete the conversation using *should* / *shouldn't* / *should not* and a verb in the box.**

eat	drink	play	ride	watch	get

A Did you see that programme last night about how to stay healthy? I learnt so much.
B Really? I didn't see it. Did you think it was interesting?
A Yes, it had lots of useful suggestions. Do you know we **1** _____ five glasses of water a day? I never normally have that much but I'll try from now on.
B That's a good idea. I always think I **2** _____ more sleep. Did it mention anything about sleep?
A Yes, it said we should sleep for at least eight hours. However it's not always possible.
B I only sleep for about seven hours, so I think I should go to bed earlier.
A Yes, it will give you more energy. The other thing it warned against was watching too much TV. It said we **3** _____ more than two to three hours a day.
B Did it mention what activities are good for you?
A Well, any exercise is good. You **4** _____ sport at school if you like it. If not, you **5** _____ a bicycle or walk to school instead of going by bus or car.
B What about food? Did it give any advice about healthy eating?
A Yes, and I think this was the most important piece of advice. We **6** _____ fast food more than once a week and make sure we eat at least five pieces of fruit and vegetables a day.

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

1 We **have to** / **don't have to** wear sports clothes during sport lessons otherwise we can't take part.
2 You **have to** / **don't have to** pass a swimming test to be a lifeguard at the swimming pool.
3 You **have to** / **don't have to** be fit to do yoga because anyone can try it.
4 You **have to** / **don't have to** spend a lot of money to stay healthy. You can go running in the park for free.
5 We **have to** / **don't have to** wear special shoes when we play football. Otherwise, it is difficult to run.
6 You **have to** / **don't have to** join the gym to take exercise classes, but they cost less for members.
7 Professional sports players **have to** / **don't have to** practise for at least three hours a day.
8 You **have to** / **don't have to** be good at sports to stay fit, but regular physical activity is good for you.



06 **Complete the texts using *has to* / *have to* / *doesn't have to* / *don't have to*.**

1 At school, there are some new rules. The most important one is that we _____ turn off our mobile phones before the lesson. However, unlike most schools, we _____ wear school uniform every day. We can wear our own clothes.
2 At university, students can come to classes whatever time they want. They _____ come into class every morning. It is their choice. However, the university has a special rule about students who can't attend due to illness. If they are going to be late, they _____ send an email to their teacher.

07 **Complete the dialogue using *should* / *shouldn't* / *should not*.**

A I enjoy playing tennis but I want to improve. What **1** _____ I do?
B My advice is you **2** _____ practise as much as possible. How often do you play?
A Twice a week at the moment. Is that enough?
B No, I suggest you **3** _____ train more often. I don't think it's possible to improve if you don't play more.
A I know I **4** _____ have rest days when I don't practise. Do you think I need to play every day then? Is it really necessary?
B Maybe not every day, but you **5** _____ just play twice a week – that's not enough. That's my advice. Also, it's a good idea to get help from someone who can teach you. I think you **6** _____ have tennis lessons.



08 **Match the two halves of the sentences.**

1 It is a good idea to pay	**A** great way to keep fit.
2 Joining the gym	**B** a healthy diet.
3 It is more fun when you go	**C** for a personal trainer.
4 It is important to follow	**D** running with other people.
5 I think it's better to do	**E** can be expensive.
6 Running is a	**F** yoga than go to the gym.

UNIT / 09: LANGUAGE



IN THIS UNIT YOU WILL LEARN HOW TO

- identify words used to communicate with other people
- use *going to* and adverbs of time for future plans
- listen to a discussion about a language project
- give a long talk about a topic
- use collocations
- skim read to understand the main idea in an article
- write a short essay on a topic

LEAD-IN

01 **Look at the pictures. Match the ways of learning English in the box with the pictures.**

study with a teacher in a classroom	talk to people whose first language is English
use a dictionary	listen to songs in English
keep a vocabulary notebook	watch videos online
read newspapers and magazines	write an email to a friend

















02 **In pairs, discuss which ways of learning English from Exercise 1 work best for you and why.**

VOCABULARY AND SPEAKING

03 **Read the sentences and underline the correct answers.**

1 Can you phone me when you are free? I need to talk **for** / **to** / **by** you.
2 When you apply for a job, I think it is best to communicate **to** / **with** / **by** email first.
3 The weather is a popular topic to discuss **for** / **about** / **by** in the UK.
4 Your parents are really friendly. Whenever I visit your home, they always chat **about** / **with** / **for** me.
5 I know enough of the language to hold a conversation **with** / **for** / **to** someone.

04 **Match the sentence halves.**

1 What is the main language that	A can help with language learning?
2 Do you prefer to communicate	B about with your friends?
3 How often do you talk	C you speak in your country?
4 What do you usually chat	D to people on the internet?
5 Do you think reading newspapers	E by phone or by email?

05 **In pairs, ask and answer the five questions in Exercise 4.**

GRAMMAR: *GOING TO* FOR FUTURE PLANS

06 **Complete the plans using a verb in the box.**

learn meet send study video call

1 I'm going to _____ my friends at the cinema tonight.
2 I'm going to _____ my cousin on the computer this afternoon. He's moving to Canada next week.
3 Whenever I read a newspaper, I say to myself: 'I'm going to _____ five new phrases today'.
4 I'm going to _____ in the library this morning.
5 I'm going to _____ an email to my English friend at the weekend.

07 **In pairs, discuss the plans in Exercise 5 and answer the questions.**

1 How do we know the writer is talking about future plans?
2 Which adverbs of time does the writer use in the sentences?

TIP 07

We use adverbs of time, such as next week, tomorrow and later, when we know the exact time of the action. We don't need to use them if we are making a general statement about a future plan or the plan is only a possibility. Adverbs of time usually go at the end of the sentence.

08 **Read the Grammar box and check your answers to Exercise 6.**

Present continuous *going to* for future plans

We can use present continuous *going to* to:

***tell* someone about a plan.**

person	verb *to be*	*(not) going to*	plan
I	*am*	*going to*	*learn five new phrases.*
We	*are*	*not going to*	*talk about school.*

***ask* someone about a plan.**

verb *to be*	person	*going to*	plan
Are	*you*	*going to*	*move to Canada?*
Is	*he*	*going to*	*video call his cousin later?*

ask questions with question words.

question word	verb *to be*	person	*going to*	plan
What	*are*	*you*	*going to*	*do at the weekend?*
Where	*is*	*he*	*going to*	*go to university?*

09 **Read the sentences and decide whether they are correct ✓ or incorrect ✗. Correct the mistakes.**

1 When I am 18, I going to study in the UK. ☐

_____

2 Are you going to come shopping with me later? ☐

_____

3 I'm not going to order any food at the restaurant – I'm not hungry. ☐

_____

4 She is going buy a new smartphone at the weekend. ☐

_____

5 You are going to tell your parents that you got bad results on your science exam? ☐

_____

6 Where are you going to watch the football match, at home or at your uncle's house? ☐

_____

10 **In pairs, talk about your future plans. Discuss what you are going to do and when.**

TIP 10

In everyday speech, people may pronounce *going to* as *gonna*. Generally, *gonna* is acceptable in informal spoken language **BUT** you shouldn't ever use *gonna* in formal or written English.

LISTENING: DISCUSSING A LANGUAGE PROJECT

11 17 **You are going to hear two students, Sofia and Oliver, at an international college discussing what they are going to do for a language project. Read the questions and listen to their conversation. Then, decide whether these sentences are *True* or *False*.**

1 There are over 200 students in the school who speak more than one language. **True / False**

2 Oliver thinks that they shouldn't only include numbers in the report. **True / False**

3 Oliver can speak more than one language. **True / False**

12 **Listen again and complete the table with the correct information. Then, answer the question.**

17

Name	Room where they work
Miss Wainwright	1 _____
Miss Smith	2 _____
Mr Black	3 _____

4 Where is Peter going to next?

A The library.

B The maths classroom.

C The cafe.

SPEAKING: A LONGER TALK ABOUT A TOPIC

13 **You are going to talk for one to two minutes about a topic. First, read the task and make notes about what you could say.**

Describe a language that you are studying, other than your first language.
You should say:

- what the language is.
- how well you know the language.
- how long you are going to study the language for.

Now explain why you are learning this language.

In some speaking exams, you will be asked to talk about a topic. The topic is a personal experience. You will be given one minute to prepare your talk and make notes. You can use your notes in the talk to help you.

14 **In pairs, do the task. Ask and answer follow-up questions about the topic.**

VOCABULARY AND READING

15 **Complete the collocations with the correct verb, A, B or C.**

1 _____ a conversation
A speak **B** do **C** hold

2 _____ an advantage
A make **B** have **C** do

3 _____ your skills
A have **B** get **C** practise

4 _____ an effort
A make **B** give **C** take

5 _____ some work
A practise **B** do **C** hold

6 _____ fun
A get **B** begin **C** have

7 _____ a language
A get **B** hold **C** speak

8 _____ someone's advice
A do **B** take **C** speak

9 _____ time (to do something)
A have **B** practise **C** do

10 _____ progress
A do **B** make **C** have

TIP 15

A collocation is a word or a phrase that sounds natural and correct when it is used with another word or phrase. Collocations are not part of grammar but they make use of grammar. We prefer to say:

Before my holiday, I'm going to have extra English lessons. (NOT: take extra English lessons.)

Can you take care of your brother this afternoon? (NOT: have care)

I'm going to have a cup of tea. (NOT: take a cup of tea.)

16 **You are going to read an article about a teenager who has a special skill. Skim the article once quickly and answer the questions.**

1 Who is Richard Doner?
2 What is special about him?



MULTILINGUAL:
WHAT IT IS LIKE TO SPEAK MANY LANGUAGES

1 Today, over 50% of the world's total population can speak more than one language. Maybe you are one of these people who can communicate in many languages. However, it may be unlikely that you can speak more than Richard Doner, an American teenager who can hold a conversation in over twenty languages.

2 Richard lives in New York. It is a city where there are people from hundreds of different countries. There are around 180 languages spoken in New York schools. This is why Richard believes that New York is the perfect city for him. 'I can discuss many different topics with people from all over the world and I don't even need to travel to another country,' Richard says.

3 Can he see a disadvantage? 'You can never rest. You have to continuously practise and put in lots of effort all the time to be able to remember the languages. I believe that, if your brain doesn't do any work, you can forget what you know. I don't have time to speak all of my languages every day, so if I want to get better, if I want to make progress, the important thing is that I speak each one as often as I can. If I don't, I start to forget the phrases and words that I know'.

4 He also believes that when you learn a language, you don't only learn words or phrases. 'A language helps you begin to learn more about the people and their cultures – their ideas, their food, what is important to them and so on'.

5 Richard is very popular all over the world. There are lots of videos online of him practising his skills in a wide range of languages, such as Arabic, Mandarin, German and even Swahili – a language that is common in West Africa.

6 The most important thing for Richard is to have fun when he learns a language. Learning is easier if you can make it interesting for yourself, he explains. 'Also, take your time – you have to learn at a speed that works for you'. I don't think many would disagree with him!

17 **Read the first three paragraphs again and underline the correct words to summarise the main ideas.**

1 Richard Doner is very special because he can speak **more** / **less** / **most** languages than **more** / **most of** / **most** people.
2 Richard is very lucky as he has **many** / **any** / **lots of** opportunities to practise his language skills.
3 Richard practises speaking each language **all the time** / **regularly** / **every day** to improve.

TIP 17

Most paragraphs have one main idea. This helps the reader to understand what the writer wants to say. When you read a paragraph, it is always a good idea to think about what the main idea is, and try to summarise it in fewer words.

18 **Now, read paragraphs 4, 5 and 6 in Exercise 16 again and summarise the main ideas in one sentence.**

1 _____

2 _____

3 _____

READING: SENTENCE COMPLETION

19 **Read paragraph 2 from the article in Exercise 16 again.**

Richard lives in New York. It is a city where there are people from hundreds of different countries. There are around 180 languages spoken in New York schools. This is why Richard believes that New York is the perfect city for him. 'I can discuss many different topics with people from all over the world and I don't even need to travel to another country,' says Richard.

20 **Read some sentences about the article in Exercise 16. Then, complete the sentences using NO MORE THAN THREE words.**

1 In New York City, you can find people from a large number of _____. **(Paragraph 1)**

Question sentence:
In New York City, you can find people from a large number of _____.
Article sentence:
It is a city where there are people from hundreds of different countries.
Answer: different countries

2 If Richard wants to talk with people from different countries, it isn't necessary to travel _____. **(Paragraph 2)**

3 To remember languages, Richard makes sure his brain does _____. **(Paragraph 3)**

4 If you know a language, you can start to understand about the people and _____. **(Paragraph 4)**

5 Swahili is a popular language in _____. **(Paragraph 5)**

6 When he learns a language, it is absolutely necessary for Richard to _____. **(Paragraph 6)**

TIP 20

In some exam questions, you will be asked to complete a sentence using no more than three words. You need to paraphrase the original sentence from the article and write only the set number of words. Remember you will lose marks for writing more than the specified number of words.

