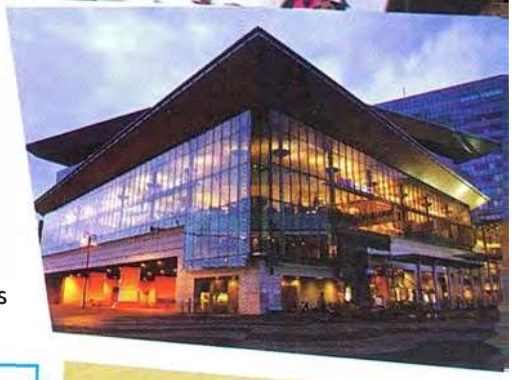
UNIT / 05: CONSUMERISM

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- talk about different experiences you might have when shopping
- plan your Part 2 talk using techniques for developing ideas
- express your feelings through intonation.



LEAD-IN

01 **Discuss these questions with a partner.**

- Where do you like to go shopping?
- What do you like to buy when you go shopping?
- How often do you go shopping?

02 **Complete the script of Daniel talking about his choices for shopping using the words and phrases in the box.**

afford	all sorts of	atmosphere	convenient	keen on	out-of-the-way
place	original	selection	traditional	trying on	reasonable



Daniel The place where I really enjoy shopping is Covent Garden Market. It's very 1 _____ because it isn't far from where I live. It isn't a 2 _____ food market, though at one time it used to sell fruit and vegetables. Now, it's a collection of 3 _____ independent shops and stalls. There's an amazing 4 _____ of things to buy – clothes, jewellery, books, art and crafts. I love it because it has a great 5 _____ . There are cafés outside in the square, and often you can see street performers. It's very lively and friendly. I avoid the big malls because they're often 6 _____ – you need a car to get to them.

And what do I enjoy buying? Well, I'm 7 _____ fashion and like to go clothes shopping whenever I can. I love 8 _____ clothes even if I can't 9 _____ to buy them! And I absolutely love going to the sales! Sometimes I manage to find great designer shoes at very 10 _____ prices. And I like shopping for really fun and 11 _____ gifts for my friends – things that nobody else has. Covent Garden's a great 12 _____ to do that.

46 **Listen and check.**

03 Match words and phrases 1–6 with their opposites a–f.

1 convenient	a local
2 traditional	b doesn't have any atmosphere
3 amazing selection	c modern
4 reasonable	d inconvenient
5 has a great atmosphere	e lack of choice / not much choice
6 out-of-the-way	f expensive

04 With a partner, discuss again where you like to go shopping. Provide reasons for your answer using some of the words and phrases above.

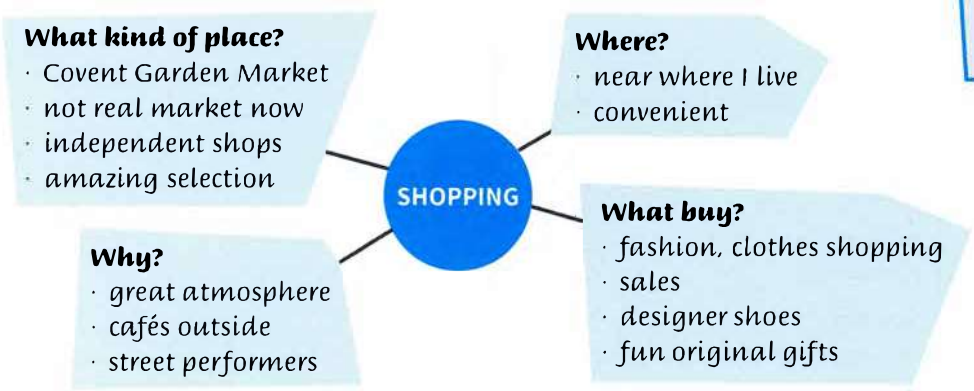
DEVELOPING IDEAS IN PART 2

To do a good Part 2 talk, it is important to develop ideas about the topic. You have one minute to make notes. It's important that you use this time and find a way of making notes that works for you.

05 Look at two types of notes about shopping, based on Daniel's talk. One uses a mindmap and the other uses bullet points. Choose the one you like best and add to the notes. Change the ones that are not true for you.

TIP 05

Don't try to write full sentences when making notes – you don't always have time for this!



SHOPPING

What kind of place?
- Covent Garden Market
- not real market now
- independent shops
- amazing selection

Where?
- near where I live
- convenient

Why?
- great atmosphere
- cafés outside
- street performers

What buy?
- fashion, clothes shopping
- sales
- designer shoes
- fun original gifts

06 Exchange your notes with a partner and try to speak on the topic using their notes.

07 47 **Read the task card. Then listen to Yunmi giving her Part 2 talk. As you listen, make notes on her talk. Choose the style of notes that suits you best.**



Describe a place where you like going shopping.

You should say:

- what kind of place it is
- where it is
- what you like to do there

and explain why you like shopping there so much.

08 **With a partner, try to recreate Yunmi's talk using the notes you have made. Talk for as long as you can using the notes.**

When you have finished, read Yunmi's script on page 184. Complete the checklist below.

Could I talk for two minutes using the notes?	Yes	No
Did my notes cover all the points on the card?	Yes	No
Did my notes cover *enough* (not all) of Yunmi's talk?	Yes	No
Did I need to write notes in full sentences?	Yes	No
Do I need to change the way I write my notes?	Yes	No

If you answered YES to the final point in the checklist, discuss with your partner how you can improve your note taking.

09 **Work in pairs. You have one minute to prepare to speak about your two questions. Spend 30 seconds on each question. Use the question words in the box to help you.**

when?	where?	why?	how much?	what?

Student A

- What do you enjoy spending money on?
- Can you remember a present you bought somebody that they really liked?

Student B

- What is the most expensive thing that you have ever bought?
- Can you remember something you bought that was very useful?

Take it in turns to answer your questions. Spend one minute on each question. If your partner stops before the minute is finished, try to help them by asking questions.

PRONUNCIATION – INTONATION

10 48 **Listen to the sentences and decide if they are *positive* or *negative* in tone.**

1 I love shopping at the Galleria. It's amazing!
2 I wish there were more places to go shopping where I live.
3 It's a pity that so many shops here have closed down.
4 I'm really excited that they're building a new shopping mall.

When we speak, we can change how we say something to show the listener how we feel.

Listen again and try to copy the way the speaker shows a positive or negative feeling.

11 Write three reasons why you like shopping and three reasons why you don't like shopping. With a partner, say each sentence out loud twice, first by just reading it in a neutral way and then with the correct intonation.

Reasons I like shopping

1 _____
2 _____
3 _____

Reasons I don't like shopping

1 _____
2 _____
3 _____

EXAM SKILLS

12 Read the task card and then make notes for your talk. Time yourself for 60 seconds, then stop writing.

Describe a shop that you enjoy going to.

You should say:

- where it is
- what it sells
- how often you go there

and explain why you enjoy visiting this shop.

Talk about the topic with a partner. Try to talk for two minutes.

Then listen to your partner's talk. Make notes of any interesting vocabulary or ideas.

Then, give your talk again to your partner.







UNIT / 06: LEISURE TIME

READING

IN THIS UNIT YOU WILL LEARN HOW TO

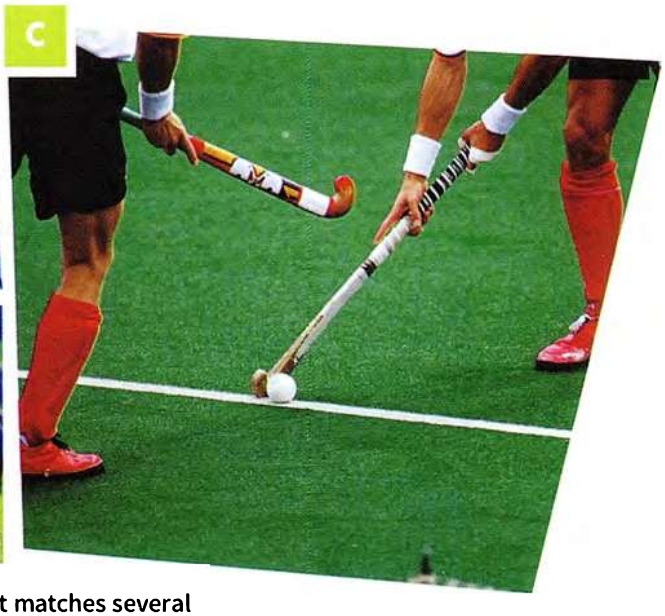
- scan a text to find information quickly
- answer *True / False / Not Given* questions
- complete a summary of a text.

LEAD-IN

01 Can you name these sports?











02 Match the sports 1–9 with the descriptions a–l in the box. Each sport matches several descriptions.

1 hockey	4 football	7 table tennis
2 tennis	5 rugby	8 martial arts
3 volleyball	6 baseball	9 basketball

a It's a team sport.	**e** You hit the ball over a net.	**i** It's played with a ball.
b You score goals.	**f** You hit the ball with a bat.	**j** You tackle other players.
c There's a goalkeeper.	**g** You can play singles or doubles.	**k** You use a racket.
d You earn coloured belts.	**h** You mustn't run with the ball.	**l** You play on grass.

03 Which of these sports have you played or watched? Which would you like to try?

TRUE / FALSE / NOT GIVEN

In this type of task you have to say if a statement is *True* (it agrees with the information in the passage), *False* (it does not agree with the information in the passage – it says the opposite, or something different) or whether the information in the statement is *Not Given* in the passage (there is nothing in the passage to indicate if it is true or false). You must give your answer only according to what is in the passage – you must not use your own knowledge about the topic.

The questions are in the same order as the information in the text.

04 **Read the text in ONE MINUTE.**

Tell your partner anything you can remember. Don't worry about giving exact information. You could use these expressions.

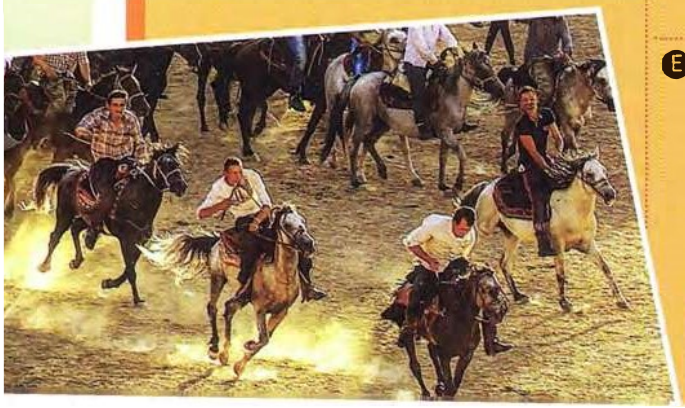
There was something about …
I don't remember the details, but it involved …
There's a game which is a bit like …



UNUSUAL SPORTS

A Do you ever get bored with the same old sports? If you're tired of tennis, fed up with football or bored of basketball, don't worry. There are plenty of new and unusual sports out there for you to try. Many of these are a mix of existing sports, sometimes with a local element added. Bossaball, for example, is a mix of football and volleyball, played on an inflatable pitch with a trampoline in the middle. To make it more exciting, it also has elements of Brazilian martial arts!

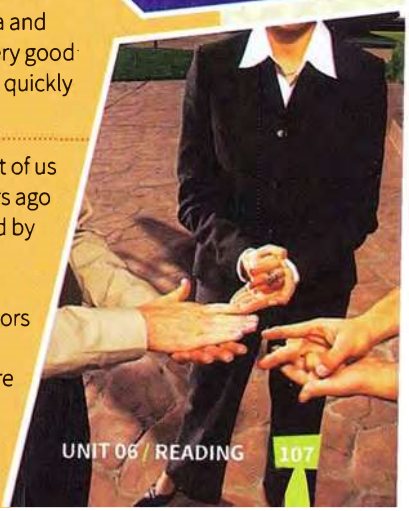
B If you are very good at horse riding, you could try the national sport of Afghanistan, buzkashi. Many versions have been played in the Central Asian region for hundreds of years. The game involves players on horseback trying to get hold of a dead goat. The Afghan Buzkashi Federation wants the game to spread throughout the world and has finally written down the rules because they hope to get Olympic status for the sport.



C A sport that is more likely to become famous is kabaddi. It is popular in India and other parts of South Asia. It is similar in some ways to the game called 'tag' or 'it' which schoolchildren play. One person is 'it' and has to catch the others. In kabaddi, a 'raider' from one team tries to tag a player from the other team and then return to their own half of the field without getting caught. In some versions of the game, the raider must chant the word 'kabaddi' as he returns to his place. Kabaddi is good fun, good exercise and doesn't need any equipment. It is played at the Asian Games.

D There is an unusual sport which describes itself as a 'classic mix of brains and brawn'. The game, called 'chess boxing', involves a round of chess and then a round of boxing, then another of chess, and so on. There is one minute between rounds. The first chess boxing world championship took place in 2003 in Amsterdam and was won by a Dutchman, Iepe Rubingh. Since then, it has become more popular, particularly in Germany, the UK, India and Russia. It is a difficult sport, as players need to be very good at two very different activities and be able to switch quickly between the two.

E Finally, an unusual sport that will be familiar to most of us is roshambo, which began in China about 2000 years ago and spread gradually to the rest of the world. Played by young and old, in the UK it is known as 'rock-paper-scissors'. It is surprising that it is called a sport and taken so seriously: there's a World Rock Paper Scissors Society and a league which holds championships every year. So, whatever kinds of sport you like, there is something new and interesting for you to try.



05 **Quickly scan the text to find the paragraph which contains information about these sports *as quickly as you can*.**

1 a sport which is trying to get into the Olympic games
2 a sport which has been played for more than a thousand years and is based on an activity most of us know
3 a sport influenced by two very popular sports
4 a sport which may involve repeating a word
5 a sport which involves two activities which are very unlike each other

TIP 05

When answering *True / False / Not Given* questions you must scan the text to find the information as quickly as possible, as you also need time to read a few sentences in detail.

06 **The following questions relate to the sections you just found. Decide if they are *True* or *False*.**

1 Players of chess boxing only need to reach a high level in one of the activities.
2 Buzkashi got written rules long after the game first started.
3 Roshambo can be played by anyone, even children and the elderly.
4 Bossaball is played on grass.
5 It could be quite expensive to play kabaddi.

07 **Does this statement agree with the information in the passage? Write *True*, *False* or *Not Given*.**

1 Kabaddi is only played by men.

Hint: You ONLY need to read the paragraph about kabaddi, which is paragraph C. You will already know from your initial skim reading that information about kabaddi is not found anywhere else in the text.

TIP 07

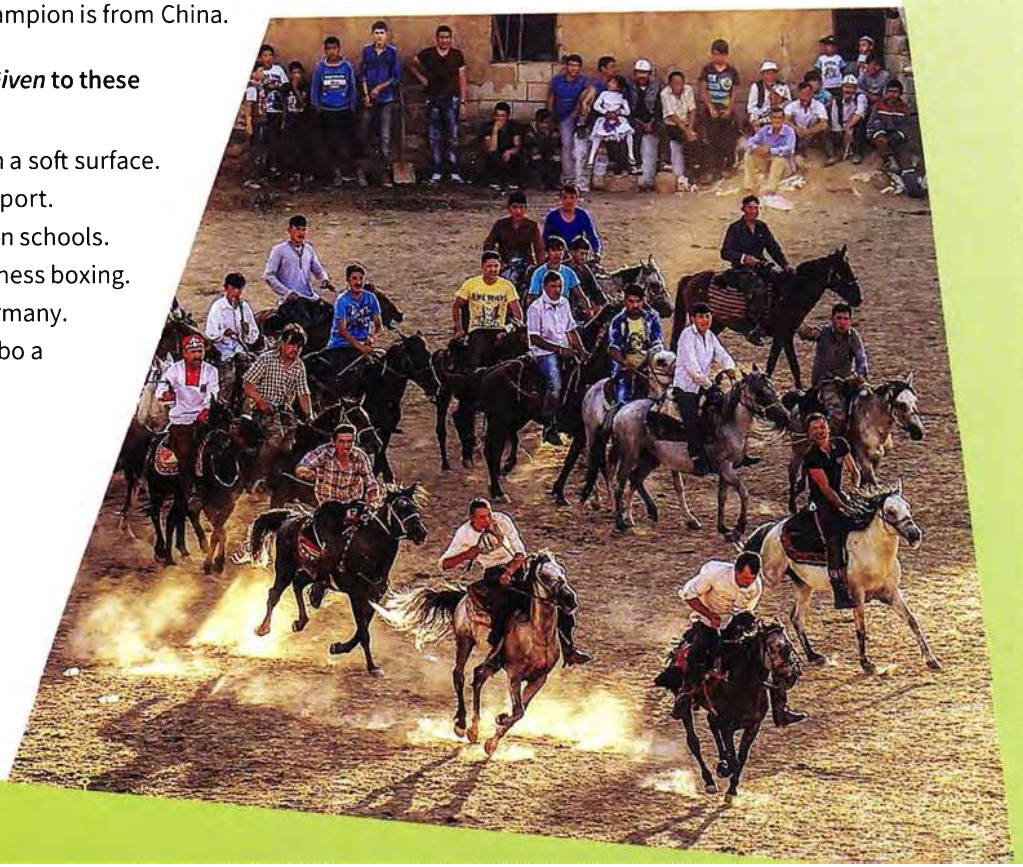
Don't waste time going through the whole passage to find the information. *Not Given* answers will relate to one part of the text. Once you have read the relevant part in detail, if you can't find the information, choose *Not Given*.