WRITING: SHORT ESSAY ON A TOPIC

21 **In pairs or small groups, discuss the questions.**

1 What type of information do you find in a dictionary?

2 Do you prefer to use a paper dictionary or a dictionary on the internet? Why?

22 **In your pairs or groups, read the essay question. Then, make notes about how you could answer the question.**

What are the advantages and disadvantages of using an online dictionary in a language class?

Example: It is easy and quick to look up a word that you don't know.

23 **Read the names of four parts of an essay. Organise the parts in the correct order.**

A Paragraph (disadvantages)
B Conclusion
C Introduction
D Paragraph (advantages)

24 **Read a student's essay answering the question in Exercise 22. Don't worry about the gaps for now.**

Many students use an online dictionary to help them learn a language when they study in class. In this essay, I **1** _____ discuss the advantages and disadvantages of this.

Firstly, if a student doesn't **2** _____ the meaning of a word or phrase, they can find it quickly and easily with an online dictionary. The teacher can continue with the class and doesn't need to stop and answer questions all the time.

Furthermore, a paper dictionary is sometimes too heavy and students don't like to carry one in their bags.

On the other hand, when a student is not very confident, or if they are afraid of **3** _____ a mistake, they might start to use their dictionary in the wrong way. If they stop to **4** _____ every word or phrase they do not know, they won't **5** _____ their language skills enough and they won't improve.

Additionally, it is very difficult for a teacher to check that the students are **6** _____ their computers to look **7** _____ a word and not just playing online games. If they do not focus on the class, they won't **8** _____ any progress.

To sum up, an online dictionary is often useful for students. **However**, in my opinion, students should only go online when the teacher says to do so. If not, they won't learn for themselves.

25 **Read the student's essay again in Exercise 24 and choose the best answer, A, B or C.**

1	**A** am going	**B** going to	**C** am going to
2	**A** see	**B** know	**C** think
3	**A** having	**B** doing	**C** making
4	**A** look	**B** see	**C** check
5	**A** practise	**B** try	**C** speak
6	**A** using	**B** use	**C** used
7	**A** up	**B** at	**C** to
8	**A** do	**B** make	**C** have

26 **Now, look at the words in bold in the essay that the student uses to organise ideas. Complete the table using the words or phrases in bold.**

In the essay, decide which words or phrases introduce:	
The main idea of a paragraph at the start of the essay	1 _____
Extra information about an idea	2 _____ 3 _____
A new, different idea	4 _____ 5 _____
The conclusion	6 _____

27 **Use the information from this unit to write an essay about a topic. The topic of your essay is:**

What are the advantages and disadvantages of taking English lessons with classmates from the same country?

In your essay, you should include:

- a clear introduction and conclusion, and main paragraphs discussing the topic.
- words and phrases to organise ideas.
- advantages and disadvantages.

You should write 220–250 words.

MODEL ANSWER

Many students are interested in learning English. Some students can go to English speaking countries and learn with other students from all over the world. Most students though study in their own country and have to learn with people who have the same first language as they do. I would like to discuss the advantages and disadvantages of this.

Firstly, if a student doesn't know the meaning of a word or understand the teacher they can ask one of their classmates for help. Secondly, the teacher will understand what problems the class have with learning English and be able to help them with the things that they find most difficult.

On the other hand, if a student is shy or just lazy they can speak their own language in the lesson all of the time and not communicate in English. If they ask their friends for help too often, they won't improve their skills.

To sum up, it can be helpful for students if they can get help from friends who speak the same language as they do. If the whole class speaks the same first language, he or she can help them with difficult grammar and vocabulary. However, if a student is in a class where everybody has the same first language they have to be very motivated to be successful.

UNIT / 09

GRAMMAR AND VOCABULARY

01 **Complete the sentences using a preposition or adverb. Not all sentences need a preposition or adverb.**

1 I usually communicate _____ email with my lecturer at university.
2 If you are having a difficult time, it is best to talk _____ someone.
3 You must be able to hold a conversation _____ someone to pass the exam.
4 You can't take the course, unless you speak _____ English really well.
5 Have you got any free time? I want to have a chat _____ something.
6 You can go to the careers office to have a chat _____ someone about jobs.
7 Do you want to discuss _____ a topic for the project?

02 **Match the sentence halves.**

1 I'm going to study	A to songs in English.
2 I'm going to talk	B with a teacher in a classroom.
3 I'm going to use	C newspapers and magazines.
4 I'm going to listen	D to people whose first language is English.
5 I'm going to keep	E emails to my friends.
6 I'm going to watch	F a vocabulary notebook.
7 I'm going to read	G online videos.
8 I'm going to write	H a dictionary.

03 **Complete the sentences and questions using the positive, negative or question form of *going to* for future plans and the verbs in brackets.**

0 I'm going to buy (+ / buy) a paper dictionary as I can't use an online dictionary in class.
1 _____ (– / worry) about my English test tomorrow. It is only a practice exam.
2 _____ (? / you / learn) some French before your holiday in Paris?
3 _____ (+ / try) my hardest to improve my vocabulary over the next few weeks.
4 _____ (? / you / meet) them outside the library?
5 _____ (– / she / live) in campus accommodation when she goes to university.

04 **Write questions using *going to* for future plans and the words below.**

0 what / going to / do / after lunch / ?
What are you going to do after lunch?
I'm going to cycle home and do my English homework.

1 who / going to / do / language project with / ?
_____
Probably Peter, but if he already has someone to work with, I'm going to ask Aaron.

2 where / going to / buy / a dictionary from / ?
_____
There is a big book store near my house. I'm going to go there.

3 how / going to / improve / your language skills / ?
_____
Practise, practise, and more practise.

4 when / going to / tell / teacher you want to move up to a higher class / ?
_____
I don't know. Maybe I should do it after the next lesson.

5 why / not going to / go university next year / ?
_____
I am going to work for my father's company instead.

05 **Complete the conversation using the words in the box.**

time	advantage	skills	advice	effort	progress	fun	work

Susan My brother says he won't be able to pass his English exam, so he's not going to make an **1** _____ .

George Well, that's not a surprise. He never does any **2** _____ .

Susan I tried to give him some **3** _____ , but he didn't take it. He only wants to have **4** _____ , he doesn't care about studying.

George I did, too. I told him that it takes a long **5** _____ to learn a language, and it's hard work.

Susan He watches films in English and does look up what the actors are saying on the internet.

George That's a good start. He should also practise his speaking **6** _____ as well as listening.

Susan Exactly. It's more difficult to make any **7** _____ if you don't speak.

George He also has a big **8** _____ because your dad is an English teacher! Maybe you can encourage him to try more.

06 **Complete the paraphrased sentences of the conversation in Exercise 5. Write ONE and THREE words only.**

1 Susan's brother isn't going to study because he believes he is going to fail _____ .
2 He didn't want to take Susan's _____ .
3 Susan's brother isn't interested in his studies and he would much rather _____ .
4 George told Susan's brother that it takes a lot of effort to learn a language, and it happens over a _____ .
5 Geroge thinks that without practising your speaking skills, it is more difficult to _____ .
6 The biggest advantage that Susan's brother has is that their father teaches _____ .

07 **Complete the table using the second part of the collocations in the box.**

a mistake	dinner	a difference	a noise	an exam
somebody laugh	a test	a picture	a guess	a walk

make	take

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

1 It is a beautiful day. I **am going to take / am taking / am going to make** a walk.
2 Lucinda is upset. She thinks she **took / made / makes** many mistakes in the exam.
3 Robert is so funny. He really **makes / takes / is making** me laugh.
4 I always **make / am taking / take** lots of photos when I go sightseeing on holiday.
5 What really **makes / is making / made** a difference to your language skills is if you don't worry about **doing / taking / making** mistakes.

09 **Rearrange the linking words and phrases in the correct place in the paragraph.**

I'm going to talk about a project I did at college. **1 To sum up,** it was a language project, and I worked with my friend, Peter. We had to find out how many people in college speak more than one language and, **2 firstly,** what their level of English is. I like doing this sort of project, so was happy to work hard. **3 However,** Peter is also a very good student, so we helped each other a lot, and it was quite easy in the end. **4 Furthermore,** we didn't get any good advice from Miss Smith in the college office. She didn't want to do anything for us at first. Then she gave us the information from last year, not this year, and then she couldn't find the correct information herself! **5 Additionally,** she didn't help us at all.

1 _____ 2 _____ 3 _____
4 _____ 5 _____

10 **Complete the sentences using the correct form of the verbs in the box.**

have (x2)	discuss	hold	communicate	try

1 I don't know what university to apply for. My father and I _____ a chat about it tomorrow.
2 Come in, Alison. We _____ to decide what to have for dinner, maybe you can help us.
3 Look, we _____ this last week – I don't want to have a party for my birthday.
4 I don't know anyone who _____ by letter anymore. I only ever send emails.
5 Our English teacher always tells us _____ more conversations with each other after class, so we can practise our skills more.
6 I _____ a chat with my mum about what language course to take.

UNIT / 10: SCIENCE AND TECHNOLOGY



IN THIS UNIT YOU WILL LEARN HOW TO

- identify different types of technology
- paraphrase and reformulate information
- understand factual information in a lecture
- use *will* for future
- describe changes in a graph
- speak about a gadget

LEAD-IN

01 **Match the technology words in the box with the pictures.**

desktop computer laptop smartphone letter
tablet landline telephone smart TV smart watch

1 

2 

3 

4 

5 

6 

7 

8 

02 **In pairs, discuss when you use the types of technology in Exercise 1. Ask and answer the questions.**

Which one(s) do you use for:
- studying?
- contacting friends?
- searching the internet?

I use my smartphone to contact my friends. I can call or message them.

VOCABULARY AND READING

03 **Read the sentences and underline the correct spellings.**

1 My computer **crushed / crashed / crached** and I lost my homework.
2 You need to **shout down / shot down / shut down** your laptop when you finish using it.
3 There are some excellent **wepsites / websites / websides** that can help you to study.
4 I own three **devices / advices / divises** – a smartphone, a laptop and a tablet.
5 The computers at school are all connected to the same **netwalk / netwok / network**.

TIP 03

It is important that you spell words correctly in exams, otherwise you will lose marks.

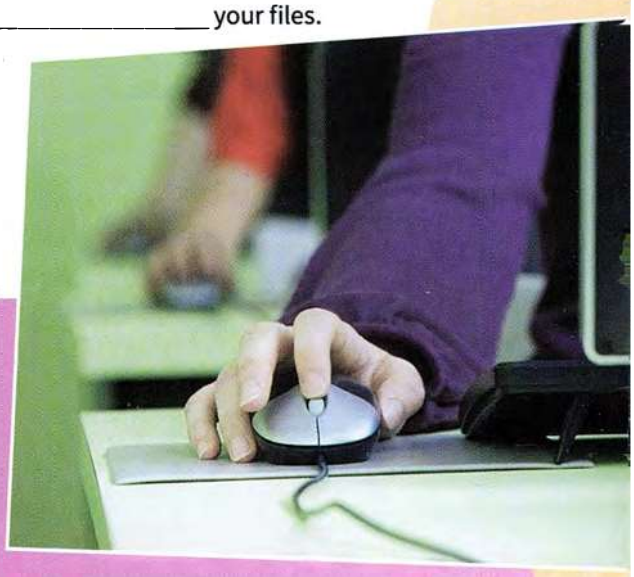
04 **Complete the sentences using the correct words in the box.**

attachments	backup	download	store	stream

1 If you don't know who sent you the email, then it isn't a good idea to open the _____ .
2 I often _____ music from the internet.
3 You can _____ films online a few months after they are released at the cinema.
4 You should create a _____ of your files, so you don't lose them.
5 The *cloud* is the name for the place on the internet where you can _____ your files.

05 **You are going to read an article about the internet. Skim the article once quickly. What is the best title for the article, A, B or C.**

A New developments on the internet
B How people communicate on the internet
C Why people use the internet



1 The internet is still quite a new development in technology, however it is impossible to think about life without it. It works in a very simple way. It takes information and sends it from one computer to another. It is not a difficult job, but it is a very big one. There are hundreds of millions of computers connected to the internet at the same time. However, they don't all do the same thing. Some computers are like a digital box that store information, (like videos or music files) that people see, read or listen to. These stores of information are called servers, and there are three categories.