08 **Read only the relevant paragraphs. Is this information True (write T) or Not Given (write NG)?**

1 Bossaball is only played in Brazil.
2 Buzkashi is sometimes played with a sheep instead of a goat.
3 There are different versions of the game kabaddi.
4 Chess boxing is played in several different countries.
5 The roshambo world champion is from China.

09 **Answer *True*, *False* or *Not Given* to these questions about the text.**

1 People play bossaball on a soft surface.
2 Buzkashi is an Olympic sport.
3 Kabaddi is often played in schools.
4 Iepe Rubingh invented chess boxing.
5 Iepe Rubingh is from Germany.
6 People consider roshambo a serious sport.



SUMMARY COMPLETION

In this type of task you have to choose words to complete a summary of the text, or part of the text.

Sometimes the instructions tell you to choose words from the passage to fill the gaps.

Sometimes you are given words in a box and you have to choose the correct ones. Not all the words in the box will be needed.

10 In the task below you have to fill the gaps by choosing words from the box. Look at gap 1 and follow the steps in the example. Then complete gaps 2–6.

Example

Notice that gap 1 is followed by an adjective (*new*) and a noun (*sports*).

This tells you that the word you need could be an adverb or an adjective.

There are adjectives in the box, but no adverbs.

The adjectives are *boring* and *strange*.

A writer is unlikely to suggest *boring* sports.

The answer is *strange*. This matches what the text says.

Complete the summary using the list of words A–L below.

If you have had enough of the ordinary sports people play, you can try a number of **1** K new sports. Some of these were created when people **2** ____ two well-known sports. Sometimes they added a **3** ____ from the part of the world where they live. Bossaball is an example of this. It takes volleyball and football, adds a trampoline and some Brazilian martial arts.

Buzkashi, a sport from Afghanistan, is played on **4** ____ and uses a dead goat instead of a ball! People in Afghanistan would like this sport to become international.

Chess boxing is a sport where you need to **5** ____ rapidly from one type of activity to another. You need to be **6** ____ and also fit. It is becoming more and more popular and now holds world championships.

A boring	**B** change	**C** clever	**D** feature	**E** horses	**F** join
G mixed	**H** moving	**I** serious	**J** sport	**K** strange	**L** trampolines

GRAMMAR FOCUS: COMPARATIVES

11 Complete these comparative sentences with your opinions on the sports in the text.

1 Kabaddi is faster than roshambo.
2 _____ is more dangerous than _____.
3 _____ is more exciting than _____.
4 _____ is harder than _____.
5 _____ is not as unusual as _____.

Kabaddi is a sport that is *more likely* to become famous.

Since then it has become *more popular* ...

EXAM SKILLS

12 **Skim read the text for one minute before moving on to answer the questions on the next page.**



A **Parkour** was developed in France in the 1980s by Raymond Belle and later by his son David Belle and his friends. It is based on military obstacle course training. The aim is to get from one point to another in any way you can, and express yourself while doing so. There are no limits on how you move in parkour: running, climbing, swinging, jumping, rolling and any other types of movement are possible. Parkour is more of a philosophy or set of ideas than a sport. It is a new way of seeing the environment and finding ways to go over, under, around, across or through obstacles.

B **Parkour** can be done alone or in groups. The most famous group of traceurs (people who do parkour) were the Yamakasi, a group made up of David Belle and his friends and cousins. They formed in the late 1980s and became popular during the 1990s and 2000s after appearing in several films, documentaries and advertisements. In the Yamakasi, there were strict rules. Members had to arrive on time and they were not allowed to complain or make excuses. They valued humility, so they were not allowed to show off or compete with other members.

C **Parkour** is a 'state of mind'. It is about getting over mental as well as physical barriers. It teaches people to touch the world and interact with it. It is about understanding what it means to be human. The organisation Parkour.net believes that parkour can never be a competitive sport. It is an art and is concerned with self-development. They say you can't ask, 'Who is the best at parkour?' Raymond Belle's advice is: 'If two roads open up before you, always take the more difficult one. Because you know you can travel the easy one.'

D **There** are some gyms and camps where you can practise and learn parkour. However, many traceurs do not like the idea of special places for their activity. The idea behind parkour is to adapt to any environment and be creative about how you get through it. It is about freedom and self-expression. The founder of parkour refused to teach people how to do moves or get over obstacles. The whole point is to learn your own technique and way of moving. So the idea of having classes or a limited space to practise in conflicts with the values of parkour.

E **Parkour** is also known as freerunning. Sometimes freerunning refers to another form of parkour developed by Sebastien Foucan, which has more focus on the individual. The term freerunning came out of the film *Jump London* (2003). It told the story of three French traceurs practising parkour around the famous monuments of London. Freerunning was the English translation of parkour. There are more similarities than differences between the two activities, and the Parkour UK website uses the two terms to refer to the same activity.



Questions 1–8

Do the following statements agree with the information in the text?

Write

TRUE *if the statement agrees with the information*
FALSE *if the statement contradicts the information*
NOT GIVEN *if there is no information on this*

TIP 12

Be careful of words like *some*, *often*, *occasionally* that change the meaning of a sentence. For example, *some sports* does not mean the same as *many sports*.

1 You have to use a limited number of moves in parkour.
2 Parkour is mainly done in the countryside.
3 Parkour began in the twentieth century.
4 The Yamakasi did not allow latecomers.
5 When doing parkour, Raymond Belle recommends that you always choose the easy route.
6 There are many gyms in France where you can do parkour.
7 The founder of parkour was a very good teacher of parkour.
8 Freerunning and parkour are similar.

Questions 9–15

*Complete the summary of the text using the list of words **A–M** below.*

Parkour is an activity that involves **9** ____ in many different ways through different environments. People who practise parkour are called **10** ____ . They believe that parkour is not a sport and can never be part of a **11** ____ . The values of parkour are adaptability, **12** ____ and freedom. Parkour should not be taught because it is about discovering your own way of moving and overcoming **13** ____ . Although there are gyms and other places where you can learn and practise parkour, many feel that this **14** ____ with the values of the discipline. Freerunning is a type of parkour. However, it is more about **15** ____ development than parkour, which is often, but not always, done as part of a group.

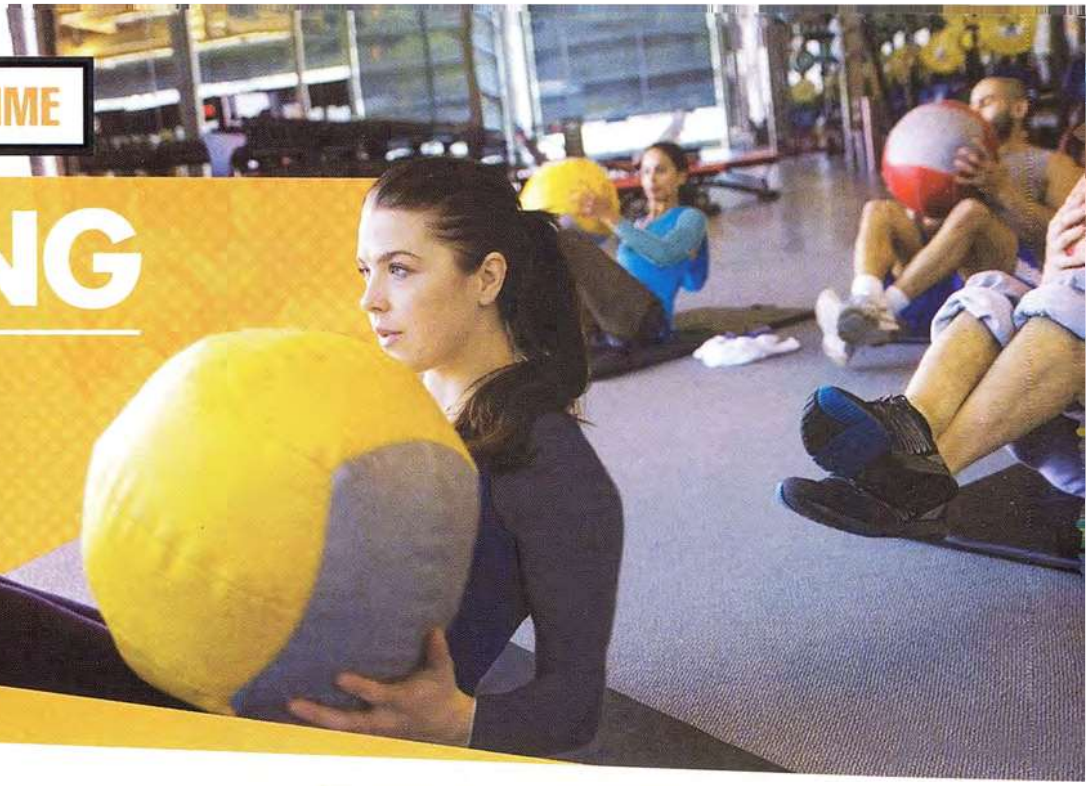
A agrees	**B** barriers	**C** competition	**D** conflicts	**E** creativity
F latecomers	**G** move	**H** moving	**I** personal	**J** respect
K team	**L** tournaments	**M** traceurs		

Use the strategies you have learnt:

- Read the whole summary first.
- Decide what type of word is needed for each gap.
- Make a prediction before looking at the words given.
- Remember that there are more words than gaps.
- Read the sentence, checking for grammar and meaning.



UNIT / 06: LEISURE TIME



WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

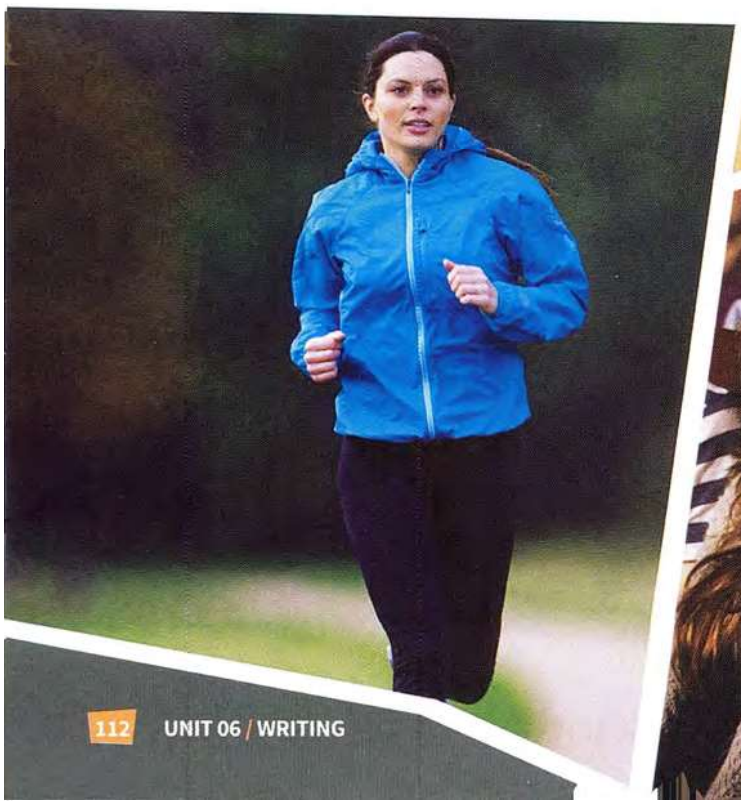
- organise and write a Part 2 essay
- compare two different time periods
- link and signpost your ideas.

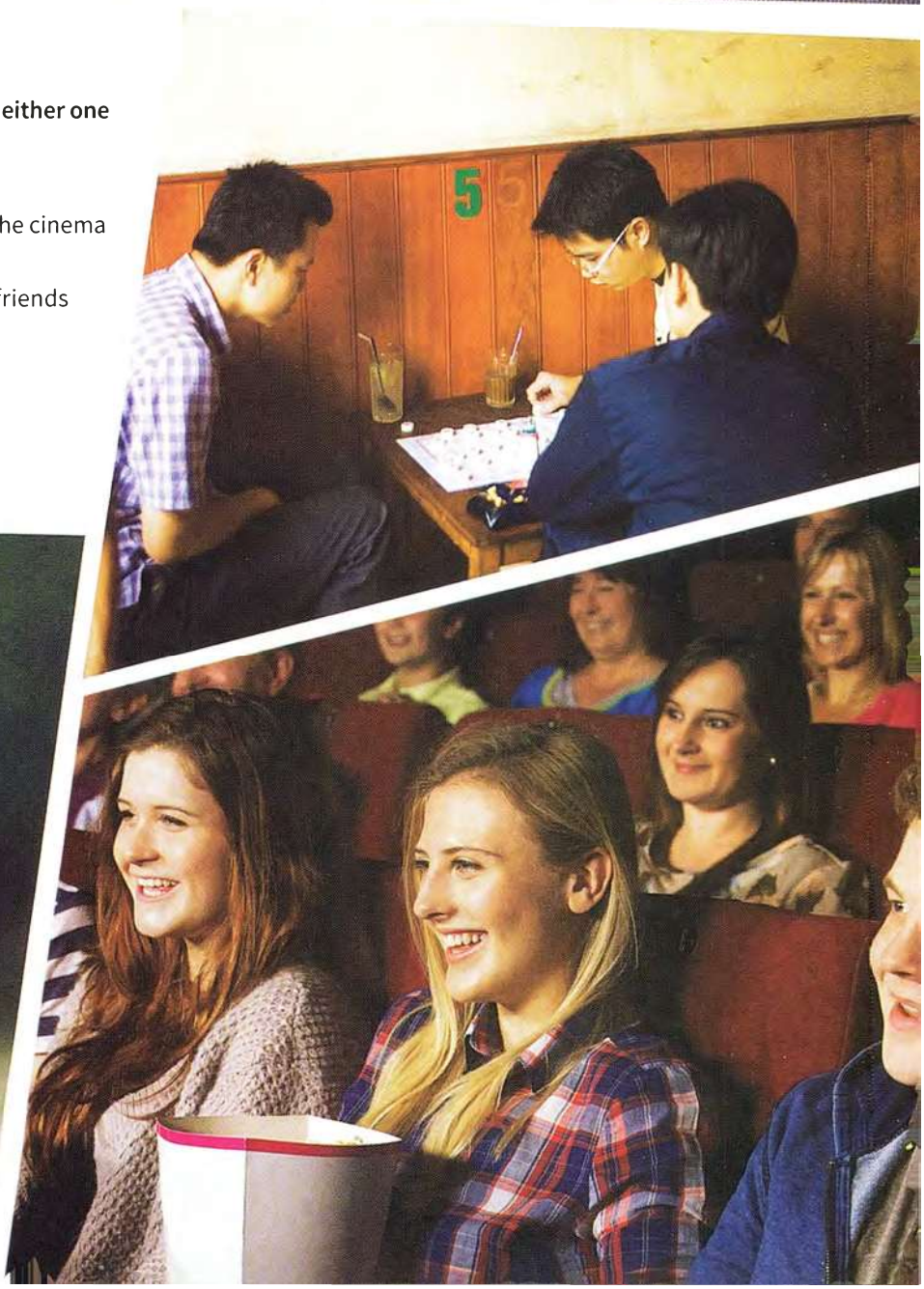
LEAD-IN

01 **Choose the correct option(s). In each case, either one or two are correct.**

1 go running / go for a run / go for running
2 go to the cinema / go to cinema / go for the cinema
3 see a film / look at a film / watch a film
4 visit to friends / visit friends / visit some friends
5 play the sports / play sport / play sports
6 join to a club / join a club / join for a club
7 go walking / go to a walk / go for a walk
8 go gym / go to the gym / go for the gym

Which of the activities do you enjoy doing?





EVALUATING A PART 2 ESSAY

02 **Read a student's essay on the following topic. (Ignore the highlighting for now.) What are the *good* things about it?**

People nowadays spend their free time less actively than in the past.
Do you agree or disagree?

SAMPLE ANSWER

Some people are saying that people are less active than they were in the past. There are points for and against this idea, but overall I agree with the statement. In this essay I explained why.

In my opinion, the main reason why people less active is computers. Several years ago we go to speak to our colleagues. We walked to their desk or office. Now we send an email without getting up from our seat. Even our free time is less active because we playing computer games and go on social media. Before, people were walking to a café to meet their friends or they went to their house. Nowadays, though, we chat online at home. In the twentieth century, children do many activities. In today's world, parents are scared for their children's safety, so they prefer to keep them at home. For many, it is easier to stay at home than to go out.

On the other hand, some physical activities are become more popular. There are more gyms than there used to be and it is fashionable to go running or to the gym. In my view, though, only some people do these things. Most people join a gym but they are not going regularly. However, they never stop playing computer games and watching TV! Also, these days everyone took their driving test as soon as possible and starts driving. In the past, young people walked and went by bus.

To sum up, I am agree that people are less active in their free time compared with the past. Now people are lazier and less fit than they were before. (273 words)

03 **Answer these questions about the essay.**

1 Does it have the right number of paragraphs?
2 Is every paragraph clear?
3 Are linking expressions used?
4 Is the writer's opinion given clearly?
5 Has the writer looked at both sides (*for* and *against*)?
6 Are tenses used correctly?
7 Are there any grammatical mistakes?