2 The first type is a file server, which holds ordinary documents. The second is a mail server for sending and receiving emails. The third is a web server for web pages. We know these servers store information but how do people find this information or send it to each other? For this, you need a client.

3 A client is a computer that gets information from a server and delivers it to another computer. When you go online on your smartphone, you are using it as a client. When two computers on the internet exchange information, they are known as peers.

4 Peer-to-peer (P2P) communication is when you send someone a photo on your smartphone. When that person sees this photo, your smartphone is working as the server. It stores the photo and the other person's device is the client, which searches for your information. It then displays the photo on the other person's screen.

06 **Read the article again in Exercise 5. Then, look at the information from the article and complete the paraphrased sentences using ONE to THREE words.**

Example:

0 **Paragraph 1:** *It takes information and sends it from one computer to another. It is not a difficult job, but it is a very big one.*
Sending information from one computer to another is an easy job.

1 **Paragraph 1:** *There are hundreds of millions of computers connected to the internet at the same time. However, they don't all do the same thing.*
All the computers connected to the internet are doing _____ at the same time.

2 **Paragraph 2:** *The second is a mail server for sending and receiving emails.*
You can send and receive emails _____ server.

3 **Paragraph 3:** *A client is a computer that gets information from a server and delivers it to another computer.*
The client _____ from one computer to another using a server.

4 **Paragraph 3:** *When you go online on your smartphone, you are using it as a client.*
Your smartphone becomes the client when you use it _____ .

5 **Paragraph 4:** *When that person sees this photo, your smartphone is working as the server. It stores the photo and the other person's device is the client, which searches for your information.*
The client finds the photo by _____ from the server, which stores it.

In some exam questions, you will need to complete a sentence using one to three words. The sentence you need to complete rewrites the information from the text in different words. This is called paraphrasing. Paraphrasing is reading something, thinking about its meanings and putting it in your own words.

TIP 06

Paraphrasing is important as you will need to understand it in Reading, Listening, Speaking and Writing exams.

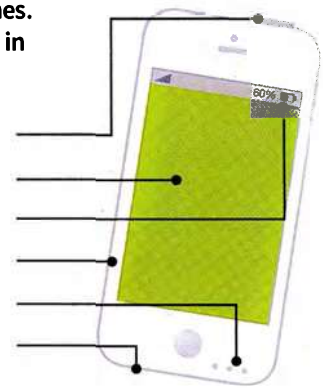
06.0 MINI TIP The opposite of difficult is easy. The sentences use different words but they mean the same.

06.1 MINI TIP What is the opposite of the 'same'?

LISTENING: A LECTURE

07 **You are going to listen to a short lecture about smartphones. Before you listen, look at the diagram. Reorder the letters in brackets to complete the parts of a smartphone.**

2 power button
1 display
5 power bar
6 case
4 microphone
3 input



Parts of a smartphone	Reason for these parts
1 touch screen or d_____ (SLPIYA)	1 To _____.
2 p_____ b_____ (REWO/TOTNU)	2 To turn the phone _____.
3 USB i_____ (TUPN)	3 To _____ or to _____.
4 m_____ (RENOPICHO)	4 To _____ when you phone someone.
5 p_____ b_____ (WORE/RA)	5 To _____
6 c_____ (SAE)	6 To _____

08.2 MINI TIP You need three words here to say both of the things it does.

08.2 MINI TIP You need to be careful with spelling. You will get the answer wrong if you spell the word incorrectly.

08 Now, listen to Part 1 of the lecture. Complete the second column in the table with reasons why a smartphone has each part using TWO to THREE words.

18

09 Listen to Part 2 of the lecture and complete the table.

19

Year	% of population with smartphones
2010	1
2015	2
2020	3
2025	4

GRAMMAR AND VOCABULARY

10 In Listening 1, the lecturer talked about what he thinks is definite or probable in the future. Listen again to Part 2 in Exercise 9 and complete the tables.

	Person / Thing	*will, will not / won't*	Verb (infinitive without *to*)	
For positive statements	1 _____	2 _____	3 _____	richer than they are now.
For negative statements	4 _____	5 _____	6 _____	the same as the one in the picture today.

	will, will not / won't	Person / Thing	Verb (infinitive without *to*)	
For questions	7 _____	8 _____	9 _____	the same as they do now?

	Question word	*will, will not / won't*	Person / Thing	Verb (infinitive without *to*)	
Or	10 _____	11 _____	12 _____	13 _____	like?

11 Read part of a student's end-of-year school report. Do you think he will be happy with it?

END-OF-YEAR SCHOOL REPORT

Michael Brown

Michael's result in maths improved. His score was 74% at the start of the year and increased to 82% by the end of the year. His English grade also went up from a C to an A, so this was very good. However, his science result fell by 6%, from 92% to 86%. There was also a decrease in his business score (78% to 72%). Hopefully, these will rise again next year.

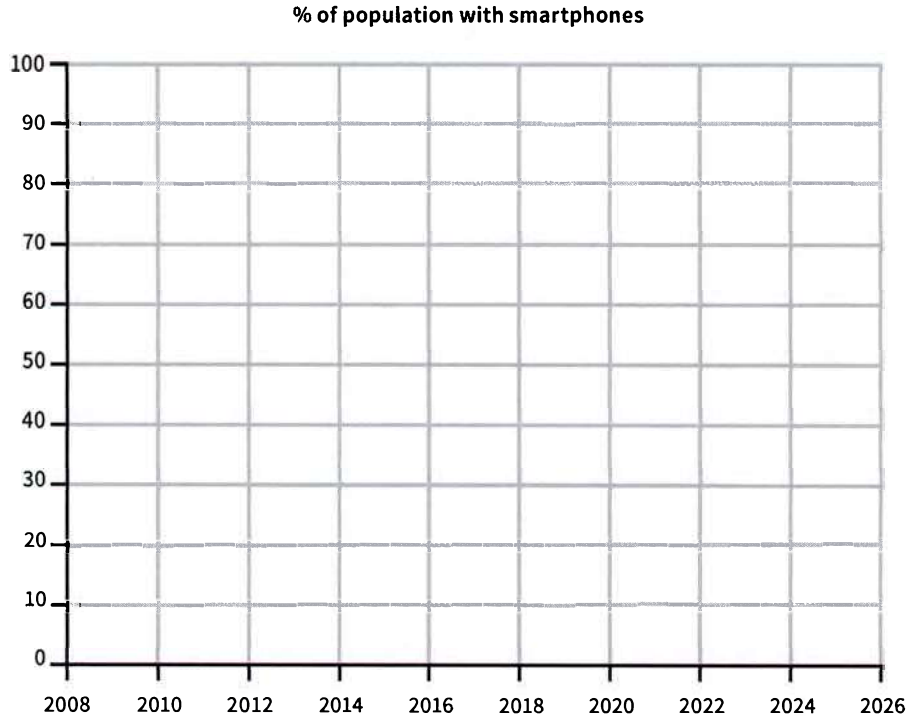
12 **Look again at the school report. Michael's teacher has used different words to describe changes. Complete the information in the chart using the words in the school report.**

Verb (infinitive)	Verb (past)	Noun
1 _____	2 _____	a rise
3 _____	increased	4 _____
5 _____	went up	–
6 _____	fell	7 _____
8 _____	9 _____	a decrease
to go down	10 _____	–

TIP 12

The vocabulary in blue and red is useful when you want to describe changes, especially when numbers get bigger or smaller. Use a dictionary to check words you are unsure about.

13 **Look again at the information in the table in Exercise 9. Draw a line on the axis below to show the percentage (%) increase of the population with a smartphone between 2010 and 2025.**



14 **Now, read the short description and choose the correct answer, A, B or C.**

The percentage of people with smartphones **0** __A__ **1** _____38% in 2010 **2** _____ 62% in 2015. In the future, this **3** _____ will **4** _____. At the end of the period in 2025, this percentage will **5** _____ on 86%.

0	**A** increased	**B** *increase*	**C** increasing
1	**A** at	**B** from	**C** to
2	**A** to	**B** by	**C** at
3	**A** rised	**B** rose	**C** rise
4	**A** to continue	**B** continue	**C** continuing
5	**A** finish	**B** finishing	**C** be finish

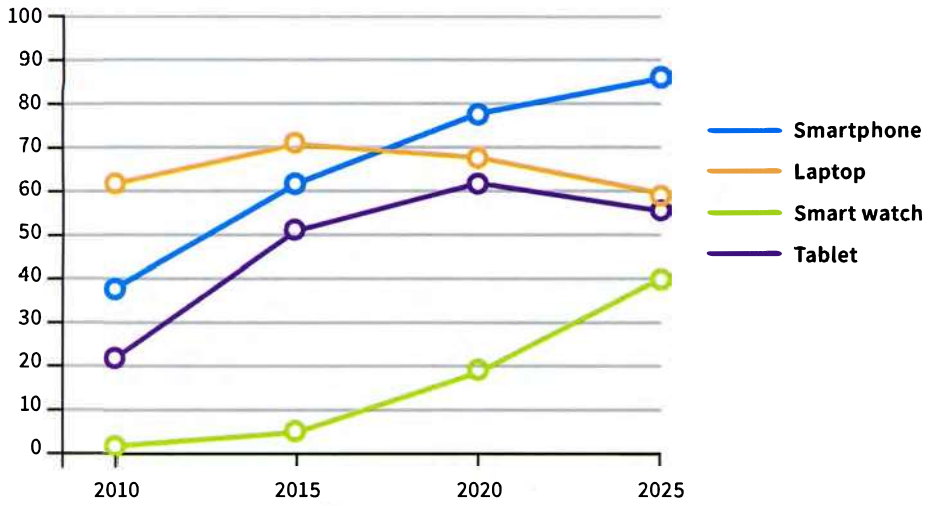
Answer: A

WRITING: DESCRIBING A GRAPH

15 **Look at the line graph and use the language in Exercise 12 to describe the way each line in the graph changes.**

1 Smartphone: _____
2 Laptop: _____
3 Smart watch: _____
4 Tablet: _____

Percentage of people who own the devices from 2010 to 2025.



16 **In pairs, compare your answers to Exercise 15.**

LISTENING 2 AND GRAMMAR

17 20 **You are going to listen to a student, Lorenzo, answer a question about technology. Read the question and listen to Lorenzo's answers.**

Describe a piece of technology that you would like to buy in the future.

18 **Look again at Lorenzo's answers and the underlined words in the listening script. Then, match the underlined words in Lorenzo's answers with the definitions.**

1 Important and interesting parts of a device. _____
2 The newest device you can buy. _____
3 To move your finger from one side to the other on a device. _____
4 A device that is old. _____
5 The part of a device that stores data. _____

19 20 **Listen again and match the questions with Lorenzo's answers. Write 1–4 next to the questions. There are two extra questions.**

A How will it make your life better? ____
B How much does it cost? _____
C Where do you want to buy it from? ____
D What does it look like? _____
E Why do you want to buy it? ____
F Why is it so popular? _____

SPEAKING: DESCRIBING A GADGET

20 **In pairs, you are going to talk about the same topic as Lorenzo in Exercise 17. Choose four of the questions in Exercise 19 that you could answer. Then, complete the sentences.**

Describe a piece of technology that you would like to buy in the future.

1 You should say _____

2 And you should say _____

3 You also need to say _____

4 And don't forget to tell me _____

21 **Now, in pairs, swap your books with your choice of questions. You are going to answer your partner's questions. You have two minutes to prepare what you are going to say.**

22 **When you are ready, decide who is going to go first. You each have one minute to give your talk about the piece of technology you have chosen.**



UNIT / 10

GRAMMAR AND VOCABULARY

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

1 My brother **streams** / **stores** his files on his computer but doesn't back them up.
2 You can connect a series of computers together on a **website** / **network**.
3 I prefer to use a **laptop** / **desktop** computer as I can work from anywhere.
4 Stop playing games! **Shut down** / **Crash** your computer right now!
5 I don't like paying a lot of money for **attachments** / **apps**, but it can cause problems if you only **download** / **backup** them for free.

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

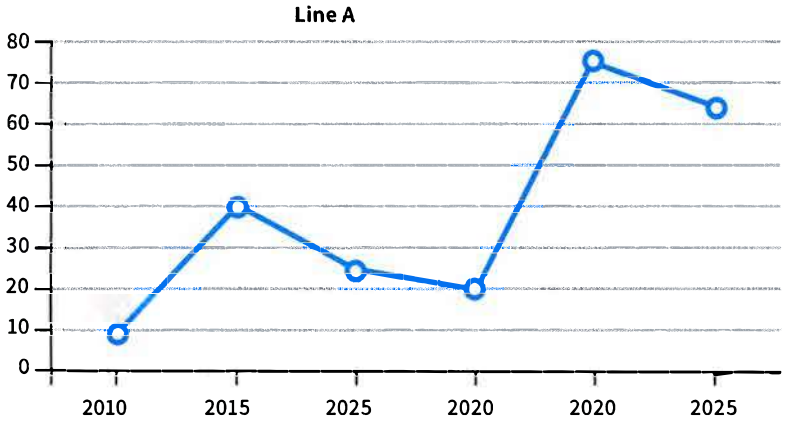
stream	website	device	crash	attachment	backup

1 A set of pages of information on the internet about a particular subject. _____
2 A copy of the files from your computer that you keep in a different place. _____
3 A machine, like a smartphone, that can connect to the internet. _____
4 A file, like an essay, that you add to an email before sending it. _____
5 This happens when your computer suddenly stops working. _____
6 Music or video that you watch on the internet without downloading it first. _____

03 **Complete the interview using the words.**

A How **0** ___will people travel___ (people / travel) around in the future?
B In cars that don't have anybody driving.
A Isn't that dangerous?
B No, the cars **1** _____ (communicate) with each other and make sure they all have enough space on the road.
A That's amazing!
B Yes, it is. There **2** _____ (are not) any crashes ever again.
A **3** _____ (the cars / able to) to fly?
B Maybe – I can certainly imagine a mix of a car and an aeroplane.
A And food – what **4** _____ (people / eat)?
B Similar meals to the ones we eat today, but with a lot less meat.
A Why is that?
B Well, in the future, if we want to continue to eat as much meat as we do now, we **5** _____ (definitely need) more space for animals than we actually have on the planet.
A I see. Maybe we could build farms on the moon?
B Hmmm … I'm not sure that **6** _____ (be) possible.
A Why not? It's a great idea!
B Well, how **7** _____ (the animals / breathe) when they are on the moon?

04 **Look at the graph and read the sentences. Describe which part of this graph does each sentence refer to? There are extra sentences.**

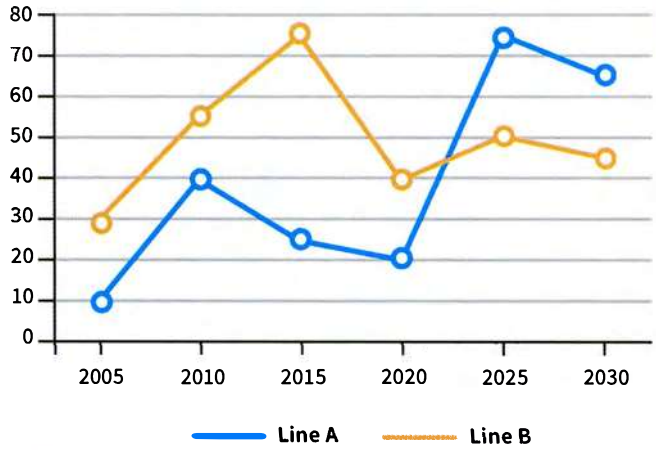


1 It increased from 10% to 40%. _____
2 This rise will continue after 2025. _____
3 It decreased by 15%. _____
4 It fell by 30%. _____
5 It will finish on 65%. _____
6 It went up from 40% to 50%. _____
7 It will fall again after 2020. _____
8 There will be a rise of 55%. _____
9 It went down by 5%. _____
10 There was an increase of 35%. _____

05 **Complete the description of the changes to Line B in the graph using the words in the box.**

fall	down	rise	decrease	went	increased	2020	55%	50%	2015	40%	2005

After it **1** _____ from 30% in **2** _____ to **3** _____ in 2010, line B **4** _____ up by another 20% between 2010 and 2015. This was its highest point. It started to **5** _____ in 2015, going **6** _____ to 40% in **7** _____. It will **8** _____ to 50% in 2025, and then will **9** _____ to 45% in 2030.



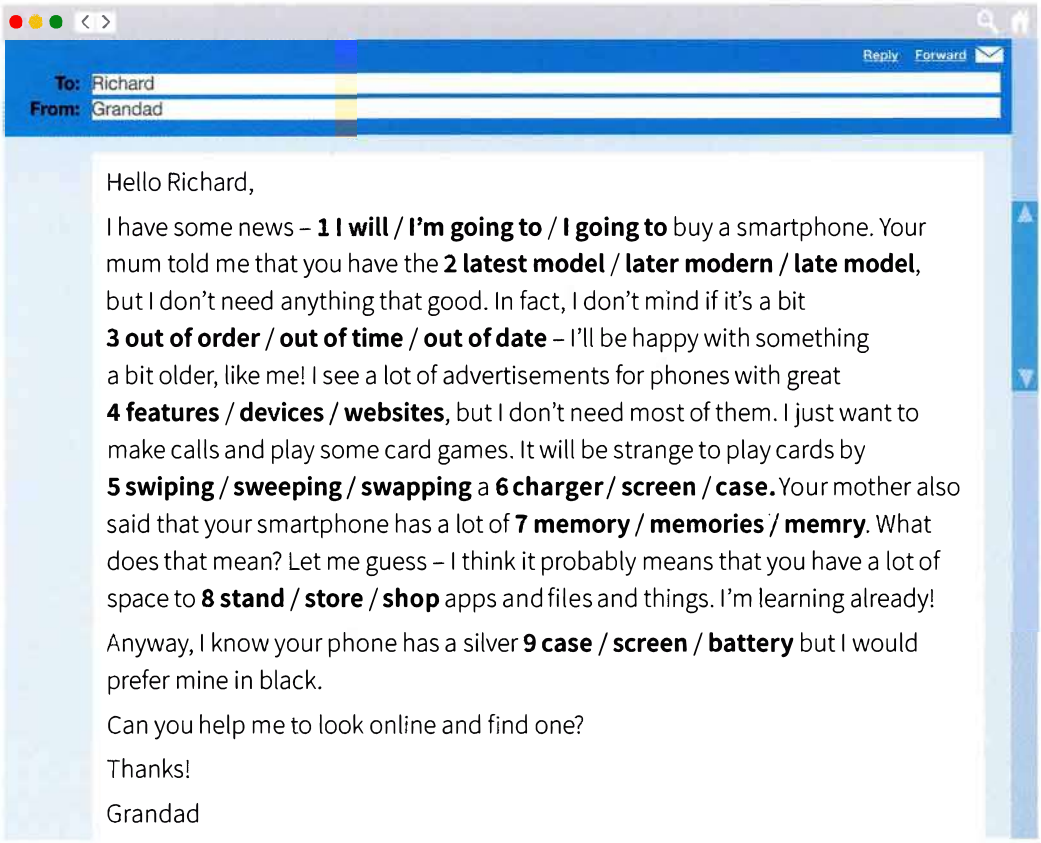
06 **Which is the best summary A, B or C for this graph in Exercise 5?**

A Both lines went up and down a lot. Line A changed much more than Line B.

B The biggest changes for Line A will happen in the last ten years shown on the graph. However, Line B had its own most important changes earlier, especially between 2005 and 2015.

C Line A went up to 40% in 2010, then down to 20% by 2020, and then up to 75% in 2025 and back down to 65%, so there was a lot of change. Line B increased to 75% in 2015, then went down to 40% in 2020, so a lot of change there as well. It didn't change much after that, only up by 10% and then down by 5%.

07 **Read an email from a grandfather to his teenage grandson and underline the correct answers.**



ANSWER KEY

UNIT 1 DAILY LIFE

Lead-in

1 Possible answers: wake up, sleep, have dinner, chat online, play sport

2 Student's own answers.

Vocabulary and speaking

3 1 B 2 B 3 C 4 A 5 A

4 Student's own answers.

Reading: choose the correct answer

5 Student's own answers.

6 1 A 2 C 3 A 4 B 5 C 6 A 7 A

Grammar and speaking

7 1 B 2 C 3 A

8 Group 1 – exercise, work, play, live, come, get up, help, swim, stay, cook, listen, practise
Group 2 – catch, watch, relax, finish, switch, teach
Group 3 – try, study

9 Student's own answers.

Reading: sentence completion

10 1 gets up 2 has 3 eats 4 gets 5 goes 6 returns 7 makes 8 watches 9 meets 10 go 11 studies 12 goes 13 cooks 14 exercises 15 sees 16 falls

Writing: describing a daily routine

11 Student's own answers.

Reading: matching

12 1 C 2 D 3 F 4 B 5 A 6 E

Writing: a description

13 Student's own answers.

14 Student's own answers.

Listening: matching

15 1 F 2 F 3 T

16 Jack – Australia; Carlos – USA

17 1 F 2 D 3 C 4 E 5 A

18 Student's own answers.

Speaking: talking about your day

19 Student's own answers.

20 Student's own answers.

21 Student's own answers.

Grammar and Vocabulary Unit 1

1 1 H 2 D 3 E 4 J 5 B 6 C 7 I 8 A 9 F 10 G

2 1 have 2 brush 3 meet 4 catch 5 leave 6 go 7 watch 8 do 9 go to 10 fall

3 make – a noise, lunch, the beds, dinner, a mess,
do – some homework, the laundry, the shopping, the cleaning, the housework

4 1 live 2 work 3 get up 4 leave 5 have 6 walk 7 catch 8 finish 9 meet 10 go out

5 1 washes 2 watches 3 cries 4 practises 5 goes 6 does 7 catches 8 relaxes 9 gives 10 switches off

6 1 works 2 play 3 studies 4 come 5 wear 6 like 7 gets up 8 have 9 makes 10 begins / finishes

7 1 My friend tidies the room. 2 I play football at the weekend. 3 I take a sandwich to college for lunch. 4 I wake up at half past six. 5 My brother checks his phone every five minutes. 6 I have a shower in the evening. 7 I try to stop studying before 9pm. 8 I go to the dentist every six months. 9 My mother does most of the housework. 10 I visit my family at the weekends.

8 1 work 2 start 3 opens 4 fill 5 tidy 6 clean 7 work 8 tells 9 shouts 10 take 11 finish 12 gets 13 enjoy

UNIT 2 HOUSE AND HOME

Lead-in

1 1 bedroom 2 bathroom 3 kitchen 4 living room

2 1 basement 2 hall 3 hallway 4 study 5 attic 6 garage 7 garden

Speaking: items in a home

3 **Student A** – 1 curtains 2 (table) lamp 3 TV 4 desk 5 shower 6 drawers

Student B – 1 window 2 picture(s) / poster(s) 3 blind 4 sink 5 pillows 6 oven / cooker

4 1 curtains 2 (table) lamp 3 television/TV 4 desk 5 shower 6 drawers
1 window 2 poster(s) 3 blind 4 sink 5 pillows 6 oven / cooker

5 Student's own answers.

Speaking and vocabulary

6 Student's own answers.

Listening 1: picture description

7 (Picture) 2

8 1 very comfortable 2 the garden 3 to relax 4 down the hall 5 brushes his teeth 6 a blind

Reading: note taking

9 1 Andrew Taylor 2 Prime Location Agency 3 London 4 andrewtaylor@uniaccom.co.uk 5 by email

10 2 Andrew Taylor 1 Giorgio 5 Andrew Taylor 3 Giorgio 4 Andrew Taylor 6 Giorgio

Grammar: simple present postive, negative and questions

11 1 am not 2 live 3 doesn't live 4 Does 5 can 6 Can / speak 7 you want 8 does

12 1 isn't 2 Is the car 3 is 4 I don't play 5 Do you play 6 do you play 7 I play

Listening 2: short answers

13 1 NO 2 YES 3 YES 4 YES 5 NO 6 YES 7 NO 8 NO

Reading: dialogue building and matching

14 1 A 2 A 3 C 4 B 5 A 6 A 7 C 8 B

16 1 D 2 G 3 A 4 B 5 E 6 F

Reading and grammar

17 Student's own answers.

18 1 C 2 A 3 A 4 B 5 C 6 B 7 B 8 C 9 A 10 C

19 often, sometimes, always, sometimes, sometimes, usually, always, never

20 am, go, talk, tidy, help, spend, are, forget

21 1 after 2 before

22 1 I am never late for school. 2 I never forget to do my homework.

23 Student's own answers.

Speaking: choosing accommodation

24 1 Student's own answers.

25 1 Student's own answers.

Writing: an email to a friend about accomodation

26 C

27 Hi Gavin,

I live in private accommodation. I'm very happy with my room. My bed is very comfortable. I have a big desk for studying and I have posters on the wall. The Wi-Fi here is very fast. I am happy about that because when I'm in my bedroom, I can speak to my parents online. I can also play online games. Do you have Wi-Fi in your room? Is the food nice where you live?