04 **The teacher has highlighted the student's errors. Can you correct them?**

GRAMMAR FOCUS: COMPARING PAST AND PRESENT

05 **In the essay, the student is comparing the situation now with the situation in the past. Complete the expressions she uses to refer to the present or the past.**

Present	Past
n _ w	b _ _ o _ e
n _ _ _ d _ _ s	_ _ the p _ _ _
i _ t _ _ _ _ 's w _ _ _ d	s _ _ _ ral years _ _ _
th _ _ _ days	t _ _ r _ u _ _ d to b _

TIP 05

Try to use different phrases to compare past and present or present and future. Make a list of them, as this kind of question is quite frequent.

06 **Look at the following sentences from the essay:**

People are *less active.*
Some physical activities are becoming *more popular.*
People are *lazier* and *less fit.*
It is *easier* to stay at home.

Choose the correct form to make some more comparisons between the past and present.

1 Joining a gym is **expensiver / more expensive** than it used to be.
2 It is **more hard / harder** to find the time to do exercise.
3 Most people eat **healthier / more healthy** food than they did before.
4 It is **dangerous / more dangerous** for children to play outside.
5 The pace of life is **faster / more faster** than it used to be.

LINKING IDEAS

07 **Find the following expressions in the essay.**

1 two expressions used to give an opinion _____ _____
2 two expressions used to introduce the opposite view _____ _____
3 an expression to show there are two sides to the argument _____
4 an expression to introduce the conclusion _____
5 an expression to show that a point is the most important _____

08 **Read this Writing Part 2 question and then, before you read the essay in exercise 9, think of some advantages and disadvantages.**

Some children spend most of their free time taking part in clubs and other planned activities. Do the advantages of this outweigh the disadvantages?



09 **Fill in the gaps in the essay with the linking expressions in the box.**

My own view is	Unfortunately	Firstly	also
my own opinion	One reason is that	Thirdly	In addition

Many parents think that their children should have many free-time activities, such as joining sports clubs and having music lessons. Children often have no time which can really be called free time. In this essay I will look at the advantages and disadvantages of this and give **1** _____ .

2 _____ , if we think of all the great artists, musicians and sportsmen and women in the world, they all started by doing their activity as a hobby. They found they had a talent and developed their skills to become world class. Secondly, children usually enjoy their activities, make friends and become well-developed people.
3 _____ , parents think that being busy will stop the children getting into trouble. Their parents know what they are doing at all times.

4 _____ , this is not always a positive trend. **5** _____ children can become stressed when they have to run from activity to activity.
6 _____ , they need time to play freely and use their imaginations. They can get to know themselves and their likes and dislikes during this time. It is **7** _____ important to give them time to relax, watch TV, read and be with their parents, grandparents and siblings.

8 _____ that we need to have a balance. Children should choose one or two activities they really like, and have free time to just be themselves the rest of the time.



EXAM SKILLS

10 Read the following essay question and then write Agree (A) or Disagree (D) next to each point 1–6 below.



Children are now less active in their free time than in the past. Therefore, sports lessons must be compulsory in schools. To what extent do you agree or disagree? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

1 If people are unfit, the government will have to spend a lot of money on medical care in the future.
2 Physical activity improves children's mental well-being.
3 Sports lessons are a waste of valuable study time.
4 Schools need to spend a lot of money on sports facilities.
5 Sports help children learn discipline and working with others as a team.
6 Some young people do not enjoy sports.

11 **Write your essay using the following plan:**

Paragraph 1	Introduction – a general opening sentence (a paraphrase of the question) *I agree* or *I disagree – in this essay I will give reasons*
Paragraph 2	Summarise the opposite view: *Some people believe …* Say why you disagree with them – give your main point
Paragraph 3	Give your view – at least two more points, with supporting evidence
Paragraph 4	Conclusion – state your view again and give a brief summary of your main arguments

12 **Check your essay using this checklist.**

- Are my paragraphs clearly shown? (leave a line or indent)
- Have I used linking words and expressions?
- Have I used phrases to introduce my opinion?
- Are my tenses correct (mostly present and future)?
- Have I checked my spelling, grammar and punctuation?

TIP 12

In the exam, leave a few minutes at the end to read through your essay with a checklist like this one in your mind.



UNIT / 06: LEISURE TIME

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- understand a description of a place
- follow directions
- label a map
- recognise distractors.

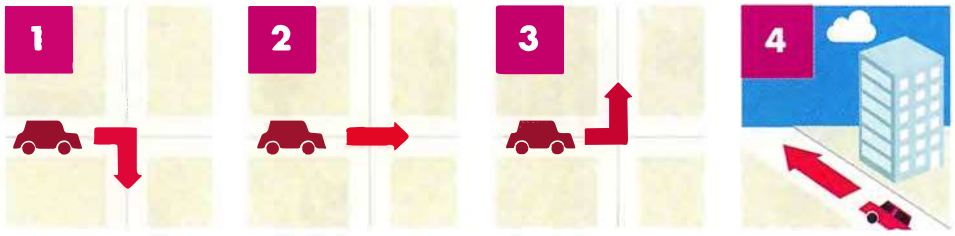
LEAD-IN

01 **Each picture illustrates a word or phrase used to give directions. Match the pictures with the words in the box.**

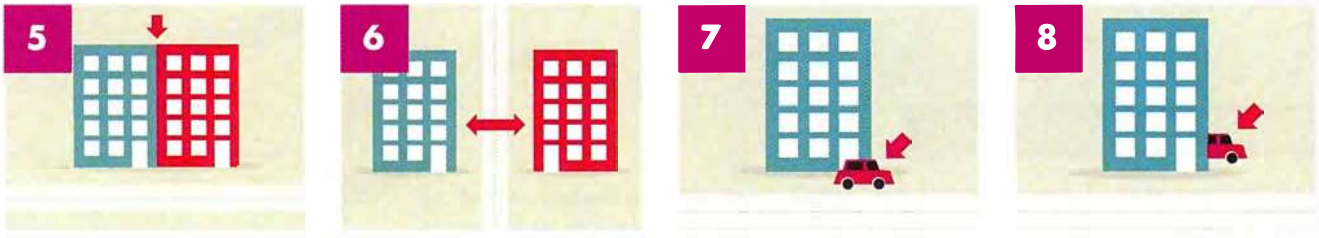
behind	go past	go straight ahead / straight on		
in front of	next to	opposite	turn left	turn right

A common task in the Listening test is labelling a map. In order to complete this type of question, it is important that you are familiar with words and phrases for giving directions.

Useful verbs



Useful prepositions of place



Check with a partner. Did you get the same answers?

Can you think of any more useful words for giving directions?

02 **Describe a route you often take to a partner.**

To walk to my local shop, I have to turn left outside my house and then turn right onto a main road. I then walk straight ahead until I get to a mini-roundabout …

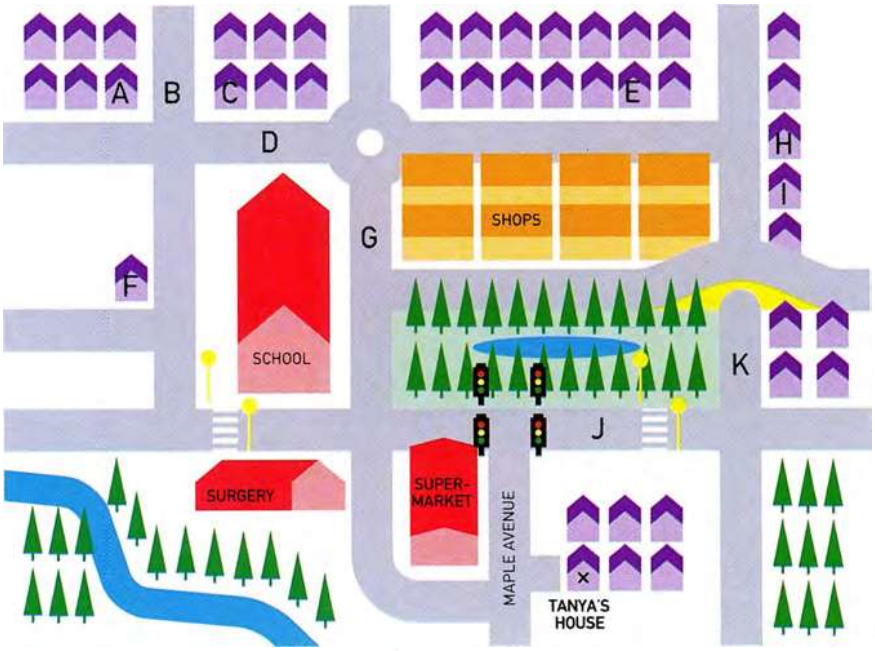
LABELLING A MAP

There are three types of map labelling task:

- You listen and identify where places are on a map by choosing the correct letter.
- You listen and choose the correct label for places on a map from the list of words provided. There will be more words than you need.
- You listen and label places on a map by writing up to three words.

UNDERSTANDING THE MAP AND THE QUESTION

03 **Study the map. What does it show?**

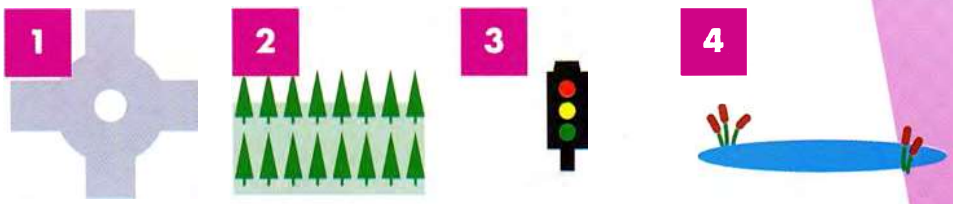


TIP 03

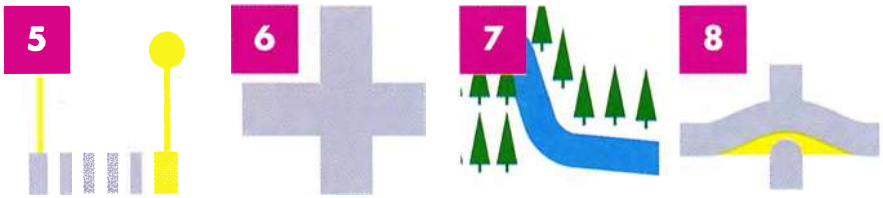
First read the question and try to understand what the map shows and what you have to do. Then study the map carefully and try to predict the type of language you might hear.

Match the places that appear on the map (the words in the box) with the pictures.

bridge	crossroads
park	traffic lights
river	roundabout
pond	zebra crossing



Can you think of any other places or features in a town that might be useful when you are giving someone directions?



TIP 04

Once you have understood the map, you are in a much better position to complete the listening task. Note that the questions are in the order in which you will hear the answers on the recording.

04 49 **Look at the map and find Tanya's house. Then listen to the phone message. Tanya has offered to give Melissa a lift to a concert. Listen to Melissa giving Tanya directions to her house and label the map. Write the correct letter, A–K, next to questions 1 and 2.**

Then listen again and find Melissa's house. Write the correct letter, A–K, next to question 3.

1 Main Street ____ 2 Silver Street ____ 3 Melissa's house ____

05 50 **Now listen to Melissa's second message. She wants Tanya to pick up another friend, Sarah, on the way. Listen and label the map. Write the correct letter, A–K, next to questions 4–6.**

4 New Road ____ 5 Sarah's house ____ 6 Oak Avenue ____

Listen again and check your answers.

RECOGNISING DISTRACTORS

06 **Read the extracts below from Melissa's messages, and underline any words and phrases which may distract you from choosing the correct answer.**

(Question 1) *Then, you need to turn left at the traffic lights and then take a sharp right onto Main Street. You can also go straight on here, past the surgery, but I usually drive down Main Street.*

(Question 4) *Again, you need to turn right onto Maple Avenue, and up to the lights. Instead of turning left here, turn right, with the park on your left.*

(Question 5) *Drive along New Road until you reach the bridge. Sarah's house is the second house after the bridge. That's on the right; there are shops on the left.*

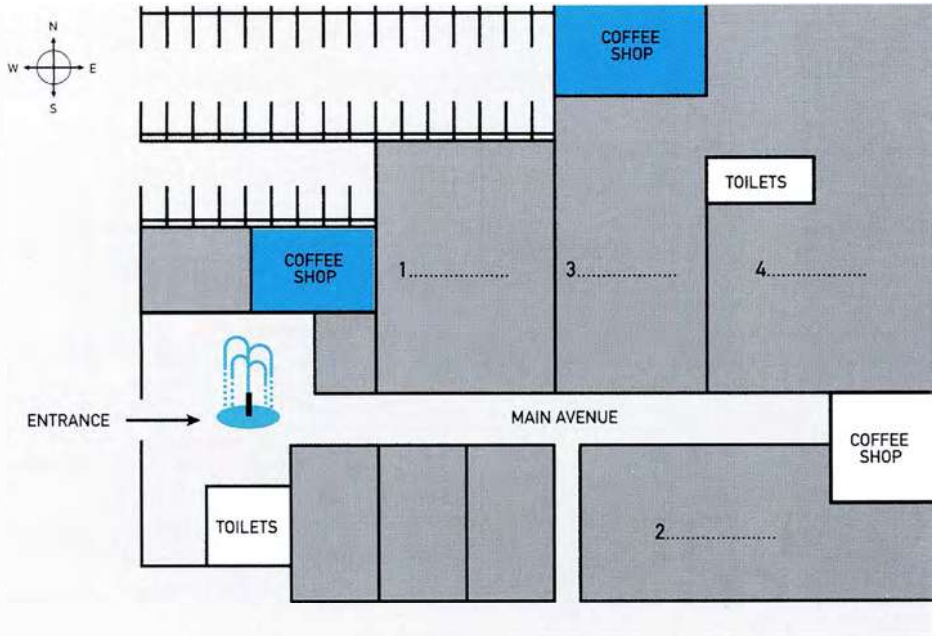
You need to listen carefully because in this type of listening task you will often hear 'distractors' (information which you think might help you find the answer, but in fact does not).

MAP OF A BUILDING

07 51 **Listen to Tanya's message to another friend, arranging to meet before the concert.**

Listen to Tanya's description and label the map. Choose the correct letter A–H and write the answers next to questions 1–4.

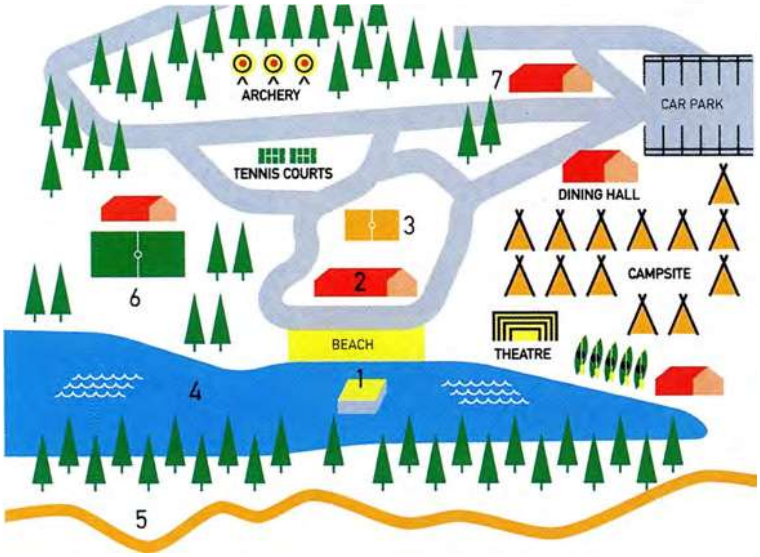
A art gallery	E restaurants	1 ___
B cinema	F exhibition centre	2 ___
C live music	G Arena	3 ___
D car park	H shopping centre	4 ___



In this type of task, you could also be given a map of a building.

MAP OF A PARK

08 Look at the map with a partner and discuss the different things you can see on the map.



Another type of map you might find in a map-labelling task is a map of a park. The illustration below is a map of an activity camp.

09 Listen to the manager giving a tour of the activity camp to a group of teenagers. Label the map with which activity they can do in each place. Use no more than TWO WORDS for each activity.

52

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

EXAM SKILLS

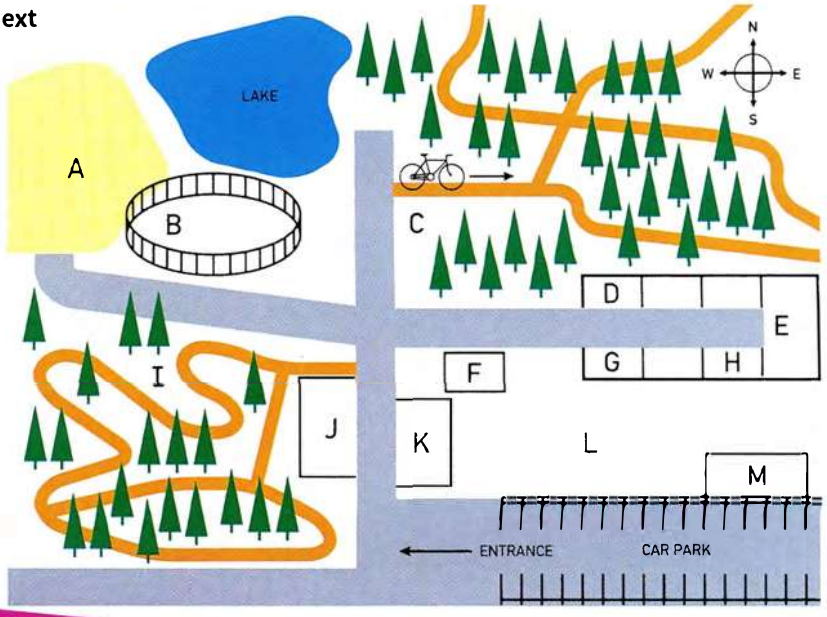
10 You will hear someone giving a talk about plans for a new forest centre.