Write soon,

Giorgio

28 Student's own answers.

Grammar and Vocabulary Unit 2

1 1 bedroom 2 bathroom 3 living room 4 garage 5 hallway 6 garden

2 1 fridge 2 a semi-detached house 3 some drawers 4 a living room 5 an attic 6 a cupboard 7 a chair 8 a university campus

3 1 C 2 E 3 G 4 A 5 H 6 B 7 D 8 F

4 attic, garden, study, basement, kitchen, television/TV, desk, shower, window, sink, blind

5 1 curtains 2 table lamp 3 posters 4 pillows 5 oven 6 wardrobe

6 1 Is it okay to come to your house this evening? 2 Can you check that the windows are all closed before we go out? 3 Are you in the living room next to the kitchen? 4 Do you want to sit in the garden? 5 Are the apartments in the UK very different from the apartments in your country?

7 1 usually live 2 always keeps his car 3 (Correct) 4 I don't see him very often/I don't very often see him 5 (Correct) 6 (Correct)

8 1 He never does the washing up. 2 Can you give me some advice? 3 I always leave my house at eight o'clock in the morning. 4 What time does your alarm usually go off? 5 My cousin often comes to my house for dinner. 6 Where do you want to live in the future? 7 How many people do you live with? 8 Do you live on the university campus?

UNIT 3 HOBBIES, LEISURE AND ENTERTAINMENT

Lead-in

1 1 hiking 2 canoeing 3 cycling 4 sailing 5 climbing 6 white water rafting

2 Student's own answers.

3 Student's own answers.

Listening: multiple choice questions

4 cycling, hiking, cooking, climbing, white water rafting, sailing

5 1 C 2 B 3 A 4 A 5 C

Grammar: present simple / present continuous

6 Present simple affirmative – We get up, I usually sleep, He looks after us, He always makes
Present simple negative – I don't miss, My friend doesn't like
Present continuous affirmative – I'm having, I'm staying, I'm resting, We're having, The chef is cooking
Present continuous negative – I'm not staying

7 1 continuous 2 continuous 3 simple 4 continuous

8 1 lives, living 2 gets, getting 3 carries, carrying 4 hopes, hoping 5 washes, washing 6 runs, running 7 plays, playing 8 ride, riding 9 lies, lying 10 passes, passing 11 cries, crying 12 makes, making 13 sees, seeing 14 begins, beginning

9 1 C 2 D 3 A 4 B 5 simple 6 continuous

10 1 are you doing, you want, am/'m watching, plays, are losing
2 am/'m waiting, arrives
3 isn't answering, is/'s studying
4 do you / get, walk, doesn't take, drives, is working

11 1 Why are you learning English? 2 What time do you usually get up? 3 What are you learning about in geography at the moment? 4 Do you play tennis? 5 What is the teacher doing now?

Reading: use of distraction

12 Student's own answers.

13 1 C 2 B 3 B 4 B 5 C 6 A 7 A

14 1 professional 2 train 3 successful 4 fit 5 advice

Speaking and vocabulary

15 1 basketball 2 basketball 3 football 4 badminton, table tennis 5 football 6 badminton, basketball, table tennis, football, chess 7 badminton, basketball, table tennis, football, tai chi 8 badminton, table tennis 9 chess 10 kite flying, tai chi 11 basketball, football 12 badminton, table tennis, kite flying, tai chi, chess 13 badminton, basketball, football, table tennis, tai chi

16 Student's own answers.

17 Student's own answers.

18 Student's own answers.

19 a person running, people doing yoga, a father walking along with his son (holding hands), a couple (a man and a woman) walking together, a person doing push-ups

20 Student's own answers.

Writing: responding to a message from a friend

21 1 (Saturday) 23rd June 2 £15 3 1:00pm 4 Child in Time 5 (an) umbrella

22 He wants to meet up.

23 Student's own answers.

24 Student's own answers.

Grammar and Vocabulary Unit 3

1 1 tennis 2 volleyball 3 basketball 4 football 5 badminton 6 swimming 7 skiing 8 cycling 9 sailing 10 hiking

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

3 1 win 2 beats 3 play 4 hit 5 lose 6 throwing 7 kicking 8 catch 9 scores

4 1 popular 2 team 3 hitting 4 match 5 wear

5 1 tennis, water sports 2 athletics, team sports 3 racket, actions used in sports 4 judo, mountain sports 5 boxing, sports equipment 6 winner, types of competition

6 third person present simple – snows, fixes, gets, stops, invites, marries, washes, makes, offers, buys, crosses, copies, dances, swims, happens, travels
-ing form – snowing, fixing, getting, stopping, inviting, marrying, washing, making, offering, buying, crossing, copying, dancing, swimming, happening, travelling

7 1 B 2 F 3 D 4 A 5 G 6 C 7 E

8 1 I don't know 2 I can't remember 3 I don't understand 4 is having 5 It belongs, is reading 6 I don't want to 7 has, is taking 8 can't hear, is having

9 1 am/'m having 2 has 3 am/'m enjoying 4 like 5 am/'m staying 6 have/'ve got 7 work 8 am/'m looking 9 want 10 finishes

10 1 D 2 B 3 F 4 A 5 H 6 E 7 C 8 G

UNIT 4 TRAVEL AND HOLIDAYS

Lead-in

1 1 D 2 C 3 A 4 B

Vocabulary: holiday activities

2 1 try traditional food 2 go horse riding 3 visit water parks 4 go mountain climbing 5 go on cycling tours 6 visit beach resorts 7 go shopping 8 see famous buildings 9 see local attractions 10 go on day trips 11 go on cultural visits 12 stay with host families

3 Student's own answers.

Reading: reading for specific information and detailed meaning

4 Student's own answers.

5 1 F 2 A 3 E 4 B

6 Student's own answers.

Listening: interview task

7 (Exampleanswer C)

8 Student's own answers.

9 1 B 2 A 3 B 4 B 5 B

Speaking: adding more detail and giving reasons

10 1 C 2 A 3 D 4 B

11 1 as 2 so, because

12 Student's own answers.

Grammar: past simple and present simple

13 1 4 2 1, 3 3 2, 5, 6

14 1 Present simple – 1, 3 2 Past simple – 2

15 1 studies 2 went 3 correct 4 thinks 5 correct 6 isn't

Writing: emails

16 1 Madrid
2 It was a city break and the weather was cold. Normally he goes on beach holidays in warm weather.

17 1 went 2 was 3 visited 4 go 5 went 6 bought 7 was 8 ate 9 don't try 10 did 11 tried 12 was 13 was 14 took 15 did 16 did

18 1 ✓ 2 ✓ 5 ✓ 6 ✓ 7 ✓ 9 ✓

19 Student's own answers.

20 1 ✓ 2 ✓ 3 ✓

Speaking: experiences

21 Student's own answers.

22 Student's own answers.

23 Student's own answers.

Grammar and Vocabulary Unit 4

1 1 an adventure holiday 2 a beach holiday 3 a city break 4 a language exchange 5 a family holiday

2 city break – go on day trips, see local attractions, go shopping, try traditional food, see famous buildings, go on cultural visits
adventure holiday – go mountain climbing, go horse riding, go on cycling tours, visit water parks
beach holiday – visit beach resorts
language exchange – stay with host families

3 1 go shopping 2 go horse-riding 3 visit local attractions 4 visit water parks 5 go on day trips 6 stay with a host family 7 go on a cycling tour 8 go mountain climbing 9 go on a cultural visit 10 visit a beach resort

4 1 popular 2 fun 3 natural 4 local 5 boring 6 cultural 7 interesting 8 delicious 9 famous 10 traditional

5 1 Do you like 2 I do 3 do you usually go 4 went 5 What did you do 6 enjoy 7 We all went 8 Was it 9 don't really like 10 wasn't

6 1 went 2 don't like 3 decided 4 enjoy 5 didn't have 6 saw 7 are 8 learnt 9 felt 10 was 11 do you like 12 Do you prefer

7 1 D 2 E 3 A 4 B 5 C

8 1 because 2 As 3 so 4 because 5 As

UNIT 5 FOOD

Lead-in

1 1 China 2 Saudi Arabia 3 Italy 4 United Kingdon 5 Brazil

Vocabulary and speaking

2 1 D 2 E 3 A 4 C 5 B

3 Student's own answers.

Vocabulary and reading

4 Possible answers: food stalls, famous chefs, traditional activities arts and crafts

5 food stalls, famous chefs, traditional activities, arts and crafts

6 1 C 2 B 3 A 4 A 5 B 6 C

Listening: matching

7 C

8 1 B 2 F 3 A 4 E 5 G 6 H

Vocabulary and listening

10 1 flour 2 spring onions 3 garlic 4 rice 5 pasta 6 lamb 7 salmon 8 carrot 9 onion

11 Meat – lamb
Vegetables – carrot, onion, spring onion, garlic
Fish/Seafood – salmon
Carbohydrates – rice, pasta
Other ingredients – flour

12 Student's own answers.

13 1 chop 2 mix 3 cut 4 roll 5 fold 6 boil 7 fry

14 C

15 1 mix 2 chop 3 mix 4 chop 5 cut 6 roll 7 fold 8 boil

Grammar and speaking

16 a cabbage, some meat, onions, some salt, shrimps, some water
Countable singular – a cabbage
Countable plural – (some) shrimps, (some) oranges, (some) onions
Uncountable – (some) meat, (some) salt, (some) rice, (some) milk, (some) water

17 1 a, some 2 some, some 3 some, some

18 1 Countable 2 Uncountable

Speaking: eating habits

19 Possible answers: 1 How much meat do you eat each week?
2 Are there any recipes you like to cook?
3 Are there many famous chefs on TV in your country?

20 Student's own answers.

Reading: sentence completion 1

21 2 C 3 F 4 A 5 E 6 D

22 1 a 2 some 3 chop / cut 4 some 5 a 6 mix 7 cut 8 fry / cook

Writing: describing a process

23 Student's own answer.

Reading: sentence completion 2

24 1 A 2 C 3 B 4 B 5 C 6 C 7 D 8 A

Speaking: a meal you enjoy

25 Student's own answer.

Writing: food in your country

26 Student's own answer.

Grammar and Vocabulary Unit 5

1 1 duck 2 lettuce 3 lobster 4 garlic 5 salmon 6 spaghetti 7 beef 8 cauliflower

2 Meat – beef, duck
Vegetables – lettuce, carrot, garlic, cauliflower
Seafood/Fish – lobster, salmon
Carbohydrates – spaghetti

3 1 C 2 A 3 B 4 E 5 D

4 1 a 2 an 3 a 4 an 5 some 6 some 7 some 8 any 9 any 10 any 11 some 12 some 13 some

5 1 a lot of 2 a lot of 3 a lot of 4 many 5 many 6 many 7 much 8 much 9 much

6 1 C 2 A 3 C 4 A 5 B 6 A 7 B 8 B 9 C 10 C

7 1 C 2 A 3 C 4 C 5 B 6 A 7 C 8 B 9 A 10 C

8 1 D 2 F 3 A 4 C 5 E 6 B 7 G

UNIT 6 TRANSPORT AND PLACES IN TOWN

Lead-in

1 1 bridge 2 stadium 3 statue 4 castle 5 tower

2 1 Sydney Harbour Bridge, Australia
2 Bird's nest stadium, China
3 Statue of Liberty, USA
4 Neuschwanstein Castle, Germany
5 Leaning tower of Pisa, Italy

3 Student's own answers.

Reading and vocabulary

4 Places in a city – square, car park, post office , police station, library, sports centre, restaurant , cafe, shopping centre, department store
Travel and transport – car park, motorbike, coach, platform, motorway, ticket the underground

5 Places in a city – supermarket, park, town centre, station, museum, castle, theatre
Travel and transport – parking, bus, trains, flight, boat trip, bicycles, walk, by car

6 1 C 2 B 3 B 4 A 5 A 6 C 7 A

Listening: gap fill

7 10 am, 6 pm, Thursday, 8 pm, Wednesday, 635, 729, £3.50, £2.00

8 1 Gadzen 2 WT3 5BX 3 Thursday 4 2/two
5 15/fifteen minutes

9 1 on the left of 2 on the right of 3 opposite 4 next to
5 between

10 1 F 2 C 3 A 4 E 5 B 6 D

11 Student's own answers.

12 Student's own answers.

Grammar: comparatives and superlatives

13 1 taller, tallest 2 more famous, the most famous
3 hotter, hottest 4 busier, busiest
5 more interesting, the most interesting 6 friendlier, friendliest
7 older, oldest 8 thinner, thinnest

14 1 largest 2 more 3 oldest 4 More 5 first 6 best 7 larger 8 most 9 busiest 10 More

15 Student's own answers.

16 Student's own answers.

17 Student's own answers.

Speaking: talking about transport and towns

18 Student's own answers.

19 Student's own answers.

Writing: a longer piece of coninuous writing

20 Student's own answers.

21 Student's own answers.

22 Model answer.
Hi Sandy,
I'm really pleased you're coming to visit my country. The first place you should visit is London. It's one of the most famous cities in the world. It has fantastic museums and parks and is perfect if you like shopping. The buses and the underground are the best ways to travel.
After that you should go to the Lake District. I think this is the most beautiful part of England. It has the highest mountains in the country and the largest and deepest lakes. You can get there by train and then use the buses to get around.
Best wishes,
Martin

23 Student's own answers.

Grammar and Vocabulary Unit 6

1 1 F 2 G 3 B 4 E 5 J 6 A 7 D 8 H 9 C 10 I

2 1 train 2 department store 3 motorway 4 cafe 5 street 6 castle 7 airport

3 1 opposite 2 across 3 between 4 next to 5 behind 6 on your right 7 in front of 8 on your left

4 1 bored 2 new 3 favourite 4 full 5 careful 6 tired 7 healthy

5 1 comfortable 2 modern 3 friendly 4 interesting 5 old 6 high 7 famous

6 *+er/est* – clean, low, high, cheap, old, new, fast, strong
more/the most … – expensive, modern, comfortable, difficult, important, careful, interesting, crowded

7 1 safer / faster 2 worse 3 cheaper 4 older 5 bigger 6 earlier 7 prettier 8 thinner 9 better 10 further

8 1 more expensive 2 more interesting 3 hotter 4 prettier 5 better 6 more excited 7 noisier 8 worse

9 1 the cheapest 2 the most 3 the largest 4 the most 5 the most expensive 6 the smallest 7 the oldest

10 1 the best 2 cheaper 3 bigger 4 the largest 5 the most interesting 6 the finest

UNIT 7 JOBS, WORK AND STUDY

Lead-in

1 1 C 2 D 3 A 4 B

Vocabulary: skills and abilities

2 1 A 2 I 3 F 4 D 5 G 6 B 7 J 8 H 9 E 10 C

Listening: note completion extension

4 Student's own answers.

5 1 chef 2 Wednesday 3 three / 3 4 8:00 / 8.00 / 8 o'clock 5 sixteen / 16 6 maths 7 English 8 Italian 9 London 10 Dinner with Jack 11 2004 12 2002 13 2005 14 two / 2

Grammar: *can / can't / could / couldn't*

6 Possible answers:
1 At school, I was a really bad student. I couldn't understand maths easily and I couldn't write very well.
2 When I was 16, I could only cook soup from a tin and I couldn't write a sentence without making lots of mistakes.
3 Now, I can cook over 100 dishes and write books. I can't work for really long hours any more like I could at The Lemon Grove.

7 1 Jack can write books. 2 Jack can cook many types of food. 3 Jack could only cook one type of food. 4 Jack can't work long hours. 5 Jack couldn't understand maths easily. 6 Jack couldn't write well. 7 Jack couldn't do well in exams.

8 1 can 2 can't 3 could 4 couldn't 5 couldn't 6 can

Speaking: describing skills and abilities

9 Student's own answers.

10 Student's own answers.

11 Student's own answers.

Vocabulary: work experience

12 1 video games designer 2 helping elderly people 3 sports coach 4 lifeguard 5 sales assistant

Reading 1: true, false, not given

13 1 Gives people advice about jobs and careers.
2 Explain how young people can use their summer holiday to get useful work experience.

14 1 It gives you the opportunity to earn money and gain useful work experience / learn new skills. It helps to find a job. 2 Five / 5

16 1 A 2 C 3 B 4 A 5 B 6 B 7 C 8 B

17 Student's own answers.

Writing: an email for a summer job

18 hotel receptionist

19

Feature	✓ ?
She says which job she is interested in	✓
She says what skills she has.	✓
She says what skills she didn't have in the past but does now.	
She uses a good structure – greeting to start the email and ends with her name	✓
She uses correct and appropriate grammar.	
She only talks about the information in the instructions	
She uses the correct number of words	✓

22 Student's own answers.

Grammar and Vocabulary Unit 7

1 1 F 2 B 3 G 4 J 5 E 6 A 7 D 8 C 9 H 10 I

2 1 passed 2 studying / finishes 3 get 4 taught 5 learn / take 6 failed / take 7 started / learn 8 starting

3 1 receptionist 2 doctor 3 waiter 4 teacher 5 lifeguard 6 shop assistant 7 cleaner 8 chef

4 1 experience 2 hard-working 3 long hours 4 speak another language 5 friendly and helpful 6 sports, art or music 7 energy 8 weekend

5 1 at 2 at 3 in 4 on 5 in / at 6 at 7 at

6 Restaurant – waiter tables chef meal
Hotel – receptionist rooms guests lift cleaner
Shop – cash desk clothes changing rooms shop assistant

7 1 Can you 2 I can 3 I can't 4 can you 5 I can

8 1 can 2 can't 3 couldn't 4 couldn't

9 1 ✗, can 2 ✓ 3 ✓ 4 ✗, could they 5 ✓

UNIT 8 HEALTH AND MEDICINE

Lead-in

1 Student's own answers.

Listening 1: matching

2 1 to the sports centre 2 joining the gym

3 1 Samantha 2 Tom 3 Sarah 4 Samantha 5 Samantha and Sarah 6 Sarah

Vocabulary and speaking

4 1 eat fruit and vegetables 2 play basketball 3 enjoy art and music 4 go cycling 5 play tennis 6 drink water 7 watch TV 8 get enough sleep

5 Student's own answers.

Reading: an opinion based essay

6 watching TV go cycling play tennis get enough sleep

7 1 disagree
2 The writer says that sports lessons make students healthier and help students feel less stressed.

9 1 C 2 B 3 B 4 A

Grammar 1: should / shouldn't / should not

10 1 bad 2 wants 3 not to go

12 1 should 2 should 3 shouldn't 4 should 5 shouldn't

Speaking: describing a picture

13 C B A

Vocabulary: how to relax

15 1 do exercise 2 drink tea 3 read a book 4 do yoga 5 go for a walk

Listening 2: multiple-choice questions

16 1 read a book 2 do yoga 3 do exercise 4 go for a walk 5 drink tea

17 1 C 2 B 3 A 4 B 5 A

Grammar 2: have to / don't have to

18 1 have to 2 don't have to 3 Do you have to 4 has to 5 don't have to

Writing: an email to a friend giving advice

19 tennis and basketball

20 Student's own answer.

21 Student's own answer.

Grammar and Vocabulary Unit 8

1 1 go cycling 2 do yoga 3 play tennis 4 play basketball 5 go for a walk 6 do exercise

2 1 join 2 drink / do 3 eat / do 4 go / get 5 have / get 6 play / go 7 get 8 drink 9 play

3 1 Incorrect – What should you eat to be healthy? 2 Correct 3 Incorrect – No, you shouldn't play on your computer for so long. 4 Correct 5 Incorrect – I think you should try it.

4 1 should drink 2 should get 3 shouldn't watch 4 should play 5 should ride 6 shouldn't eat

5 1 have to 2 have to 3 don't have to 4 don't have to 5 have to 6 don't have to 7 have to 8 don't have to

6 1 have to / don't have to 2 don't have to / have to

7 1 should 2 should 3 should 4 should 5 shouldn't 6 should

8 1 C 2 E 3 D 4 B 5 F 6 A

UNIT 9 LANGUAGE

Lead-in

1 1 use a dictionary 2 talk to people whose first language is English 3 listen to songs in English 4 write an email to a friend 5 keep a vocabulary notebook 6 study with a teacher in a classroom 7 watch videos online 8 read newspapers and magazines

2 Student's own answers.

Vocabulary and speaking

3 1 to 2 by 3 about 4 with 5 with

4 1 C 2 E 3 D 4 B 5 A

5 Student's own answers.

Grammar: *going to* for future plans

6 1 meet 2 video call 3 learn 4 study 5 send

7 1 The writer uses *going to*.
2 tonight, this afternoon, next week, today, this morning, at the weekend

9 1 ✗, am going to 2 ✓ 3 ✓ 4 ✗, is going to buy 5 ✗, Are you going to tell 6 ✓

10 Student's own answers.

Listening: discussing a language project

11 1 False 2 True 3 True

12 1 Student services 2 College office 3 Student administration office 4 A

Speaking : a longer talk about a topic

13 Student's own answers.

14 Student's own answers.

Vocabulary and reading

15 1 C 2 B 3 C 4 A 5 B 6 C 7 C 8 B 9 A 10 B

16 1 He is an American teenager.
2 He can hold a conversation in over twenty languages.

17 1 more / most 2 lots of 3 regularly

18 Student's own answers.

Reading: sentence completion

20 2 to another country 3 some work 4 their cultures 5 West Africa 6 have fun

Writing: a short essay on a topic

21 Student's own answers.

22 Student's own answers.

23 Possible answer: C D A B / C A D B

25 1 C 2 B 3 C 4 C 5 A 6 A 7 A 8 B

26 1 Firstly 2 Furthermore 3 Additionally 4 On the other hand 5 However 6 To sum up

27 Student's own answers.

Grammar and Vocabulary Unit 9

1 1 by 2 to / with 3 with 4 - 5 about 6 to / with 7 -

2 1 B 2 D 3 H 4 A 5 F 6 G 7 C 8 E

3 1 I'm not going to worry 2 Are you going to learn 3 I'm going to try 4 Are you going to meet 5 She isn't going to live

4 1 Who are you going to do the language project with?
2 Where are you going to buy a dictionary from?
3 How are you going to improve your language skills?
4 When are you going to tell the teacher you want to move up to a higher level class?
5 Why are you not going to go to university next year?

5 1 effort 2 work 3 advice 4 fun 5 time 6 skills 7 progress 8 advantage

6 1 his English exam 2 advice 3 have fun 4 long time 5 make any progress 6 English

7 make – a mistake dinner somebody laugh a noise a difference a guess
take – a test an exam a picture a walk

8 1 am going to take 2 made 3 makes 4 take 5 makes / making

9 1 Firstly 2 additionally/furthermore 3 Furthermore/Additionally 4 However 5 To sum up

10 1 are going to have 2 are trying 3 discussed / were discussing 4 communicates 5 to hold 6 had / am having / will have / am going to have

UNIT 10 SCIENCE AND TECHNOLOGY

Lead-in

1 1 smartphone 2 letter 3 laptop 4 tablet
5 landline telephone 6 smart TV 7 smart watch
8 desktop computer

2 Student's own answers.

Vocabulary and reading

3 1 crashed 2 shut down 3 websites 4 devices 5 network

4 1 attachments 2 download 3 stream 4 backup 5 store

5 B

6 1 different things 2 using a mail 3 sends information
4 to go online 5 searching for information

Listening: a lecture

7 1 display 2 power button 3 input 4 microphone
5 power bar 6 case

8 1 use an app 2 on or off 3 charge your phone, upload (some / your) files 4 speak into 5 check the battery
6 protect the phone

9 1 38 2 62 3 78 4 86

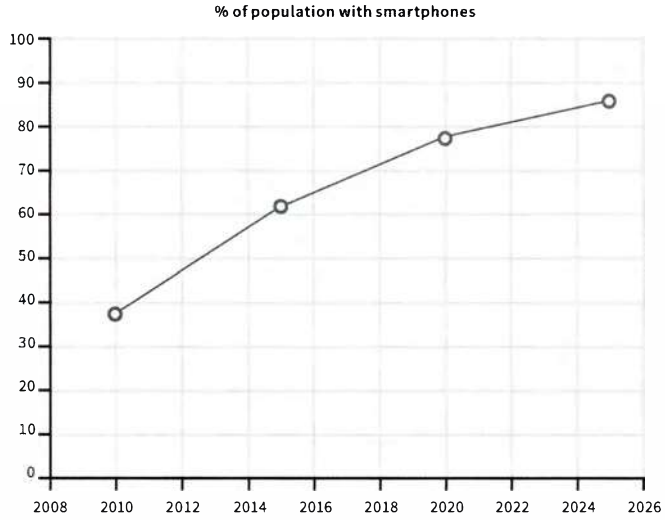
Grammar and vocabulary

10 1 People 2 will 3 be 4 They 5 won't 6 look 7 Will
8 they 9 look 10 What 11 will 12 smartphones 13 look

11 Student's own answer.

12 1 to rise 2 rose 3 to increase 4 an increase 5 to go up
6 to fall 7 a fall 8 to decrease 9 decreased 10 went down

13 Answers in chart.



14 1 B 2 A 3 C 4 B 5 A

Writing: describing a graph

15 Student's own answers.

16 Student's own answers.

Listening 2 and grammar

18 1 features 2 latest model 3 swipe 4 out of date 5 memory

19 1 D 2 C 3 E 4 A

Speaking: describing a gadget

20 Student's own answers.

21 Student's own answers.

22 Student's own answers.

Grammar and Vocabulary Unit 10

1 1 stores 2 network 3 laptop 4 Shut down
5 apps / download

2 1 website 2 backup 3 device 4 attachment 5 crash
6 stream

3 1 will communicate 2 won't be 3 Will the cars be able
4 will people eat 5 will definitely need 6 will be
7 will the animals breathe

4 1 y – from 2005 to 2010 2 (extra sentence)
3 y – between 2010 and 2015 4 (extra sentence) 5 y – in 2030
6 x 7 (extra sentence) 8 y – between 2020 and 2025
9 y – between 2015 and 2020 10 (extra sentence)

5 1 increased 2 2005 3 55% 4 went 5 fall / decrease 6 down
7 2020 8 rise 9 decrease / fall

6 A This is not the best summary. Firstly, it is not enough just to say that the lines 'went up and down a lot'. Second, it is not true to say that Line A 'changed much more than Line B', as both of them changed a great deal.
B This is the best summary. The student has seen the difference in the main trends of Lines A and B, and has summarised this information well.
C This is not the best summary. Too much detail, too many years and too many percentages are included. It is therefore not a summary.