53

Label the map. Choose the correct letter A–M and write the answers next to questions 1–8.

Pine Woods Centre

1 tickets on sale here ___
2 picnic field ___
3 barbecue area ___
4 Tree Tops Challenge ___
5 playground for young children ___
6 indoor play area ___
7 sheep ___
8 goats ___



UNIT / 06: LEISURE TIME

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- use positive and negative adjectives to talk about free-time activities
- recognise and use linking words in your talk (Speaking Part 2)
- pronounce weak forms of words
- give a complete talk and assess your own performance (Speaking Part 2).



LEAD-IN

01 **Ask and answer these questions with a partner.**

1 Do you do any of the activities in the pictures?
2 Which of these activities do you like or dislike?
3 Are there any other things you do in your free time?

In the first part of the Speaking test you may have to answer simple questions about how you spend your free time.





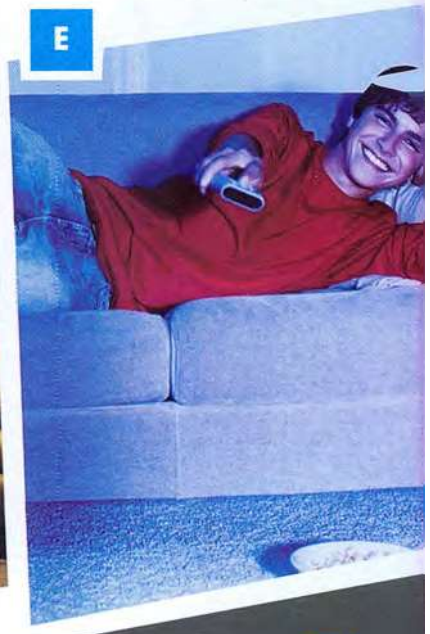
TIP 01

It is useful to know which verbs go with different sports and activities. Common verbs used with leisure and sports activities include *play*, *do* and *go*.

play soccer ✔ *do soccer* ✗







02 **With a partner, use the positive adjectives in the box to say how you feel about various free-time activities.**

amusing	great	enjoyable	excellent	exciting
brilliant	healthy	peaceful	relaxing	

Examples: *Yoga is a very **peaceful** and **relaxing** activity.*
*I am **excellent** at taekwondo.*

03 **With a different partner, use the negative adjectives in the box to talk about free-time activities.**

Examples: *I feel **miserable** when I play football in the rain.*
*Boxing can be an **exhausting** sport – you need to be fit and strong.*

dangerous	exhausting	tiring	harmful	hopeless
miserable	frightening	useless	stressful	



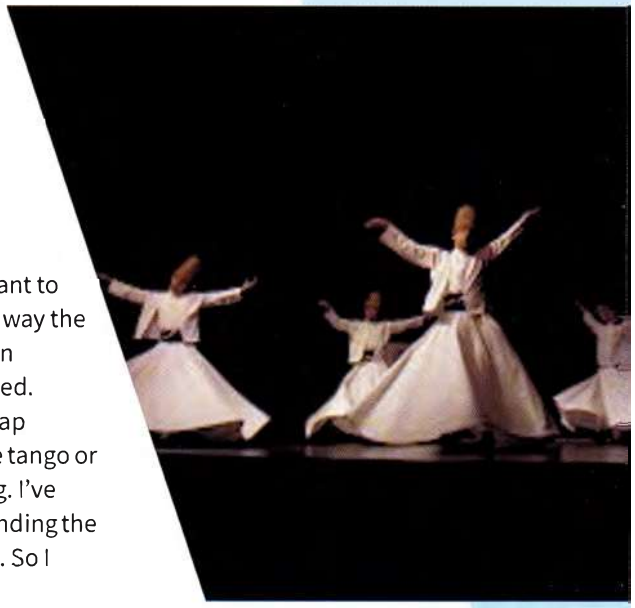






EXTENDING YOUR TALK

It is important to use a variety of language in your talk. It is useful to use linking words such as *and*, *or*, *but*, *also*, *so*, *in fact*, *for example*, and *because*. These will make your talk flow better and will help you to give extra information.



04 **Listen to a candidate called Serena giving her talk.**

54

I'm going to talk about a hobby I'd like to take up in the future. I really want to learn ballroom dancing. This is because I love Latin music and I love the way the dancers move and shake. I also want to give myself a challenge and learn something new. Watching ballroom dancing always makes me feel excited. I don't think it'll be too difficult for me, because I already do ballet and tap dancing. I like learning new steps. For example, I really want to learn the tango or the samba because these are exciting and look good to people watching. I've tried Flamenco dancing but I'm not very good. I'm also worried about finding the right dance partner, because I'll be a little slow to learn in the beginning. So I might fall over sometimes. In fact I'll probably fall over quite a lot!

05 **The words Serena uses to connect her ideas are in bold. Match phrases 1–7 with the connecting words and phrases A–G.**

1 This is because I love Latin music
2 I love the way the dancers move and shake.
3 I like learning new steps
4 I really want to learn the tango
5 I've tried Flamenco dancing
6 I'm also worried about finding the right dance partner
7 I might fall over sometimes.

A **In fact**, I'll probably fall over quite a lot!
B **For example**, I really want to learn the tango
C **or** the samba
D **I also** want to give myself a challenge
E **but** I'm not very good.
F **and** I love the way the dancers move and shake.
G **because** I'll be a little slow to learn in the beginning.

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

06 **Complete the sentences with your own ideas. You can use the activities in the box, or you can choose your own. Practise saying them with a partner.**

baseball	going on social media	dancing	watching TV
hiking	playing computer games	travelling	sewing
sport	making jewellery		

1 I like [*activity*] **and** …
I like table tennis and I'm a member of my college team.
2 I like [*activity*] **because** …
3 I love [*activity*], **but** …
4 I'm not keen on [*activity*] – **in fact** …
5 I love all kinds of [*activity*]. **For example**, …
6 A lot of people in my country [*activity*]. **They also** …
7 At weekends I enjoy [*activity*] or [*activity*] with my friends.



07 **Now, read the script of Marco giving a talk about a leisure activity he would like to do in the future. Choose the correct linking words.**

I'm going to tell you about a leisure activity I'd like to do in the future. I'd really like to learn how to play the acoustic guitar. This is (1) **because** / **so** I love music (2) **and** / **but** I love the beautiful sound this kind of guitar makes. I (3) **and** / **also** want to give myself a challenge (4) **so** / **and** learn something new. I don't think it'll be too difficult for me (5) **but** / **because** I already know how to read music. I play the piano (6) **but** / **so** I'm not very good. I think playing the guitar will be easier. I (7) **for example** / **also** like the fact that you can carry a guitar round easily and play it anywhere. (8) **For example** / **Because** I can play it in the park (9) **but** / **or** on the beach.

I can't think about learning it at the moment (10) **and** / **because** I'm too busy. I need to focus on my studies (11) **and** / **or** prepare for my exams. I think that I'd like to take up the guitar next year. All my exams will be over by then, (12) **so** / **but** I'll have more time, and more money too. (13) **In fact,** / **Because** I'll need money to pay for lessons! I think that learning the guitar would change my life in a positive way. If I learn to play it really well, I'll start my own band. I'd love to perform live on stage at a concert. I think that would be fantastic!

55 **Listen and check your answers.**

FOLLOW-UP QUESTIONS

After you have given your Part 2 talk, the examiner may ask you one or two questions related to the topic you talked about.

08 **Listen to students answering the following questions.**
After listening, practise asking and answering the questions with a partner.

56

1 Do you generally enjoy trying new things?
2 Is there any other activity you would like to try one day?

Share your ideas with a partner.

TIP 08

If the examiner asks you a question at the end of Part 2 you should answer with two or three sentences.

PRONUNCIATION – STRONG AND WEAK FORMS

09 **Listen to the following words pronounced (a) when they are stressed and (b) how they might sound in a sentence.**

57

	stressed	weak form
to	/tuː/	/tə/
and	/ænd/	/ənd/ or /ən/
a	/æ/	/ə/
of	/ɒv/	/əv/
some	/sʌm/	/səm/
for	/fɔːr/	/fəʳ/
from	/frɒm/	/frəm/

When we speak English, we pronounce the key words in a sentence more clearly than the other words. These are usually nouns, verbs, adjectives. We say the little 'grammar' words (*and, some, to, for, of,* etc.) quickly and don't give them their full pronunciation. We call these 'weak forms'.

10 **Look at the sentences. Underline the words that you think will NOT be stressed.**

1 I want to learn to play the guitar.
2 I enjoy playing football and baseball.
3 I bought a new golf club.
4 I would like to learn to play chess.
5 I need some driving lessons.
6 I played drums in a band for a long time.
7 I plan to cycle from the north of Africa to the south.

58 **Listen and check your answers.**

Practise saying the sentences with a partner.



EXAM SKILLS

11 **Make your own notes for this task card. Use the key words to help you.**

Talk about a new sport or hobby you would like to take up.

You should say:

- what it is
- how you would start it
- why you have not started it yet

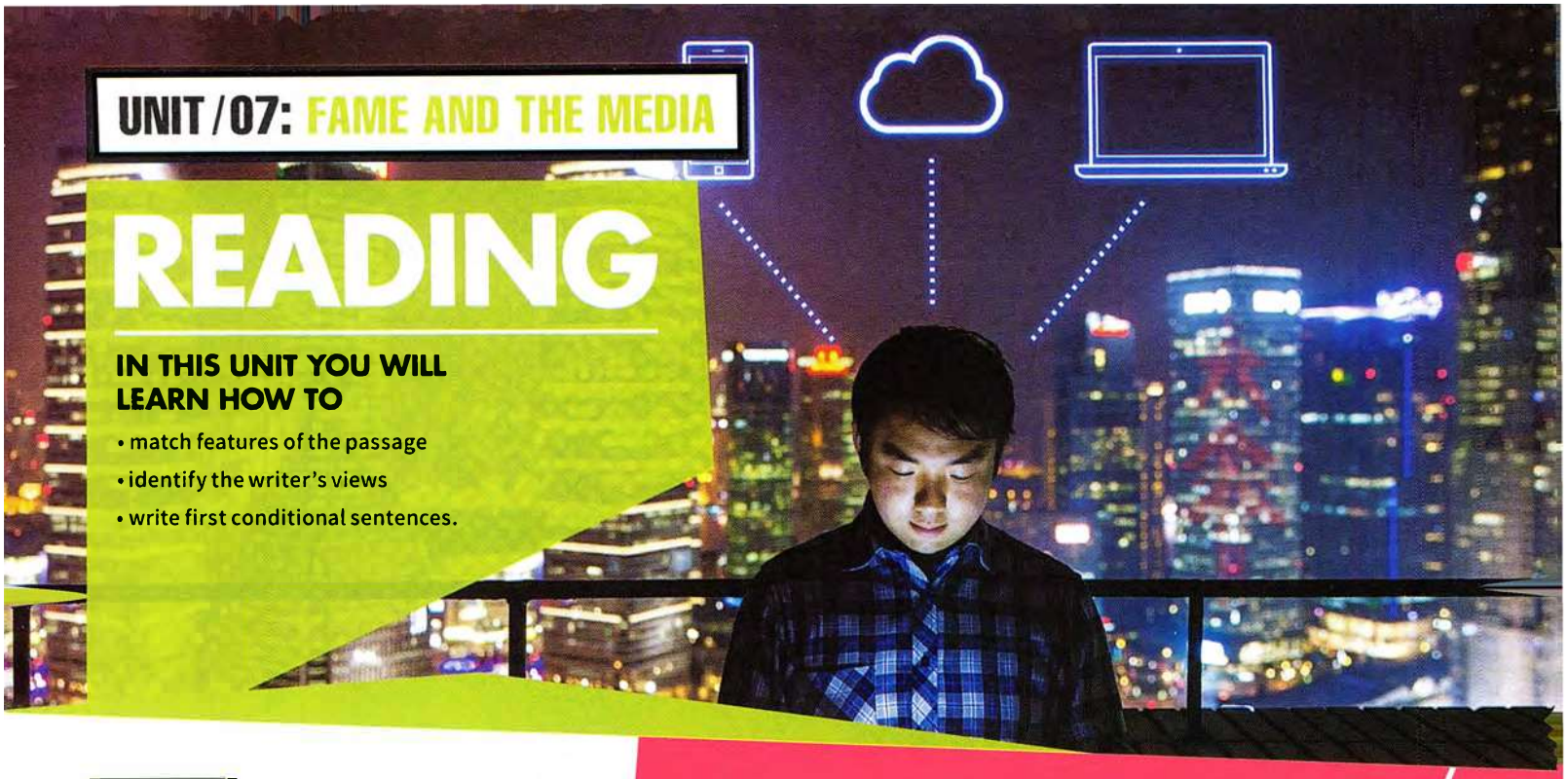
and explain what help you would need.

12 **Use your notes to complete the task with a partner. You should try to talk for two minutes.**

Listen to your partner talk on the same topic. Make notes of any interesting vocabulary or phrases they use. Complete the checklist.

Did your partner talk for two minutes?	YES	NO
Did your partner cover all four points on the task card?		
Did your partner link their ideas together well?		

Finally, both complete the task again.



UNIT / 07: FAME AND THE MEDIA

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- match features of the passage
- identify the writer's views
- write first conditional sentences.

LEAD-IN

01 How much do you know about the internet?

1 Name two search engines.
2 Name two news websites.
3 Name two social media sites.
4 Name a website that has factual information on many topics.

02 What do you use the internet for?

SKIM READING

03 Skim read the passage in ONE MINUTE.

What is the purpose of the passage?

A to give the advantages and disadvantages of the internet
B to advise people how to become famous on the internet
C to explain how beginners can start to use the internet

BECOME RICH AND FAMOUS THROUGH THE INTERNET

In the past, to become famous you needed a talent: singing, playing an instrument, dancing or writing books. Nowadays, it is much easier to become famous. This is because of the internet. All you need is a camera or webcam, computer, internet connection and a bit of creativity.

First of all, you need to decide what you are going to write or speak about: hair and makeup, comedy, sport, news and current affairs, raising money for a charity or something specialist like keeping tropical fish. Then choose a site to post on. Some sites are international and some may be particular to one country, such as Weibo in China. YouTube is a good site to choose if you make your own videos. It is easy to upload your short films, and many people use it.

If you want to become famous on YouTube, you should make lots of videos and release one every day. YouTubers who become popular are often those who present tips, advice, 'how to' guides and opinions on entertainment or stories in the news. If you allow advertisements in your videos, you will make money when people view the adverts. Facebook is a good platform for those who want to make money, but not for those who want to be famous. To earn money through Facebook, you need a very original and/or funny page, with interesting photos which can get you a few hundred thousand 'likes'. If you achieve fame on Facebook, it probably won't last.

Twitter is a social media site where people can communicate through short messages. It works well for those who want to be well-known but are not so interested in making money. If you want to become known on Twitter, you will need to post lots of entertaining content. Instagram is a site where people mainly put up photos and videos. It is a site which can make you well-known, particularly if you want to become a famous photographer.

MATCHING FEATURES

04 **Read the instructions and statements (1–6) and the list of websites (A–E). Then follow the steps in the box below and complete the task.**

Choose the correct website (A–E) for each statement. You may choose any website more than once.

1 You want to be rich and become famous.
2 You want to take photographs as a career.
3 You want people to know you but don't care about money.
4 You want to make money but not be famous.
5 You can post a new film daily.
6 You want to show people how to do something.

A YouTube
B Facebook
C Twitter
D Instagram
E your own blog

- Scan the text for the websites A to E. If possible, underline them.
- Find the key words in sentences 1 to 6 and underline them.
- Find every time 'YouTube' is mentioned in the passage. Read all the information about it.
- Which of sentences 1 to 6 refers to YouTube? Write A next to that sentence.
- Do the same for websites B to E.

In this type of task you get a list of people, places or things and a list of sentences. You need to match each sentence with a person/place/thing.

TIP 04

In this task type the questions will not be in the same order as the passage but the options e.g. people/places *will* be in text order. You will need to 'jump around' the passage a bit rather than reading it from beginning to end.

TIP 04

Only use information from the passage to answer the question, even if you think some information in the passage is incorrect.

Creating your own blog is possibly the best way to become internet famous and make money, through advertising, especially once you have become known on one of the sites above. You need to be aware of the topics and issues that are 'trending' (that are popular right now) and post about those ideas. Learn to create 'vines' (a series of short extracts from videos put together in a creative way) and become an expert on photo editing. With these few easily learnt skills and some imagination, you can achieve the fame you've always dreamed of – online at least.



IDENTIFYING THE WRITER'S VIEWS

05 **Look at statements A to C. All of them give information about social media. Only one of them contains the writer's personal view. Which one?**

A 'Weibo' is the Twitter of China, but actually has twice as many users as Twitter.

B In the United States, over 70% of the population have a social media account.

C Over 1.5 billion people waste their time on Facebook.

Does the writer directly state his/her opinion? How can you identify his/her opinion?

This task tests your ability to decide if statements represent the writer's views. The views will not be stated directly.

06 **Read this short text about what it is like to be famous. Then answer the questions below.**

Being famous is not as much fun as it sounds. I am only a little bit famous. About two or three times a day people stop me to ask me to sign a piece of paper or to have their photo taken with me. For me, it is not at all enjoyable, as it often makes me late. However, I feel I should be polite to the person and have a chat with them. Sometimes I wonder how it would feel to be very famous. You wouldn't be able to get a quick coffee with a friend or go to a movie. I don't think life would be very easy.

Do the following statements agree with the claims of the writer? Write

YES *if the statement agrees with the claims of the writer*

NO *if the statement contradicts the claims of the writer*

NOT GIVEN *if it is impossible to say what the writer thinks about this*

1 The writer considers herself to be very well known.

2 It is inconvenient for her to be stopped by people she doesn't know.

3 She would like to drink more coffee.

4 Being very famous would be enjoyable.



07 **Read the instructions and statements and look at the passage 'Becoming rich and famous through the internet' again. Then follow the steps in the box below and complete the task.**

Do the following statements agree with the claims of the writer of the passage 'Become rich and famous through the internet'? Write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

1 Before the internet, you didn't need any special skills to become famous.
2 If you choose a specialist subject, you are more likely to get known.
3 Having your own blog is an excellent way to find fame.

- Read each statement carefully. The statements come in the order of the text.
- Sometimes you will need to read the whole passage quickly to decide; for other statements you only need to read a sentence or two.
- Remember the statement might not use exactly the same words as in the passage.

TIP 07

When you have found the part of the text which contains the answer, read every word carefully. Sometimes a small word can change the meaning completely. For example, if the writer says people are 'too friendly', the positive adjective 'friendly' becomes negative.

08 **Check your answers, and the reasons for them, in the notes below.**

1 The answer is at the beginning of the text: *In the past, to become famous you needed a 'talent'*, another way of saying 'special skills'. The text states that it is now easier to become famous 'because of the internet'. So the answer is No.
2 Specialist subjects are mentioned in the second paragraph, along with other possible things to write about. The writer does not say if writing about a specialist subject is more likely to make you famous than writing about the other topics mentioned (comedy, sport, etc.), so the answer is Not Given.
3 To answer this, you only need to read the last paragraph, about blogs. The writer states that blogs are *possibly the best way to become internet famous*. This is the same as saying that blogs are an excellent way to become famous, so the answer is Yes.

TIP 08

You should be able to tell from the statement which part of the text to read in order to find the answer. If you can't answer Yes or No for that part of the text, the answer is Not Given. You do not need to continue searching in the rest of the text.

09 **Now follow the same steps for statements 4 to 6.**

4 You can get famous easily through Facebook.
5 It is not worth the effort needed to get famous through Twitter.
6 Learning to make 'vines' could help you, if you are aiming to become famous, so the answer is Yes.

GRAMMAR FOCUS: FIRST CONDITIONAL

Look at this sentence from the passage 'Become rich and famous through the internet'.

*If you **want** to become known on Twitter, you **will need** to post lots of entertaining content.*

This is called a first conditional. It has two clauses, an '*If*' clause and a result clause. The '*If*' clause is in the present tense. The result clause has '*will / won't* + infinitive'.

10 **Find three more sentences from the passage which begin with 'If'. Complete the table.**

	If clause	Result clause
1		
2		
3		

What is used instead of *will / won't* in one of the result clauses?

EXAM SKILLS

11 **Read the passage and answer the questions below.**

Famous animals



A Like people, animals each have their own personality and talents. And like some people, some animals achieve fame. Some of them become famous through films, TV or advertisements, and others through their work, for example rescuing people or playing a role in a war. Still others have done something special or been the first to do something.

B There have been many famous dogs in history. One of them is Hachiko, a dog remembered for his loyalty to his owner. Hachiko was born in Japan in 1923 and was owned by Hidesaburō Ueno, a professor at Tokyo University. Every day, Hachiko waited for Ueno at Shibuya station and the pair walked home together. One day in May 1925, Ueno died suddenly while he was at work. For the next nine years, nine months and 15 days, his faithful dog continued to meet the train his owner used to take every day. At first the station staff did not welcome him, but gradually people understood his loyalty and began giving him food and treats. Hachiko did not stop waiting for Ueno until his own death in 1935. There have been films and books about Hachiko, and every year there is a ceremony to commemorate him at the railway station in Tokyo, where he waited so faithfully.

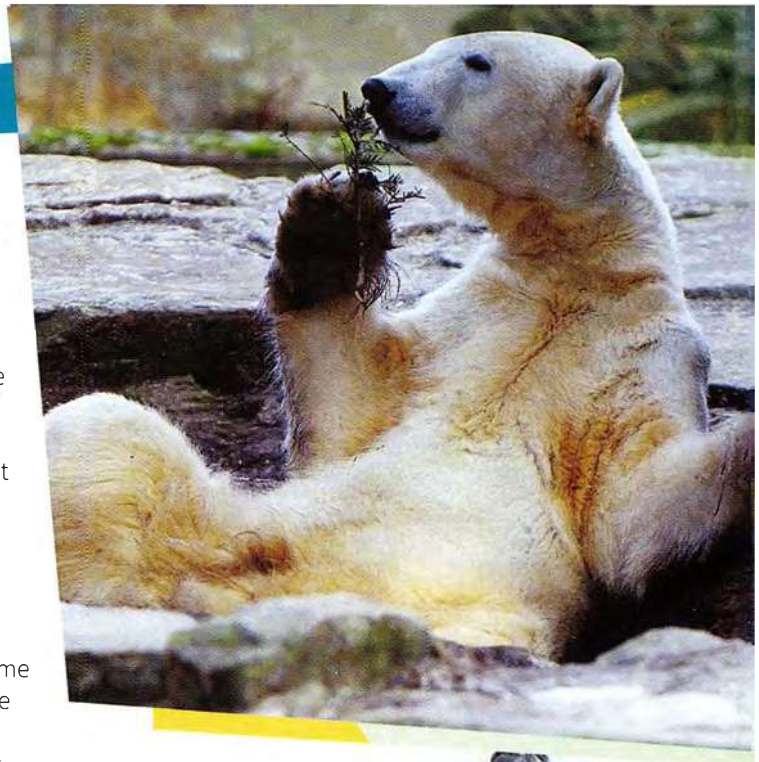
Questions 1–7

Choose the correct animal (A–C) for each question. You may choose any animal more than once.

Which animal …

1 never forgot their human friend?
2 lived part of their life in the wild?
3 made large profits for the humans who cared for them?
4 was not wanted by their parent?
5 has had valuable work done in their memory?
6 is formally remembered at regular times?
7 had souvenirs of them made?

A Hachiko
B Knut
C Elsa



C One animal that achieved fame in the twenty-first century is Knut the polar bear. Knut was born in Berlin Zoo in December 2006. Sadly, Knut was rejected by his mother, Tosca, and was raised by zookeepers. Knut was extremely popular with the public, not only in Germany, but across the world. Knut's story increased attendance at the zoo by about 30% and increased the zoo's revenue by five million euros. The zoo made substantial amounts of money by selling Knut toys, candy and other products. There were even songs written about him. By the time he was a year old, Knut weighed almost 100 kg and it was too dangerous for him to be handled by humans. Poor Knut missed his favourite keeper. Knut suffered in his short life without his mother, and later without human contact. He died of a virus at the age of four.

D Even some wild animals have become famous. One of them is Elsa the lioness, born in 1956. Elsa's mother was killed by a game warden, a person whose job it was to protect wild animals. The warden, George Adamson, had killed the lioness to defend himself, but he felt guilty about the orphaned cubs. He and his wife, Joy, took them home and brought them up. They trained Elsa, one of the cubs, to live in the wild. During her adult life in the wild, she had three cubs and took them to visit her human foster parents. Joy Adamson told Elsa's story in a book called *Born Free*. *Born Free* was made into a film, which was popular with both adults and children. In 1984, the actors who had starred in the film started the Born Free Foundation, an organisation that protects wildlife in many ways. The Foundation's important work includes improving conditions in zoos and circuses, stopping hunting for 'sport' and working against the killing of elephants for ivory.



E Many of us enjoy learning about famous animals. They can inspire us with their characters and stories, just as human celebrities can. Some of them are remembered for years through books, films, toys and other items created in their memory. But in the end, it is humans and not the animals themselves who benefit from that fame.

Questions 8–16

Do the following statements agree with the claims of the writer in the reading passage?

Write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

8 All animals are very much the same.

9 There are many different reasons why animals might be remembered.

10 Ueno died after a long illness.

11 After some time, the people who worked at the railway station were kind to Hachiko.

12 The songs written about Knut were very popular.

13 Knut had a happy life because of his fame.

14 The Adamsons made money from Elsa.

15 The Born Free Foundation does useful work.

16 Famous animals get many advantages from their fame.

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- avoid repeating words in your Part 2 essay
- develop a paragraph
- provide specific support for your main points.

LEAD-IN

01 Put the words into the correct column.

celebrity	blogger	famous	fan	paparazzi	media
newspaper	model	fortune	star	photographer	popular
reporter	talented	wealthy	website	well-known	

Nouns (things)	Nouns (people)	Adjectives





WRITING PART 2: PARAGRAPHS

02 **Look at this essay title.**

Does being famous have more advantages or more disadvantages?

Read this second paragraph (the paragraph after the introduction) from a student's essay on this topic. What are the good and bad things about it?

There are many advantages of being famous. If you are famous, you might also be wealthy. You can buy a big house and an expensive car. Another advantage is that you have fans. They take photographs of you and send you letters. One more advantage is if you are famous you don't have to wait in queues. You can go to the front. The last advantage of being famous is you can use your fame and money to help good causes. If you give money to charity, others will do so too. In this way, you can make a real difference in the world.



03 **The paragraph gives four advantages of being famous. Each point is supported by evidence. Complete the table. The first point has been done for you.**

	Point	Evidence
1	you might be wealthy	you can buy a big house and an expensive car
2		
3		
4		

04 **Rewrite the paragraph. Instead of always using *famous* and *advantages*, try to use some of these words:**

famous: *(have) fame, well-known, someone that everyone knows*
advantages: *benefits, good points, positive aspects*

05 **Read the student's next paragraph and answer the questions.**

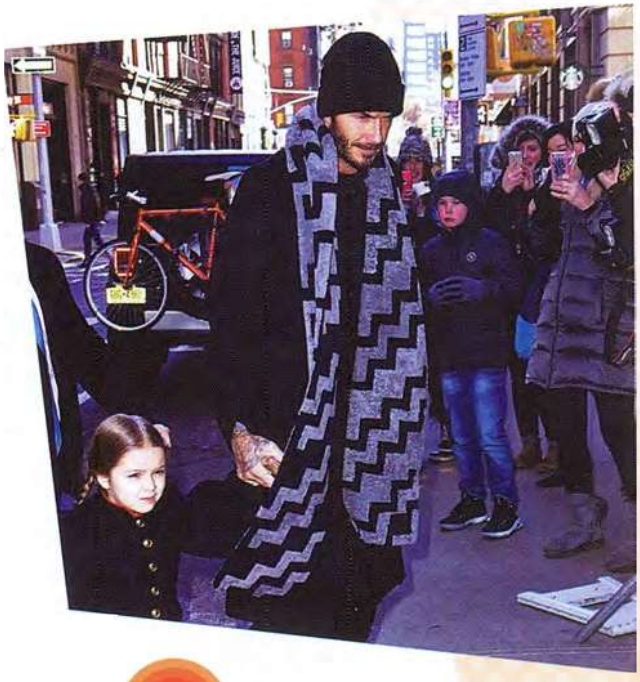
There are also disadvantages of being famous. The main one is that you do not have a private life. Reporters follow you everywhere. Even if you are tired or sick, they take photographs of you. *The second drawback of being well-known is that people say bad things about you. They even tell lies about you. The third negative aspect of fame is your family may also suffer. Even your children may have paparazzi following them. A final problem is that it can be very stressful. Some actors or singers are badly affected by the pressure.

1 How does the student avoid repeating the words *disadvantages* and *famous*?
2 What are the student's FOUR main points?
3 What evidence does the student provide for each point?

GIVING SPECIFIC EXAMPLES

It is also good to give specific examples for some of your points.

For example, 'Many celebrities have got into trouble after getting angry with reporters and photographers who were following them' could be added at * to support the first point in the student's second paragraph.



06 **Where in the paragraph could you add these sentences?**

1 Even people like Bill Gates, who gives most of his money to charity, are criticised!
2 Many famous people have become ill due to overwork and always being in public view.
3 For example, everyone has seen pictures of Harper, the young daughter of David and Victoria Beckham.

07 **Add specific support to these points. The person or situation can be from your own country.**

Famous people are often rich.
You might have a lot of fans.
You will be able to use your fame and money to help others.

TIP 07

You will get more marks if you give specific examples to support your points. It can be something that happened to you or a friend, something you read or something that happens in your country. Make sure it provides evidence of the point you are making.

GRAMMAR FOCUS: PRONOUNS

Using pronouns is a way of avoiding repetition.

Examples

Lionel Messi is a famous footballer. ~~Lionel Messi~~ / He plays for Barcelona and Argentina.
I can think of many drawbacks. The first ~~drawback~~ / one is the cost.

08 **Replace the repeated words with pronouns.**

1 Fan Bingbing is a popular actress in China. Fan Bingbing starred in *My Fair Princess*.
2 Benedict Cumberbatch is one of my heroes. I met Benedict Cumberbatch when I was in London.
3 Our country has laws that protect people from paparazzi. Some countries' laws are not as strict as our laws.
4 There are some reasons for my opinion. The first reason for my opinion is it is difficult to be famous.





SUPPORTING YOUR POINTS

09 **Read the essay title. Which of the statements a–d below best matches your opinion on the essay topic?**

There should be strict laws banning people from taking photographs of people under 18 in order to protect young celebrities and the children of celebrities. To what extent do you agree or disagree?



a I strongly agree. Laws must be very strict to protect children.

b I tend to agree. It is probably not a good idea to allow photos of children.

c I tend to disagree. I think people are interested in seeing photos of famous children.

d I strongly disagree. People have the right to take pictures of whoever they want.

TIP 09

'To what extent do you agree or disagree?' means 'How strongly do you agree or disagree?' Use phrases like *I strongly agree*, or *I tend to disagree*.

10 **Read the essay and answer the questions about it that follow.**

1 What is the writer's opinion?
2 What three pieces of specific support does the writer give?
3 Does the writer consider the opposite opinion?
4 These are all possible plans for this essay. Which one has the writer used?

Plan 1
Opinion
Opposing argument + why I disagree
Opposing argument + why I disagree
Restate opinion

Plan 2
Opinion
My main arguments
Opposing arguments
Restate opinion

Plan 3
General introduction (no opinion)
Arguments for
Arguments against
My opinion (given for the first time)

MODEL ANSWER

All children have the right to a normal childhood. On the other hand, everyone is interested in child stars and the children of celebrities. Overall, I agree that it is more important to protect children, so we should not allow people to take photographs of people under 18.

It is true that people are interested in seeing photos of famous children. They want to see if they look like their celebrity parents. The Beckham children, for example, are often in the newspapers. People think the Beckham boys should play football like their father. The little girl has to be perfectly dressed like her mother. In my opinion, this is not fair on the children. Another problem is that people believe they have the right to see pictures of famous children, particularly important ones like those of the British royal family. Prince William is working hard to make sure his children, Prince George and Princess Charlotte, can grow up with their privacy protected.

People say that 'fame has a price'. They think that if photographers take pictures of well-known people, that is part of the price. I disagree with children 'paying for fame'. They didn't choose to be famous. They have the right to be badly dressed or have a bad day like everyone else. I once saw a website called 'Celebrities with ugly kids'. How will those children feel when they see that website one day?

In conclusion, I understand that photos of famous children sell newspapers. However, I think such photos should be banned to protect the children.