7 1 I'm going to 2 latest model 3 out of date 4 features
5 swiping 6 screen 7 memory 8 store 9 case

LISTENING SCRIPTS

UNIT 1 DAILY LIFE

Listening

16 and 17 02

Carlos: Hi Jack! I'm really excited about coming to stay with you at your house on the student exchange trip to Australia next term.

Jack: Me too, Carlos! I know you're going to have a great time at my school and with my family.

Carlos: Tell me a bit about your family. What do you all like doing?

Jack: Well, I love playing volleyball and basketball. I do volleyball once a week and basketball twice a week.

Carlos: I remember you have a brother. What does he do? Is he interested in sport, too?

Jack: No, not really. He prefers staying at home and reading. He's a member of our local gym but he never goes.

Carlos: Oh, that sounds like me! You've got a sister too, haven't you?

Jack: Yes, she's really good at painting and drawing. Some of her work is hanging up on the walls at home, so you'll be able to see it when you come.

Carlos: That would be great. I'd love to see it. What about your parents?

Jack: Well, my mum loves growing things. She spends a lot of time outdoors, planting flowers and cutting the grass.

Carlos: That sounds interesting. And your dad? What does he like doing?

Jack: Well, he's really good at building and fixing things. If anything gets broken around the house, he fixes it. He makes new things, too, like furniture.

Carlos: Great! And I know your grandma lives with you. What does she like doing?

Jack: Well, we're lucky – she's an amazing cook and makes us all wonderful meals every day. She already wants to know what you like eating.

Carlos: [*Laughs*] Really? Well, that gives me an idea for a present for her – a recipe book from where I'm from in the USA.

Jack: Perfect!

UNIT 2 HOUSE AND HOME

Listening 1

7 and 8 03

Giorgio: I'm excited about going to university, but I feel nervous about leaving my home, especially my bedroom. I like it a lot. My bed is very comfortable – I've got four big pillows. When I sit on my bed, if I look out of the window I can see the garden. I often do my homework at my desk and, to help me study, I sometimes turn on the lamp so I can see my notes and my course books better. When I want to relax, I usually play games on my phone, which I keep in the drawers next to my bed. I haven't got my own bathroom. I need to go down the hall if I want a shower or bath. However, I have got a sink where I brush my teeth every morning before I go to college. I have two posters: one is above my bed and the other one is next to the TV. What else? I don't like curtains very much, so I don't have them. At the window, I have a blind instead. I think it will be strange at first sleeping somewhere new but I'm sure I'll get used to it and I'll make it feel like home.

Listening 2

13 and 15 04

Andrew: Good afternoon, Prime Location Agency, Andrew Taylor speaking. Can I first check your student status?

Giorgio: Hello, yes, of course. My name's Giorgio Rossi and I will soon be a student at Brickbat University. I'm calling today to discuss where to live when I come to the UK to study at the university.

Andrew: Oh, hello, Giorgio. Thank you for your call, I have some questions for you. I hope that you don't mind. Can you speak English?

Giorgio: Yes, but I apologise if I make any mistakes.

Andrew: Don't worry. So, what do you want to study?

Giorgio: I'm not sure exactly, but something with engineering.

Andrew: First of all, where do you want to live – in a room on campus or in private accommodation?

Giorgio: I'm not sure. Can you give me some advice?

Andrew: Of course! Well, tell me a little about your personality and your preferences. Are you a sociable person?

Giorgio: Oh, yes, I am definitely sociable. I live with my parents at the moment. We have a big family and there are always lots of visitors.

Andrew: OK, that's great. Do you also like to sometimes have a quiet room to study in private?

Giorgio: Well, it depends on how I feel. I sometimes like to be sociable and other times, I prefer to study alone. Can I ask, where exactly the accommodation is?

Andrew: Well, if you live in a room on campus, it is very convenient for your studies, as you actually live in a building in the university. However, it's also noisy. There are hundreds of other students who also live there, and they often make lots of noise, but if you live in private accommodation you have a quiet life in a different part of the city with maybe one or two other students who are your housemates. Although, it often takes a long time to travel to university. What do you think?

Giorgio: It's a difficult decision. I want to make lots of new friends, but I also know that I need to work hard and study.

Andrew: OK, one final question. Meals. Would you prefer to live somewhere which is catered?

Giorgio: I'm not sure. What does *catered* mean?

Andrew: *Catered* means that all your food is included in the price of the accommodation. For example, if you decide to live on campus you can usually choose catered accommodation. That means that, for example, every day, you can go to the canteen for your breakfast, lunch or dinner, and it's always free. The other option is self-catered accommodation, where you can either cook at home or you can go out for all of your meals. However, you always have to pay for your food.

UNIT 3 HOBBIES, LEISURE AND ENTERTAINMENT

Listening

4 and 5 05

Deon: Hey, Mark! Are you still interested in coming on a week's adventure holiday with me this summer?

Mark: Of course, but can we go in August? I can't do June or July because of college.

Deon: Yeah, sure! I guess we need to book soon. There's a company called *World Trek* that my friend told me about. He went on one of their cycling holidays last year, and loved it. There's lots of information on their website.

Mark: Really?

Deon: Yes – they do different kinds of adventure holidays. There's one by the sea with lots of water sports, and another in the forest where you can do hiking and cooking, and you learn how to cook outdoors. The one I like best is in the mountains. We can do things like climbing and white water rafting. What do you think?

Mark: That sounds amazing! Is it expensive?

Deon: So so – there's a special offer on at the moment. Normally the price is six hundred and fifty pounds, but if you book before Friday, it's five hundred pounds. The sailing holidays are eight hundred pounds, so it's not bad!

Mark: What does that include?

Deon: Transport, accommodation and our guide. We only have to pay for meals and drinks.

Mark: That's really good, isn't it? Let's book tonight! Shall I come to your place this evening around seven?

Deon: Can you come at eight? I've got a tennis lesson until seven thirty.

Mark: Yes, sure. See you then.

UNIT 4 TRAVEL AND HOLIDAYS

Listening

7 06

Part 1

Presenter: Good afternoon everybody and welcome to the travel show. Today, I'm talking to Anna Cox from Cambridge, who has recently taken part in the Summer Cultural Exchange Programme. Good afternoon, Anna!

Anna: Good afternoon!

Presenter: Anna, where can students go on the Summer Cultural Exchange Programme?

Anna: 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.

9 07

Part 2

Presenter: Where did you stay on your summer cultural exchange programme?

Anna: I stayed with a host family in a small village just outside the city of Seville. Most people in the city live in apartments, but my host family lived in a big house. The family had a daughter who was my age called Carmen, so we had lots of fun together. We also visited Carmen's grandparents who live on a farm in the countryside. As I love animals, it was a really good experience for me.

Presenter: How wonderful! How long are exchange programmes usually?

Anna: Well, most of the language exchange programmes last for two weeks but the sports and music exchange programmes last for four weeks. If you go on a language exchange programme in August, you can go for three weeks because it's the school holidays. I went on a language exchange to Spain in July, so I could only stay for two weeks, unfortunately.

Presenter: Who can take part in the programme?

Anna: Well, there are some age requirements for the programme. You must be over the age of fourteen to take part in the language exchange programme and sixteen for the sports and music exchange programme. If you want to take part in the sports and music exchange programme, you have to be on a school sports team or play in the school orchestra. You can only take part in the language exchange programme if you study French or Spanish.

Presenter: I see – so would you recommend this programme to other students?

Anna: Yes, definitely. I had a great time staying with Carmen and her family. I felt a bit homesick when I first arrived, but they were so friendly and welcoming. Carmen spoke really good English, so I was worried that I wouldn't improve my Spanish, but I always tried to speak Spanish with her parents. My language skills have improved a little bit, but I think that it's better to stay for three weeks because you have more time to practise the language.

Presenter: The whole programme sounds really interesting, Anna – thank you for telling us about it.

UNIT 5 FOOD

Listening

7 , 8 and 9 08

Mark: Hi, Jane.

Jane: Oh, hi Mark.

Mark: I'm really looking forward to the food festival. I love Chinese food and I hope our friends can come.

Jane: Well, I'm afraid most of them are busy.

Mark: What even Marco? He always says he has nothing to do and that he's interested in trying new food.

Jane: Mohammed says Marco has no money. Mohammed can't go because he is helping his flatmate decorate his room.

Mark: But the festival is free!

Jane: Yes, but we have to go there on the underground and I'm sure he'll want to buy some food when he's there.

Mark: Well, I don't have much money either, perhaps Pierre could lend him some. He's got a job and he *is* Marco's best friend.

Jane: Oh, Pierre can't come either.

Mark: Really? Is he at work? All he thinks about is work!

Jane: No, his parents are coming from France and he's going to show them around London … you know, Big Ben, Tower Bridge …

Mark: OK, what about Hang Yie, her mother owns a Chinese restaurant, she *must* be interested.

Jane: She is, but she's going to help with the cooking for her family's party on the day we're going. I don't know about Lucy and Larissa though.

Mark: Well, I phoned Lucy, but her flatmate said she was on holiday in Italy and won't be back until the week after the festival.

Jane: I didn't even know she was on holiday. And Larissa?

Mark: She's got a really important exam, so she needs to prepare for it!

Jane: Well, it looks like it's just going to be you and me then. Not to worry. We'll take lots of photos to show everyone!

Vocabulary and listening

14 09

Chef: Today, I'm going to show you how to make one of my favourite recipes. It's a type of food that's been popular for thousands of years. The Jiaozi or dumplings are beautiful and have the shape of a half-moon. You start by making them in a similar way to noodles. You need to make some dough first, but this is quite easy.

15 10

Chef: OK, so what do you need to make the dumplings? First of all, you need to make the cases. These are the cases which you'll put the other ingredients in. To make the cases, you need to make the dough. Of course, you need flour for this. To make 20 cases, you'll need four cups of flour. Then, mix the flour with two cups of water. Don't forget to add some salt, but only a little to add some taste.

When you've mixed the ingredients, leave the dough for ten minutes in the bowl to make sure it's ready. You can make the filling to go inside the dough while you wait.

There are two main ingredients in the filling. Firstly, you have the cabbage. You need to chop this up finely and add it to another important ingredient, the meat. You can use any meat, but today I'm using lamb. Put the meat and cabbage together and mix it by hand. When it's mixed well, you can add some other ingredients. In China, people like to add spring onions to their dumplings and I do too! I'd like some seafood today, too, so I'm going to add some shrimps. Chop the spring onions and shrimps into small pieces and mix them together with the rest of the filling. To make sure that eveything sticks together, add some vegetable oil.

Now that the mixture is ready, you need to finish the cases. First, cut the dough into twenty pieces, making sure they're all the same size, and roll them into flat little circular shapes. Put the mixture into the centre of the cases. Make sure you don't put too much filling in at this stage otherwise you won't be able to close the cases and all the filling will come out when it's cooking. Then, fold them into half-moon shapes. Finally, boil the dumplings three times, and there you have it. Delicious half-moon dumplings ready to eat.

UNIT 6 TRANSPORT AND PLACES IN TOWN

Listening

7 and 8 11

Part 1

Presenter: Hello everyone and welcome to this talk about Northfields' Shopping Centre. It opens next weekend and I'm very excited to be able to tell you about it tonight. It's a beautiful building, full of light and colour and a wonderful place to spend time in. It was designed by a prize-winning architect – John Gadzen. That's G-A-D-Z-E-N. Have a look at his website – he's done some fantastic work.

Northfields is just outside town, on Forest Drive. If you're coming by car and want to use your sat nav, then the postcode is WT3 5BX. That's the easiest way to do it; it works better than using the address.