EXAM SKILLS

11 **Write an essay answering the following question. Use the advice in the box. You may use the ideas below if you wish.**

Do you agree or disagree that celebrities are paid far too much money?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

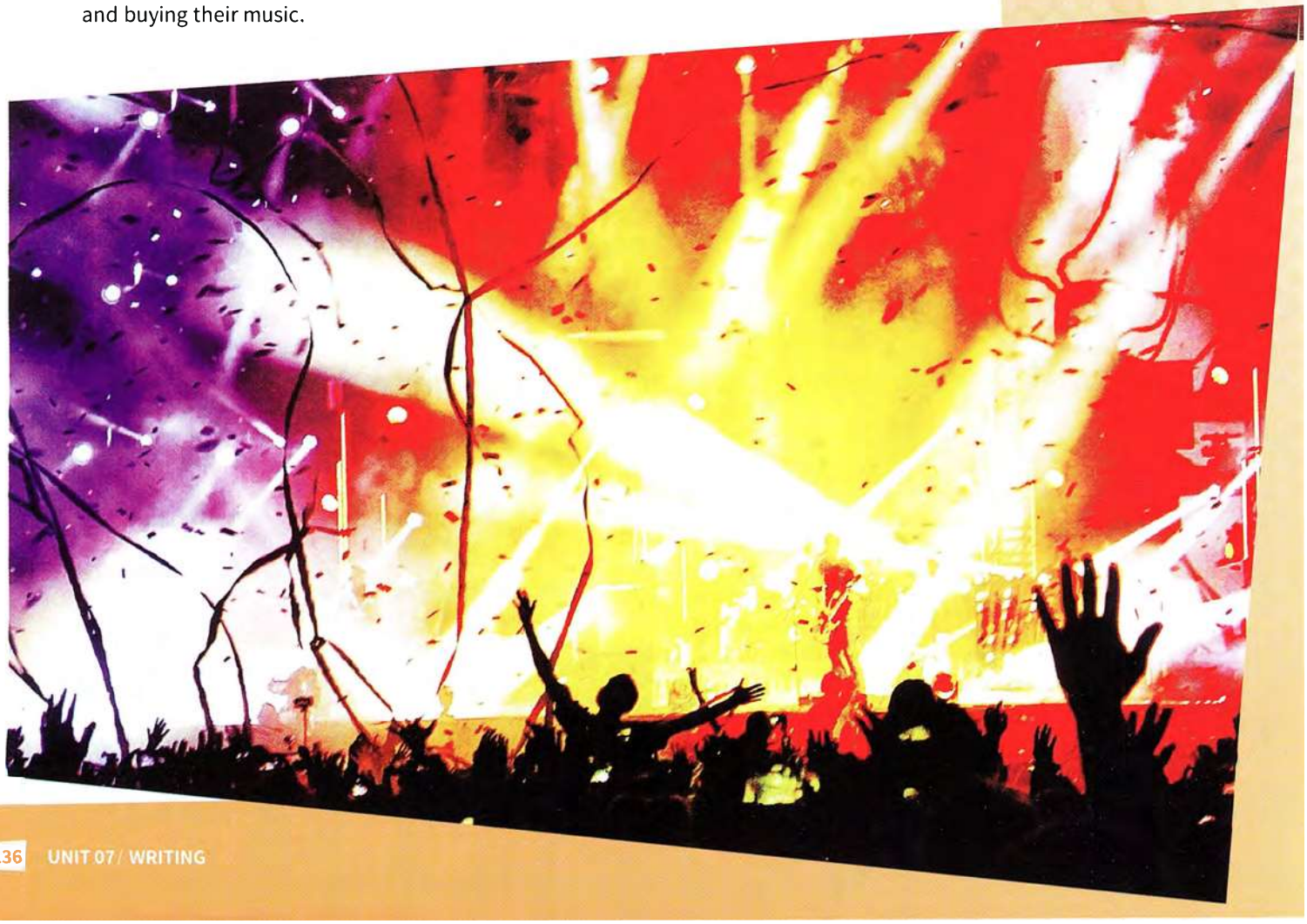
- Write a brief plan.
- Give your opinion clearly.
- Make sure each main point has supporting evidence.
- Briefly consider the opposite opinion.
- Leave a few minutes to check your essay.

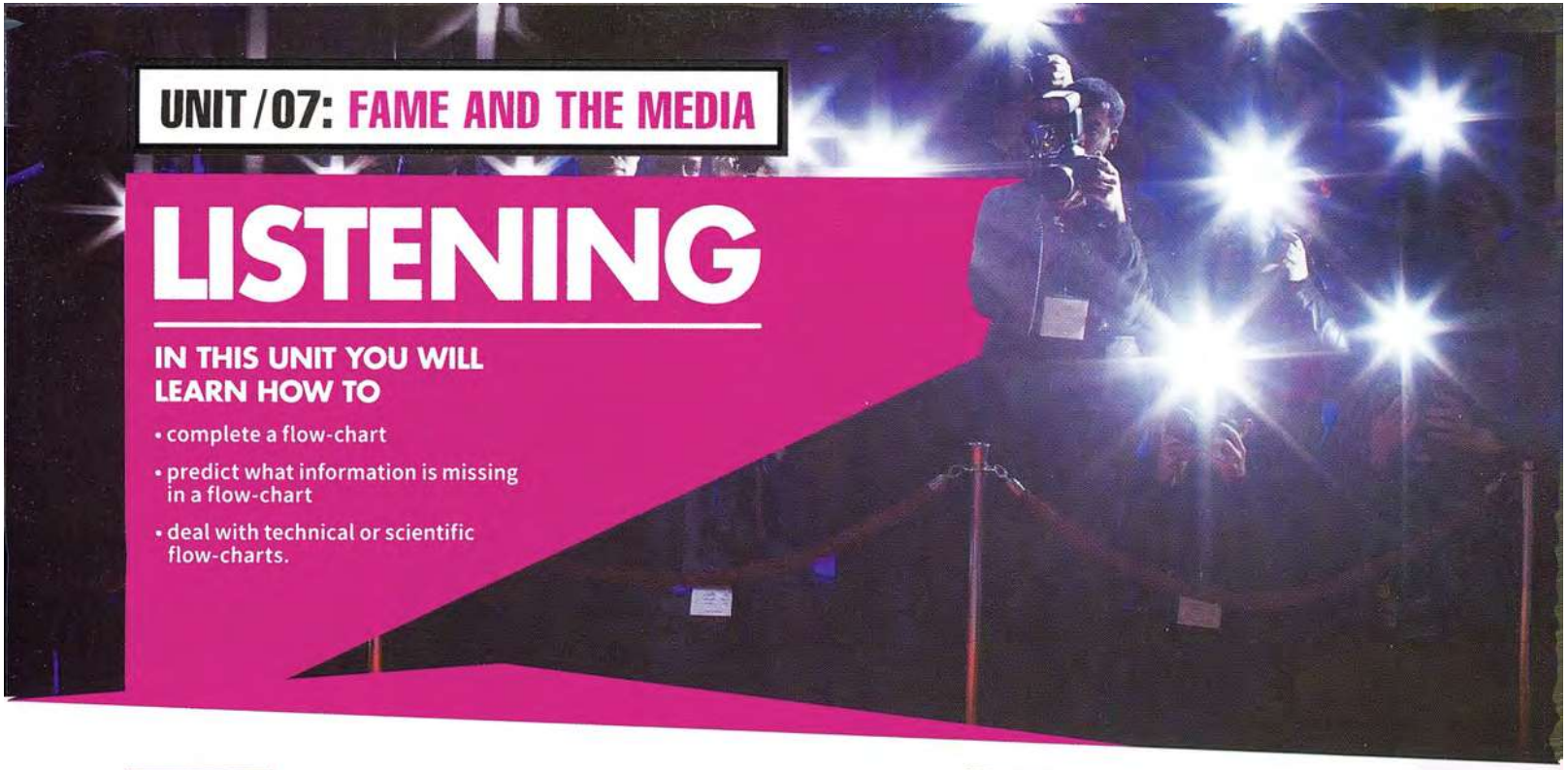
Agree

- Essential workers such as nurses and teachers often receive low salaries.
- Celebrities are often born with their talent for singing or acting. They have not spent years at university like doctors and engineers.
- Most of them waste their money on expensive houses, cars and parties.

Disagree

- Celebrities do not have a private life and work very hard.
- Very few people reach the top levels of music, acting or sport – we should reward those that do.
- It is a case of supply and demand. We create demand by going to see their concerts and buying their music.





UNIT 07: FAME AND THE MEDIA

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

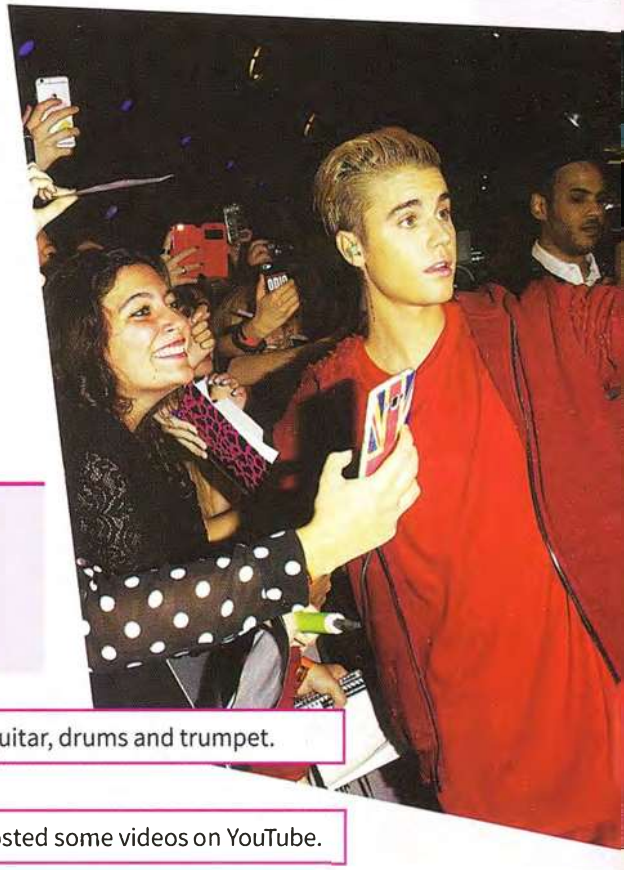
- complete a flow-chart
- predict what information is missing in a flow-chart
- deal with technical or scientific flow-charts.

LEAD-IN

01 Do you know who this famous person is and what he does? Do you know how he became famous?

02 You will hear a journalist talk about how this artist became famous. Complete the flow-chart below. Write NO MORE THAN TWO WORDS for each answer.

59



FLOW-CHART COMPLETION

Flow-chart completion tasks are similar to other completion tasks. Either:
- you are given a list of words to choose from, or
- you complete the chart by using words from the recording.

The instructions will tell you how many words you can use.
The answers come in the same order as the recording.

He learnt how to play a variety of instruments: **1** _____ , guitar, drums and trumpet.

↓

He entered talent **2** _____ in his home town and his mother posted some videos on YouTube.

↓

The YouTube clips brought him a lot of **3** _____ .

↓

He was discovered by a **4** _____ .

↓

He signed a recording **5** _____ and became a **6** _____ .

03 **Think about how you completed the flow-chart in exercise 2 and answer the questions.**

1 Were the words in the recording exactly the same as the words in the flow-chart?
2 Was there extra information in the listening which you didn't need to use and which might have led you to give the wrong answer?

PREDICTING THE ANSWER

04 **Read the opinions below on being famous and complete these tasks:**

- Underline the key words in each sentence.
- Read the word before and after the gap.
- Make a note of the possible grammatical forms of the missing word, i.e. adjective, noun, verb, etc.
- Try to guess the missing word, or some possible words.

A: I wouldn't like to be famous. I would hate people to **1** _____ me all the time. You would always be followed by **2** _____ and never able to have a private life. Being followed on a good day, when you've been to the hairdresser and are wearing your best jeans, is perhaps **3** _____, but can you imagine how it would make you feel on a bad day?

B: I would love to be famous. I would adore all the **4** _____ and the special treatment. Everywhere I went, people would know my name and I wouldn't need to **5** _____ any more. The best part, though, would be meeting other famous people. I can imagine that would be so **6** _____. They would come to my **7** _____ yacht and I would **8** _____ their mansions.

Compare your answers with a partner. Were some of your guesses the same?

05 **Listen and fill the gaps in exercise 4.**

60

TIP 04

In the exam it is unlikely that you will be able to guess the actual missing word. However, it will help you a lot if you think about the type of word you are listening for.



06 **Now read the flow-chart below. Using the technique demonstrated in the previous exercise, predict the grammatical form of the missing words. Try also to think about the possible meaning.**

Complete the flow-chart below. Write NO MORE THAN TWO WORDS for each answer.

How to become famous

Find something you like doing and **1** _____ at becoming the best in that particular skill.

↓

Study **2** _____ and try to learn as much as possible.

↓

Create **3** _____ and market yourself. You need to be able to sell yourself. Social media is a great way to do this these days.

↓

Don't worry if sometimes you **4** _____ . You can learn from the experience.

07 **Listen and fill the gaps in exercise 6.**

61



TECHNICAL / SCIENTIFIC FLOW-CHARTS

The subject matter for this type of task can vary. It is possible to be presented with a flow-chart which is technical or scientific. The language used, therefore, can often seem challenging at first.

One approach to handling this type of flow-chart is this:

- Underline the key words you *do* understand.
- Decide which type of word is missing from each gap: adjective, noun, verb, etc. (make a note).
- Try to work out the overall meaning of each stage of the chart.

08 Read the flow-chart below, which uses a lot of technical language, and follow the advice on the previous page.

Getting the best from your camcorder

Most camcorders can perform all necessary tasks using automatic functions. But for a more professional result, you must also learn how to use the **1** _____ controls.

↓

The **Focus** function on the camera is very **2** _____. You need to turn the focus ring one way or the other, depending on whether the object you want to film is **3** _____ or further away.

↓

The **Iris** is an adjustable opening (aperture) which controls the amount of **4** _____ coming through the lens (the exposure). As you open the iris, more light comes in and the picture appears **5** _____.

↓

Finally, the **Zoom** is a very **6** _____ manual function and therefore often over-used. This feature moves your shot closer or further away from the subject. For **7** _____ zooms a tripod is recommended.

TIP 08

Try not to panic when you see technical or scientific words you don't recognise. Focus on the words you *do* understand.

09 Look at the options in the box. Discuss with a partner which are possible for each gap.

A bigger	**B** brighter	**C** closer	**D** important	**E** light
F long	**G** manual	**H** popular	**I** short	**J** useful

10 You will hear a talk on how to get the best from your camcorder. Choose SEVEN answers from the list and write the correct letter, A–J, next to questions 1–7 in exercise 8.

62

TIP 10

Listen carefully, as some of the options in the box are distractors.



EXAM SKILLS

11 63 **You will hear a lecture on how to make a short film. Complete the flow-chart below. Write NO MORE THAN TWO WORDS for each answer.**



Making a short film

When deciding which type of film to make, use the **1** _____ you have among you.

↓

Make the plot of your film **2** _____ .

↓

Have a **3** _____ with you at all times.

↓

Write the screenplay: a description of the scene, the location, the actors' words, the **4** _____ and directions for the actors about what they should do.

↓

Prepare a storyboard. This is a bit like a **5** _____ .

↓

Choose a director. He or she is in control of the **6** _____ elements of the film.

↓

Cast your film. One way to find actors might be to **7** _____ .

UNIT 07: FAME AND THE MEDIA

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- discuss the topic of fame for Speaking Parts 2 and 3
- think about the different types of question you may be asked in Speaking Part 3
- use the appropriate tense when answering Part 3 questions.

LEAD-IN

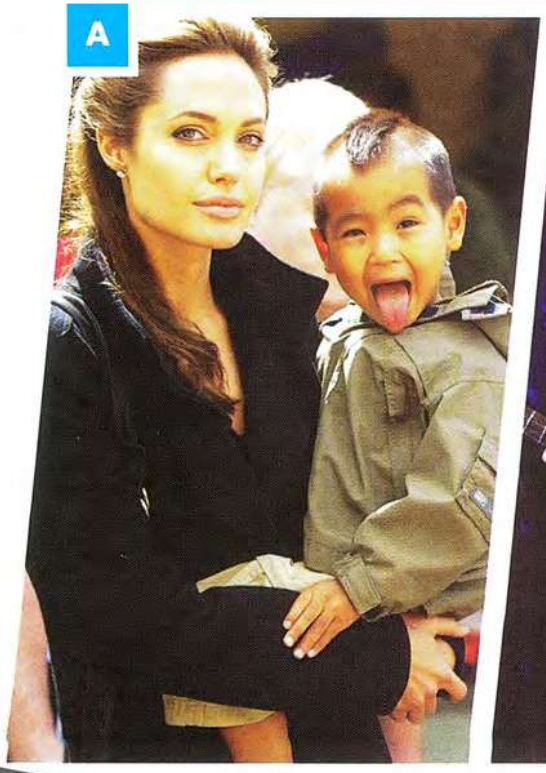
01 What are these people famous for?

What words would you use to describe them? Match the words below with each person. There can be more than one answer.

If you can't match the words with these people, think of a famous person they could describe.

active	brave	brilliant	charming	professional	talented
cruel	expert	powerful	generous	experienced	honest

A



B



C



SPEAKING PART 2

02 64 **Listen to a candidate talking about a famous person. The task is shown here. Then answer questions 1–5 below.**

Describe a famous person who you like or admire.

You should say:

- who they are
- why they are famous
- where and when you saw them

and explain why you like this person.

1 Who was the famous person?
2 What does the famous person do?
3 Where did the candidate see this person?
4 When did the candidate see this person?
5 Why does the candidate like this person? (Give three reasons.)