We are open seven days a week, and our opening hours are ten am until six pm every day except Thursday. That's when we have late-night shopping until 8:00 pm. We're planning to open late on Wednesdays too, but that won't happen until we see how popular the centre is.

There are lots of ways to get to us. We have a large car park, which at the moment is free to use. You can also come by bus from the town centre. Bus 635 brings you to the entrance. There's also bus 729, but that stops further away and it's a five-minute walk to the shopping centre. And of course, you can use the underground. A ticket from town is only £3.50. The bus costs £2.00, so the underground is a bit more expensive but much faster. From the town centre, it only takes fifteen minutes!

10 and 11 12

Part 2

Presenter: Ok, now let me show you a map of the shopping centre. As you can see, there are two floors. On the first floor there's a cinema, where you can see some great movies. And opposite that, in a smaller area, there are lots of places to eat and drink. There are fast-food restaurants as well, if you don't have time to sit and eat.

All the shops are on the ground floor. The biggest shop is the supermarket. If you use the car park entrance, it's the last shop on your right. Then, all the way over on the other side of the building, is the second biggest shop – Green's department store. You can get almost anything in there, including gifts, things for the kitchen, and furniture.

Also on the ground floor is a pharmacy selling medicine, and health and beauty products. You'll find it between the men's and women's clothes shop and the café. Male and female toilets are also on this floor, which is on the same side as the cafe. There's also a great book store selling everything you might need for school. If you're coming from the car park entrance, that's the second shop on your right, next to the sports shop. Oh, and if you need a mobile phone, that's the smallest shop in the shopping centre – between the bank and the shoe shop. You can get all the latest mobile phones there. So I hope you'll all visit Northfields' soon and that you'll have a great time here!

UNIT 7 JOBS, WORK AND STUDY

Listening

5 13

Jack: Good evening! Hello, my name's Jack Riley. I worked in a restaurant when I was younger, but now I'm a famous chef. You can listen to my cooking show on Mondays at half past seven. This Wednesday, you can see me on the TV show *Before They Were Famous*. I'm going to tell you about my life before I became a TV chef. You can see the programme on channel three and they will show it at eight o' clock.

People often ask me how I became so successful, and I tell them that it wasn't always that way. Most of my friends left school when they were eighteen and went to university, but I left school when I was sixteen. At school, I was a really bad student. I only passed my exams in History and French. I couldn't understand maths easily and I couldn't write very well, so I failed my exams in both maths and English.

I always enjoyed trying different foods, especially on holidays in Spain with my family, but I first discovered my love of cooking when I got a summer job working in the kitchen in an Italian restaurant near my home. The chefs there could make these amazing dishes out of really simple ingredients. I wanted to be like them, but I lived in a small village near Cambridge and it wasn't possible to train to be a chef there. I applied for jobs in Rome, but I couldn't speak Italian so in the end, I decided to move to London and train to be a chef.

Today, my career is more successful than I could have ever imagined. I first appeared on TV in *The Food Show* in 2005, and I started presenting my radio show, *Dinner with Jack* in 2006. I wrote my first bestselling cookbook, *Jack's Best Dishes* in 2004. And I worked as head chef at two top London restaurants: *The Olive Tree* in 2001, and *The Lemon Grove* between 2002 and 2005. I'm married with two beautiful children – and my third child will be born in December!

When I was 16, I could only cook soup from a tin and I couldn't write a sentence without making lots of mistakes. Now, I can cook over 100 dishes and write books. I can't work for really long hours any more like I did at *The Lemon Grove*. That was the hardest I have ever worked in my life! And I still can't do maths!

UNIT 8 HEALTH AND MEDICINE

Listening 1

Part 1

2 14

Samantha: Hello, Tom.

Sarah: Hi, Tom. Where are you going?

Tom: Hi, Sarah. Hi, Samantha. I'm going to the sports centre.

Sarah: Oh, great. I'm thinking of joining the gym there.

Tom: Really? Why don't you come with me and get some information about it?

Part 2

3 15

Sarah: Ok, thanks. Did you join the gym?

Tom: Yes, I did. It's got really great equipment – all very modern and new. However, it is a little bit expensive – almost forty pounds a month, and that's with a student discount… But I've been every day since I joined.

Sarah: £40 a month! That *is* expensive. However, if you think it's a good gym, maybe I'll try it.

Samantha: Well, I think £40 a month is way too much. I don't know why people spend so much money on a gym membership, when they can exercise in the park for free.

Tom: I've tried running in the park, but it was really boring! I prefer to exercise with friends because it encourages me to work harder.

Sarah: I prefer to do exercise with friends as well – it's much more fun than exercising alone.

Samantha: But it's not just running. They have group exercise classes there in the park in the morning. Exercising outside is better because you get lots of fresh air. And you can exercise with a personal trainer, too.

Sarah: That sounds good. I think I'd like to have a personal trainer. How much does one cost?

Samantha: I pay £20 an hour.

Tom: £20 an hour! Doesn't that work out to be more expensive than joining the gym?

Samantha: It *is* expensive, but I think that it's worth the money. You can find out which type of exercise is best for you, and you can get some really useful advice on diet, too.

Sarah: That does sound useful. I need some advice on my diet – it's not great at the moment. And I know that a healthy diet helps you get fit.

Samantha: I can give you the email address of my personal trainer if you want.

Sarah: That's great! Thanks Samantha.

Tom: What about the gym? Do you think you'll join it?

Sarah: Yes – I think I'm going to try both.

Listening 2

16 and 17 16

Jim: When I need to relax, I usually read a book. I believe that reading can also change your mood. For example, a good novel can make you forget about all of your worries and a funny story can make you feel happy. If you're feeling sad, you shouldn't read a sad story though, as this will make you feel worse.

Elena: For me, doing yoga is the best way to relax. You don't even have to spend a long time doing it to feel the benefits – even five minutes of breathing exercises can make a difference. Doing yoga will help you breathe deeply, which is the fastest way to feel more relaxed. You can do yoga classes in many different places. It isn't expensive either! Many sports centres offer yoga classes at a low price. You have to find a good teacher though – that's really important.

Kate: I think that doing regular exercise is the best way to relax. It's good for the body and also for the mind. After a short run or work out we feel more relaxed and happier. Often a person's reason for not doing regular exercise is they don't have enough time. However, you can always find ways to do more exercise, like walking instead of getting the bus or driving.

Mike: When I am feeling stressed at work, I go straight outdoors for a walk in the park. Breathing fresh air and looking at nature helps me to deal with my problems. Being active for just twenty minutes outside is enough to make you feel healthier, but the longer you spend, the better. I try to spend half an hour every day exercising during my lunch break. I can't spend the whole hour outside because I don't always have time. Everyone should give it a try.

Mark: When I want to relax, the first thing I do is make myself a cup of tea. I think green tea makes me feel calmer than black tea, but all types of tea can make you feel less stressed. A recent study found that people who drink tea during stressful times are much more relaxed than those who don't. You shouldn't drink tea at night though or you may find it difficult to sleep.

UNIT 9 LANGUAGE

Listening

11 and 12 17

Sofia: Oliver, we need to discuss about how to start our project. Remember that our teacher wants us to write the report on two things. One, how many students in college already speak more than one language…

Oliver: … yes, and two, what level their English is. It's a big project so I think we're going to have to speak to a lot of people.

Sofia: Yes, I know! Do you really think it'll be possible to speak to everyone? I'm not sure. There are over two hundred students in total.

Oliver: I know, but I guess only half of them speak just a single language.

Sofia: That's still a lot. I don't think we have enough time to go around and have a chat with the whole college. How are we going to show the results?

Oliver: I think it'll be a problem if we only include numbers. We need more than that.

Sofia: Yes, I agree. Maybe including some graphs or tables is a good idea. Let me think… First, we need to find out how many students we have here in the college in total. Then we can work out how many of them speak two or more languages.

Oliver: Can I make a suggestion? I think we can ask for that information from the college office first. I remember that, on my first day here, I put information about my second language on the registration form. So, I think it's the same for everyone.

Sofia: That's a good idea. That'll save us some time. I'll make an appointment to go and speak to somebody there after class. Who do I need to see? Is it Miss Wainwright?

Oliver: No, she works in the student services room. You need to see Miss Smith. She's in the college office.

Sofia: Can you remind me where that is? Is it next door to the IT services offices where Mr Black works?

Oliver: No, Mr Black is in the student administration office so you need to go to the floor above.

Sofia: Oh, OK. I know where that is now.

Oliver: Great. OK, I'm going to have lunch. Do you want to join me?

Sofia: No, sorry, I can't. I need to study for my maths test. Enjoy your lunch. I'm going to study in the library. Bye!

UNIT 10 SCIENCE AND TECHNOLOGY

Listening 1

Part 1

8 18

Good morning, I'm here today to talk about the design and the success of smartphones. They are convenient, and they allow us to keep control of our lives. One important reason why I think smartphones are so successful is because of their simple, clean design. Of course, there are many different brands, but let's look at a common example on this picture.

First of all, on the front of the phone, we have the glass touch screen, also known as the display. It's very easy, you only need to press your finger on this when you want to use an app. Next, on the top right side of the smartphone, is the power button. You use this to turn the phone on or off again.

At the bottom, there is a USB input. This is where you plug in and charge your phone.

You can also connect to a laptop and upload your files and photos from your phone. You will see just above this is the microphone. Whenever you make a call, you speak into this. At the opposite end of the touch screen, you can see the power bar, which you can look at to check the battery. If the bar is low, you will need to plug it in and charge it again soon.

Around the phone on the outside, keeping all of this in place is the case – sometimes made from plastic, but now more often made of metal. Many people think that the reason for the case is so that they can have a different design and colour and make it more personal. Actually, every phone needs a good, strong case to protect the phone from breaking.

Part 2

9 19

Smartphones are becoming more popular every day, all around the world. In 2010, 38 percent of the world's population owned a smartphone. Most of these people were from developed areas of the world, like North America and Europe. Five years later, that figure was a lot higher. In 2015, 62 percent of all people had one. And, in the future, these amazing little devices will probably be even more popular. So popular that, by 2020, 78 percent of the population will own one, and by 2025 many scientists believe that this number will be even higher still. Not as high as 100%, but close. This is mostly because, in the less developed parts of the world, people will be richer than they are now. So, in that year, when 86 percent will own one, what will smartphones look like? Will they look the same as they do now? I'm afraid I can't say for sure, but I do know that they won't look the same as the one in the picture that we're looking at today.

Listening 2

17 and 19 20

1 It has a silver case, and the screen is bigger than most other smartphones.

The display is also really clear. It's really light, and thin, it's got a lot of memory, and the battery lasts for a very long time.

2 It's very expensive, so before I buy it, I'm going to visit a mobile phone shop first, so I can try all the new features. But I'm definitely going to get it online in the end. I'm sure it will be cheaper.

3 The phone I have now, the Plus 5, is the latest model – it came out last year. But I think it will start to be really slow and seem out of date soon. The Plus 6 is even faster, and it's better for playing games and streaming things online, so that's why I'm going to get it as soon as I can.

4 I'm not sure if it will help me with everything. It won't do my homework for me if I swipe the screen, for example. But I think it will be helpful for some things. There's an app for writing a study plan, so I'm going to download that, anyway.

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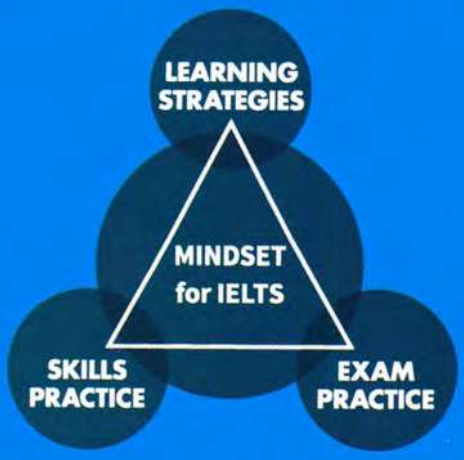
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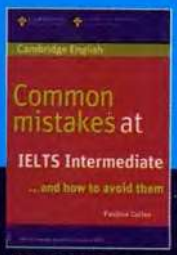
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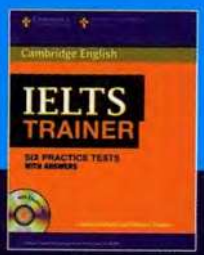
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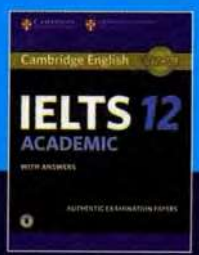
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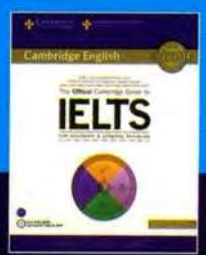
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