Reason 1: _____
Reason 2: _____
Reason 3: _____

03 65 **Listen to another candidate doing the same task. As you listen, complete the script using the connecting words in the box. One of them can be used more than once.**

and	because	but	in spite of	so	when	who	whose	why

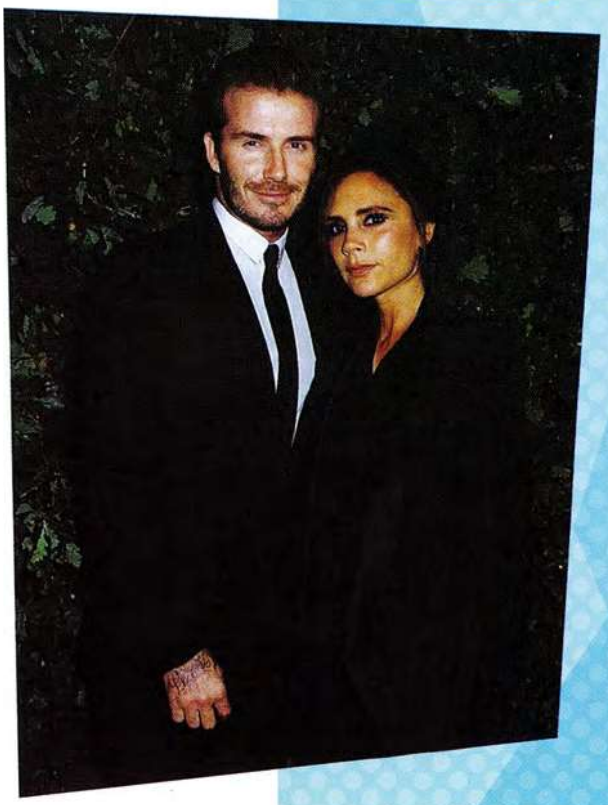
TIP 03

Use these words to make longer, connected answers for Speaking Parts 2 and 3.

Well, the famous person I'm going to describe is David Beckham. He was a footballer **1** _____ played for Manchester United, **2** _____ he also played for England. I first saw him play for United **3** _____ I was only seven, **4** _____ that was probably in about 2002. I remember it as one of the most exciting days in my life!

David Beckham became famous **5** _____ he was a very talented footballer. His speciality was scoring amazing goals from free kicks. **6** _____ he wasn't well-known only for his football skills. He became even more famous when he married a pop star – Victoria, one of the Spice Girls. And another reason for his fame was his good looks and his style. I think almost every boy in the world wanted to have a David Beckham haircut! I know I did.

I adored him as a boy **7** _____ I was mad about football and he was my hero. The reason **8** _____ I still like him is that **9** _____ his fame he behaves like a normal guy. I heard a story from someone **10** _____ car was broken down in the middle of the countryside. And then a car stopped and a man got out and asked him if he needed a push. It was David Beckham!



04 **Now, it is your turn to do the Part 2 task. Read the card again and complete the set of notes below. Try to do this in 60 seconds.**

Describe a famous person who you like or admire.

You should say:

- who they are
- why they are famous
- where and when you saw them

and explain why you like this person.

Notes

Who? _____

Why famous? _____

Where? _____

When? _____

Why like? Reasons

1 _____

2 _____

3 _____

05 **Using your notes, do the Part 2 task with a partner. You should each try to talk for two minutes. When your partner is speaking, listen to your partner's talk and make notes of any useful phrases you hear.**







PART 3 QUESTIONS

In Speaking Part 3, the examiner will ask you some general questions about the topic you have been speaking about. These might ask you to do certain things, for example *explain* something or *compare* something.

06 **Match the questions (1–5) with what each question is asking you to do (a–e).**

1 Do you think people are too interested in the lives of famous people?
2 How can people use their fame to do good?
3 Are there any differences between famous people now and in the past?
4 What will people be famous for in the next few years?
5 What would be the advantages and disadvantages of being famous?

a make a *suggestion* about a topic
b *explain* about the details of a topic
c *compare* two different things about a topic
d *predict* what will happen in the future
e *give an opinion* about a topic

TIP 06

It is important to listen carefully to the examiner's questions so that you understand what he/she is asking you to do.

07 **Now match questions 1–5 above with answers A–E below.**

A I think that people used to be famous more for what they did rather than who they were or what they looked like.
B Charity work seems like it could be a good idea. Most famous people earn a lot of money and it would be great if they could give some of that money to help others.
C I think we will see more normal people like you or me becoming famous over the internet. Anyone can upload a video now and get millions of views.
D If you are famous you can make a lot of money and be given a lot of free things to advertise. On the other hand, it might be difficult to do normal things, like go shopping in the supermarket.
E Well, I think that there are maybe too many celebrity TV shows and magazines these days, so that might be true.

EXAM SKILLS

08 **Think of your own answers to the Part 3 questions from exercise 6 with a partner.**

If possible, record yourselves and listen to the recordings together.

Make notes of which tenses your partner uses, and also any interesting phrases, then try to answer the questions one more time.

UNIT / 08: NATURAL WORLD

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- complete notes with words from the text
- match sentence endings with their beginnings
- use modals of possibility and ability.

LEAD-IN

01 **Do the two underlined words in each sentence have a similar meaning or the opposite meaning? Use a dictionary if necessary.**

1 A predator catches and eats its prey.
2 A group of dolphins is called a pod.
3 Environmentalists work for the conservation and protection of the planet.
4 Only a few baby turtles survived; all the others died.
5 Mothers have an automatic desire to protect their babies; keeping them safe is instinctive behaviour.


POD OF DOLPHINS

SKIM READING

02 **Skim read the text in ONE minute and check your answers to exercise 1.**

SHARKS

OUR FRIENDS AND PROTECTORS

A When asked their favourite animals, many people answer 'dolphins'. They are known as friendly, intelligent creatures that have a special relationship with humans. For example, dolphins can tell when a woman is pregnant. They can also tell when someone is in trouble. No one is really sure why this is the case. Experts think they may understand that humans are similar to them and try to protect them from predators and other dangers. Dolphins' protection of humans might not be just automatic or instinctive: they may actively decide to help in certain situations.



ORCA (KILLER WHALE)

B There are many stories about dolphins protecting humans from sharks. Wildlife filmmaker Hardy Jones was filming a group of dolphins, when a large shark swam towards him ready to attack. Four dolphins came to his rescue and drove the shark away. Perhaps they could tell he was a person who cared very much about dolphins. In fact, Jones was a well-known campaigner against the killing of dolphins. In another incident, in 2004, in New Zealand, four people were saved from a great white shark by a pod of dolphins. The dolphins herded the swimmers into a group and formed a protective ring around them. As they had not yet seen the shark, one of them tried to swim away. He couldn't get away, because every time he tried, he was pushed back inside the ring by the dolphins.

C Dolphins don't only save humans from sharks, but protect them in other situations too. A scuba diver was hit by a boat near the Channel Islands (between England and France) in 2006. The man was unconscious, but survived 56 hours in the water, watched over by a pod of about 150 dolphins. In 2014, dolphins again came to the help of a human. Joey Trevino was losing hope. He had been in the sea for 24 hours after his boat sank in the Gulf of Mexico. He felt he couldn't keep going any more. A friendly dolphin approached him and gently pushed him, as if to say 'don't give up'. That moral support and encouragement may have saved Trevino's life.

D Dolphins have also been known to help other species. In New Zealand, two pygmy sperm whales were in difficulty next to a sand bank. People were trying their best to get them back out to sea, but the whales couldn't find their way past the sand bank. After several hours of failed attempts, they were ready to give up. Along came 'Moko', a bottlenose dolphin, who seemed to communicate with the whales and led them to a channel which took them back to the ocean.

E Whales have also been known to protect both humans and other mammals. In California, in 2012, a BBC Planet Earth film crew filmed a group of humpback whales who were protecting migrating grey whales from attacks by orcas (killer whales) over a period of at least seven hours. In China, Yang Yun applied for a job training whales at Polar Land in the city of Harbin. For the 'interview' she had to dive down as far as possible in the seven-metre deep pool. When she was about five metres down, Yang Yun found she couldn't move her legs due to the freezing temperatures. Two beluga whales, Mila and Nicola, sensed that she was in trouble. Mila gripped Yang Yun's leg in her mouth and pushed Yun to the surface, saving her life.



BOTTLENOSE DOLPHIN

F Stories of marine mammals helping humans – and each other – date back to Ancient Greece. Although we may never be sure why they help us, many people feel that it is a good reason for us to do whatever we can to protect them.



NOTES COMPLETION

03 **One question type in the Reading paper is 'notes completion'. Read the advice in the box and study the example below.**

- Read the instructions carefully. Check how many words you can use. Do the words need to come from the passage or from a box of words that you are given?
- Read the notes carefully.
- Think of similar words to the key words in the notes.
- Decide what kind of word is needed in the gap. Use clues like prepositions (*in*, *from*) and articles (*a*, *an*, *the*).
- Find the relevant part of the passage. Look out for the similar words you noted earlier.
- Find a word or words that seem to fit.
- Read the notes carefully with your words added.
- Make sure that the completed notes match the meaning of the passage and that your words match the grammar of the sentences.

TIP 03

The notes usually only relate to one part of the passage. Find the correct part and read it in detail. The information in the notes may not be in the same order as in the passage.

Example

Look at the gapped sentence and read paragraph F.

Stories of | whales and dolphins | assisting people | were first heard of | in _____.

	= marine mammals	= helping humans	= date back to	'in' tells us the answer is likely to be a year or a place

The answer is Ancient Greece.

04 **Read paragraph B in detail. Then match the words and phrases 1–5 from paragraph B with words and phrases a–e which have similar meanings.**

1 filming	**a** saved the life of
2 came to his rescue	**b** famous
3 well-known	**c** videoing
4 against the killing of	**d** group (of dolphins)
5 pod	**e** for the protection of

05 **Complete the notes below. Write NO MORE THAN TWO WORDS from the passage.**

A pod of dolphins saved the life of a man called **1** _____, while he was videoing them.

The man was a famous **2** _____ for the protection of dolphins.

Which paragraph did you need to read in detail to complete the notes above? Did you need to read the whole paragraph?

06 **Complete the notes below. Write NO MORE THAN THREE WORDS from the passage.**

Orcas were trying to catch and hurt a group of **1** _____ who were travelling from one place to another. The migrating whales were helped by **2** _____. The whole incident lasted more than **3** _____.

Beluga whales helped a diver who couldn't get to the surface. Because of the icy waters she was unable to **4** _____. One of the whales saved her life by taking hold of her **5** _____ and giving her a push upwards.

Which paragraph did you need to read?

MATCHING SENTENCE ENDINGS

In this question type you are given the first part of some sentences. You have to choose the correct ending from a list. There are more sentence endings than you need.

- Read the sentence beginning carefully.
- Find the key words and think of some similar words for them.
- Find the part of the text where the answer is.
- Read the sentences carefully, looking out for the key words or similar words.
- Remember the information may be presented in a different order from the question.
- Try to complete the sentence in your own words.
- Check the list and find an ending that is similar to yours.
- Check that the completed sentence is grammatical and that the meaning matches the text.
- If the answer is a noun, check that you have used the correct form: singular or plural.

07 **Which paragraph do you need to read to find the ending to this sentence?**

Moko 'spoke' to the beached whales …

Write your own ending.

08 **Choose one of these endings for the sentence above.**

A because her first attempts had failed.
B to help them return to the deep water.
C because she led them to safety.

TIP 08

Don't be tricked by endings that have words and phrases from the text in them. It doesn't mean the ending is correct.

09 **Read the explanations below and check your answer to exercise 8.**

A The words 'attempts' and 'failed' are in the text, but they were not Moko's attempts; they were the people's attempts.
B In the text the words 'led them to a channel which took them back to the ocean' are similar to 'help them return to the deep water'. This is the right ending.
C Moko led them to safety but that is not the *reason* she spoke to the whales.

10 **Complete each sentence with the correct ending a–h.**

1 Dolphins may protect humans
2 Dolphins swam towards Hardy Jones
3 The swimmer tried to leave the protective ring of dolphins
4 A dolphin nudged Joey Trevino
5 Dolphins and whales help us

a so we should protect them.
b to encourage him not to lose hope.
c because there were so many dolphins.
d because they recognise that humans are similar to them.
e because they sometimes actively decide to help.
f because he had not seen the shark.
g because a shark was about to attack him.
h because he was a campaigner for dolphin protection.

GRAMMAR FOCUS: MODALS OF POSSIBILITY AND ABILITY

11 **Find two more examples of modals of possibility (look in paragraphs A and F).**

12 **Find more examples of modals of ability in paragraph B.**

Modal verbs *may*, *might* and *could* are used when something is **possible** but not certain:

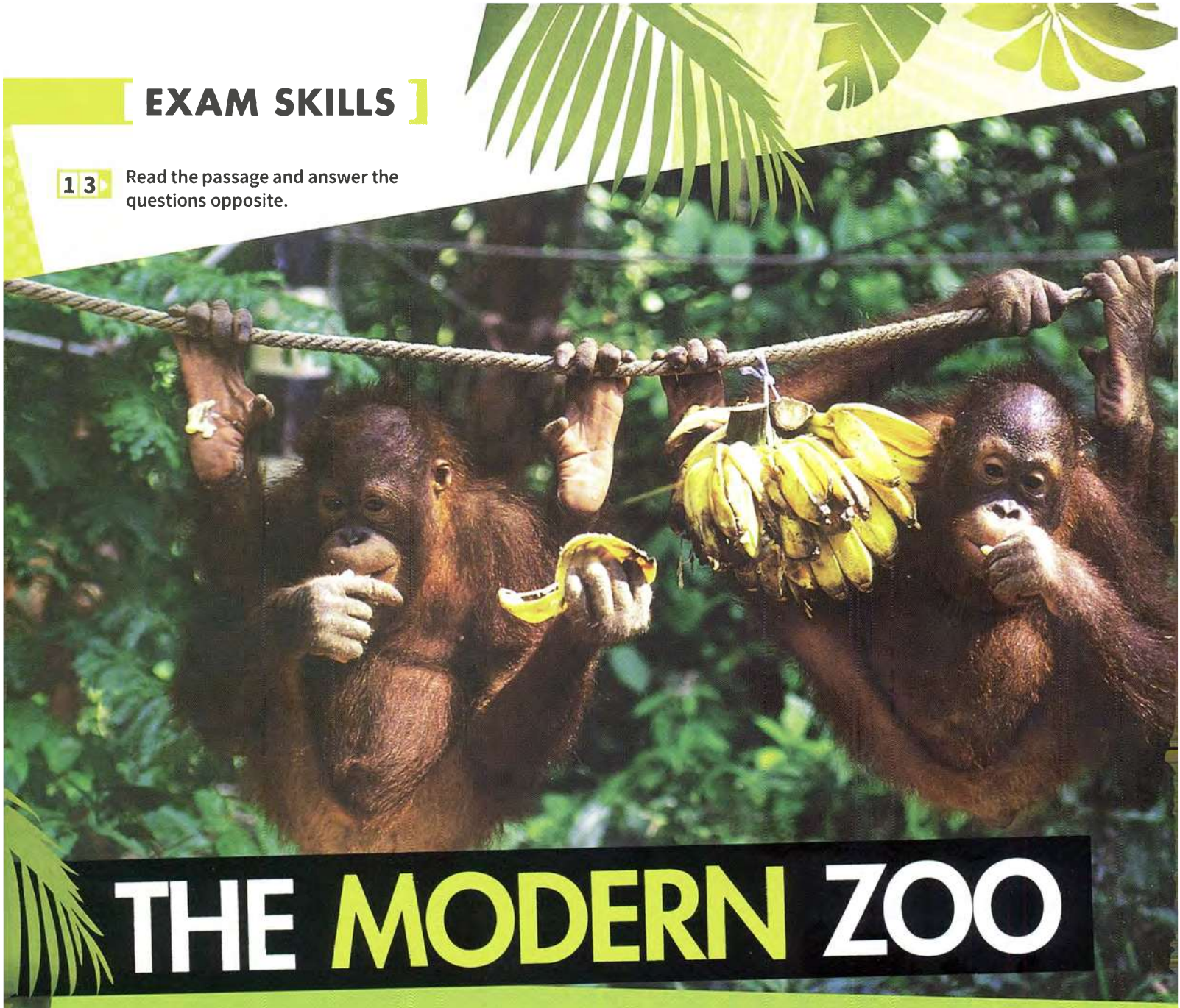
*Experts think dolphins **may understand** that humans are similar to them.*

The modals *can* and *could* are used to talk about **ability** in the present and past.

*Dolphins **can tell** when a woman is pregnant.*
*Yang Yun found she **couldn't move** her legs due to the freezing temperatures.*

EXAM SKILLS

13 Read the passage and answer the questions opposite.



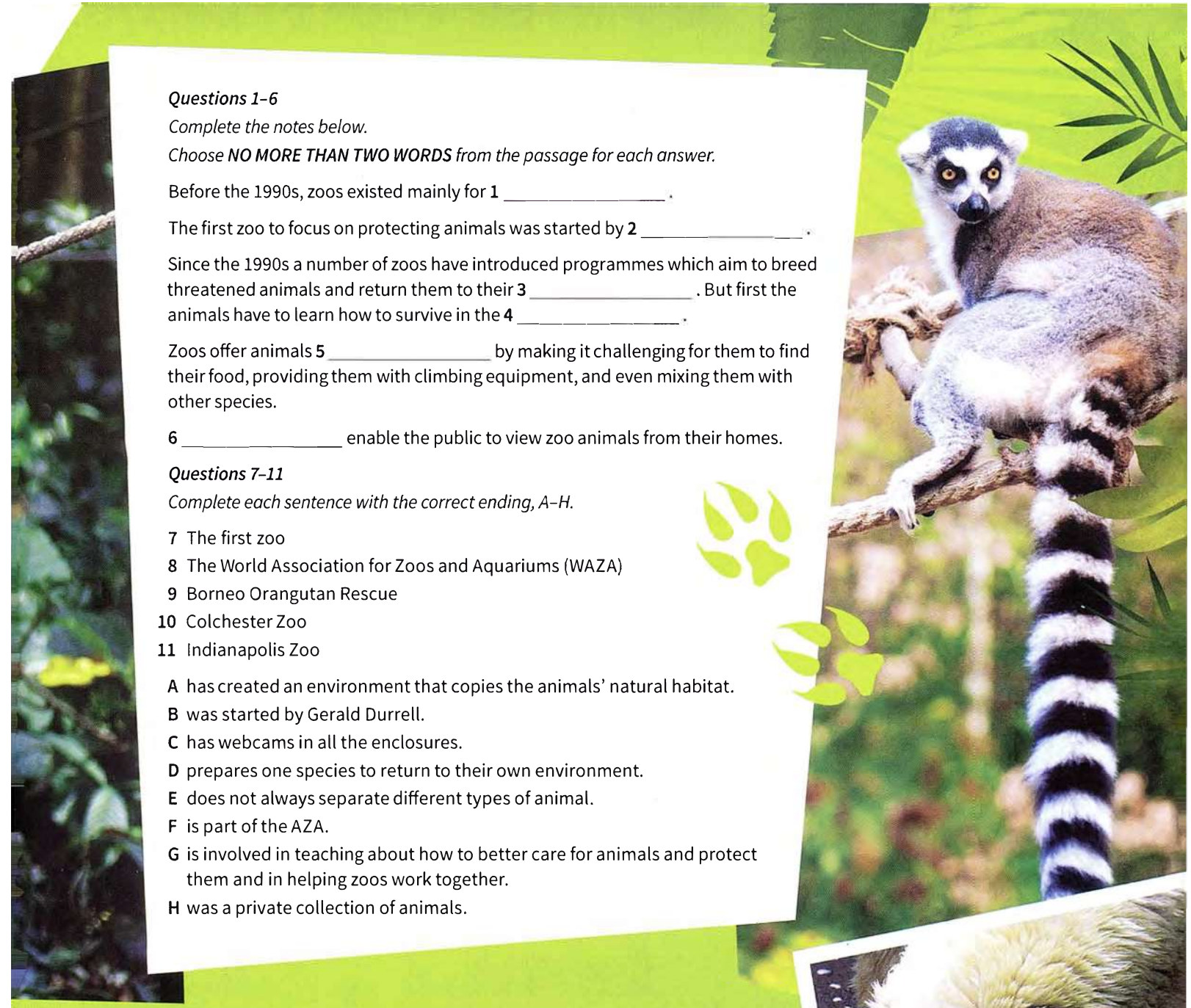
THE MODERN ZOO

The first zoo is believed to have been in Egypt in around 3500 BC. Early collections of animals on display often belonged to royalty. King Henry I of England had lions, leopards and camels. He had received them as gifts. Until the late twentieth century, the main purpose of zoos was for entertainment. They existed to give people the chance to see animals they could not see in the wild. In 1959, famous wildlife expert Gerald Durrell opened the first zoo which put *conservation of animals* first.

Nowadays zoos' aims are: conservation, education, entertainment, in that order. Modern zoos try to get a balance between providing safe, comfortable homes for the animals and opportunities for visitors to see animals in natural surroundings. Zoos now share their knowledge and support each other. The World Association for Zoos and Aquariums (WAZA) works to educate people about animal welfare and conservation. It also helps to coordinate breeding programmes.

From the 1990s, zoos began to see their main role as saving the most threatened species. Each zoo focuses on a small number of species. The Siberian tiger and the orangutan are two species that have been saved through breeding programmes run by zoos. For example, in 2005 there were between 331 and 393 Siberian tigers in the Russian Far East. By 2015, there were 562. The tigers were helped to breed under the Species Survival Plan of the Association of Zoos and Aquariums (AZA). Often the aim is to reintroduce endangered species into their natural habitats. In Indonesia, Borneo Orangutan Rescue teaches orangutans how to live in the wild. When they are ready, they are taken to protected forests to live naturally.

Now that we have a better understanding of animals, zoos try to recreate natural habitats of animals as accurately as possible. For example, polar bears live in a plain, white open space. Zoos try to provide 'enrichment' for the animals to improve their wellbeing. This includes climbing frames, feeding puzzles, unusual objects and different types of food. It allows animals to



Questions 1–6

Complete the notes below.

Choose ***NO MORE THAN TWO WORDS*** *from the passage for each answer.*

Before the 1990s, zoos existed mainly for **1** _____ .

The first zoo to focus on protecting animals was started by **2** _____ .

Since the 1990s a number of zoos have introduced programmes which aim to breed threatened animals and return them to their **3** _____ . But first the animals have to learn how to survive in the **4** _____ .

Zoos offer animals **5** _____ by making it challenging for them to find their food, providing them with climbing equipment, and even mixing them with other species.

6 _____ enable the public to view zoo animals from their homes.

Questions 7–11

Complete each sentence with the correct ending, A–H.

7 The first zoo

8 The World Association for Zoos and Aquariums (WAZA)

9 Borneo Orangutan Rescue

10 Colchester Zoo

11 Indianapolis Zoo

A has created an environment that copies the animals' natural habitat.

B was started by Gerald Durrell.

C has webcams in all the enclosures.

D prepares one species to return to their own environment.

E does not always separate different types of animal.

F is part of the AZA.

G is involved in teaching about how to better care for animals and protect them and in helping zoos work together.

H was a private collection of animals.

behave in a normal way, such as scratching, climbing, digging and solving problems. Another type of enrichment is mixing up types of animal that would naturally mix in the wild. Colchester Zoo in England has a 'kingdom of the wild' paddock where several species live together. They have found positive changes to the behaviour of these animals as a result.

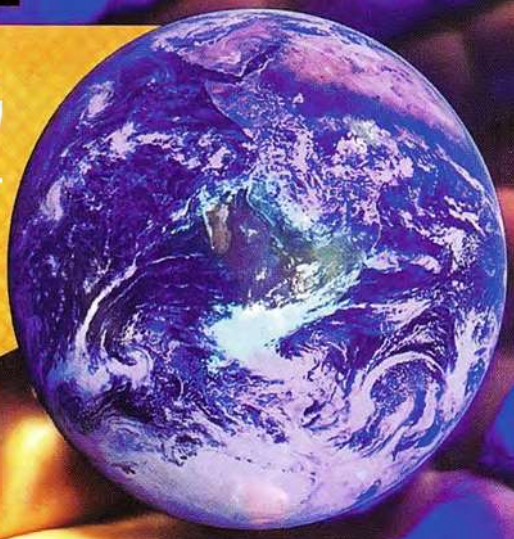
Different types of technology are used to help create natural environments for animals. In Indianapolis Zoo, in the United States, for example, there is a 'functional forest' called the Hutan Trail, a series of towers and cables 20 metres above the ground. This allows the orangutans to swing around the zoo as they would swing around the forest in their native Indonesia. The cables are strong enough to give them a safe and comfortable trip around the zoo. They have access to three oases, where they can go when they want to be apart from the group.

Likewise, technology has been used to engage the public more with the animals. In many zoos there are webcams in some enclosures so visitors can keep up with their favourite animals between visits to the zoo.

Zoos have moved on over the last few decades. They now play an important role in protecting animals and in making people more aware of the importance of animals. Zoos have made people aware that animals should not be over-hunted and that they play an important role in the ecology of the planet and in helping to maintain the balance of nature.

UNIT / 08: NATURAL WORLD

WRITING



IN THIS UNIT YOU WILL LEARN HOW TO

- deal with two-part questions
- link different parts of the essay
- write a conclusion.

LEAD-IN

01 **Match the words to make some common word pairs.**

1 endangered	a fuels
2 air	b warming
3 renewable	c pollution
4 natural	d species
5 global	e habitats
6 fossil	f energy

02 **Fill in the gaps with the word pairs above to make sentences you could use in a conclusion.**

1 In conclusion, _____ is already causing sea temperatures to rise.
2 In my opinion, loss of _____ is a continuing threat to wild animals.
3 To sum up, _____ is having a serious effect on people who live in cities.
4 If we don't take action now, the number of _____ will continue to increase.
5 I suggest governments stop using _____ and start using clean sources of energy.
6 Finally, I believe that _____ can offer us hope to save our planet.









WRITING A CONCLUSION

03 **Which of these *may* be included in your conclusion?**

a a concluding phrase
b a prediction (what will/might happen in the future)
c supporting evidence
d your opinion
e an idea you haven't mentioned before
f plenty of detail
g a summary of your main ideas
h what you hope (or fear) might happen in future
i your recommendations
j your answer to the question
k at least four sentences

Which of them *should* be included?

TIP 03

The conclusion is a very important part of your essay. It is the last thing the examiner reads, so it must be good!

04 **Match examples 1–6 with the features a–k in exercise 3.**

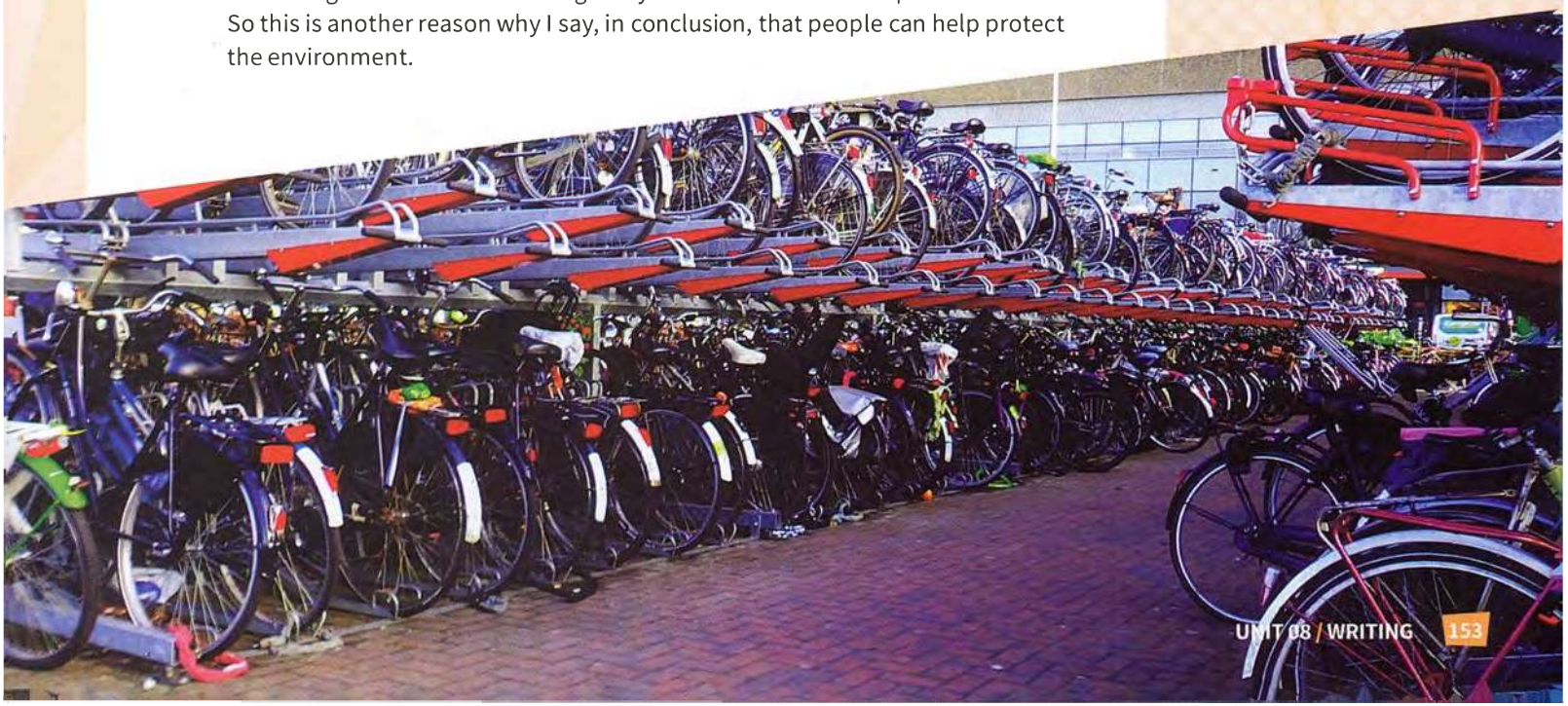
1 In short, all types of pollution are increasing.
2 So, in conclusion, we can say that …
3 Personally, I feel that there is a limit to what we can do.
4 I think there will be very few wild animals left in 25 years' time.
5 I hope people will work hard to protect our beautiful planet.
6 Governments should use the law, education and clean energy to improve the situation.

05 **Which paragraph, A or B, is a better conclusion to the essay title? Why?**

The individual has an important role to play in protecting the environment. To what extent do you agree with this statement?

A To conclude, my view is that everyone can help protect the environment. We can recycle as much as possible, maintain our vehicles properly and ask our Member of Parliament to support laws that prevent damage to the environment. If we all do this, we can ensure the planet is in good condition for future generations.

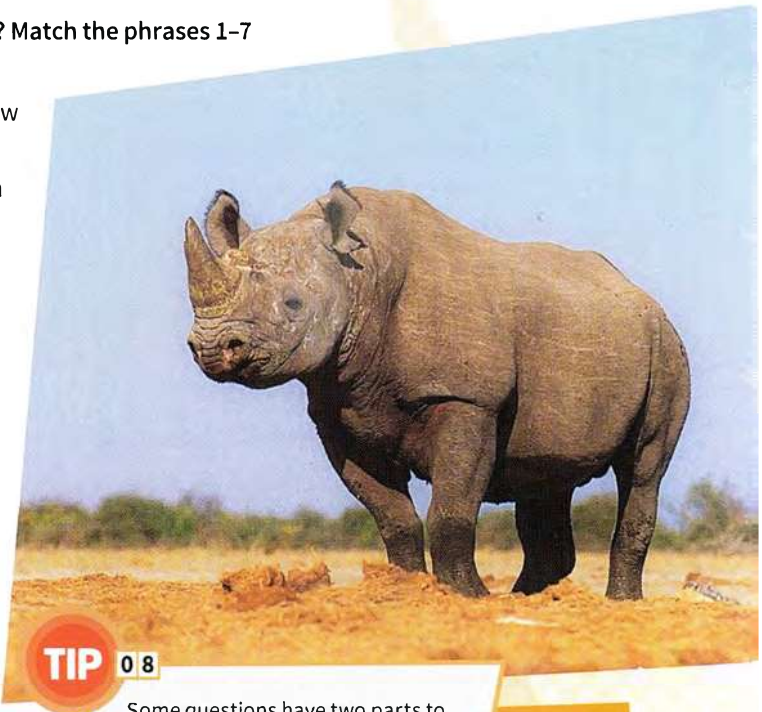
B Another issue is how we use our vehicles. We should walk or use public transport whenever possible and only have one car per family. The main reason public transport in my home town is not very good is because it is not used enough. We must get our cars serviced regularly to make sure we don't pollute the air. So this is another reason why I say, in conclusion, that people can help protect the environment.



LINKING THE MAIN IDEAS AND CONCLUSION

06 **Phrases 1–7 are useful in an essay. What can you use them for? Match the phrases 1–7 with their function a–g.**

1 In this essay I will …	a to introduce the opposite view
2 In my view, …	b to introduce a main point
3 Another reason for …	c to begin your final paragraph
4 On the other hand, …	d to introduce an opinion
5 For instance, …	e to introduce an example
6 It is clear that …	f to explain your plan
7 To conclude, …	g to introduce a similar point



07 **Read this essay title and spend two minutes noting down any ideas you have on the topic.**

Many wild animals have become endangered. Why has this happened? What can governments do to stop this from continuing to happen?

08 **Read the essay and answer the questions below.**

MODEL ANSWER

Many species of wild animal are now endangered. For example, the number of black rhinos has declined from over 65,000 in the 1960s to just 2,500 today. Sea animals like some types of whale are also at risk. In this essay I will look at some of the causes of this situation. I will then move on to consider what governments can do to deal with this problem.

It is clear that animals are dying out because of human activity. People have hunted animals for sport or for their fur, horns or other body parts. For instance, they hunted tigers for their bones, which were used for medicines. Another reason for species to become extinct is that humans have destroyed their natural habitats. One example of this is gorillas in the rainforests, which are now endangered. Finally, pollution from industry has created problems for many sea creatures.

Governments can help in several ways. First of all they need to make strong laws and give punishments to those who hunt illegally. Next, they need education programmes in schools and on television to help everyone understand the problem. Finally, governments should invest in renewable and clean energy sources such as solar and wind power.

So, in conclusion, we can say that hunting and damage to the environment are the main threats that animals face. Governments should use the law, education and clean energy to improve the situation. Everyone must work together to save endangered animals.

TIP 08

Some questions have two parts to them. Your essay *must* answer both parts. Your two main paragraphs should answer one part of the question each.

1 Complete the chart with the main points of the essay.

	The causes	Government actions
1	hunting for sport or body parts	laws/punishments
2		
3		

2 Tick the causes and government actions that are mentioned in the conclusion.

3 Complete the sentence by choosing the correct option.

The conclusion ends with a *prediction/hope/fear/recommendation.*

GRAMMAR FOCUS: PRESENT PERFECT AND PAST SIMPLE

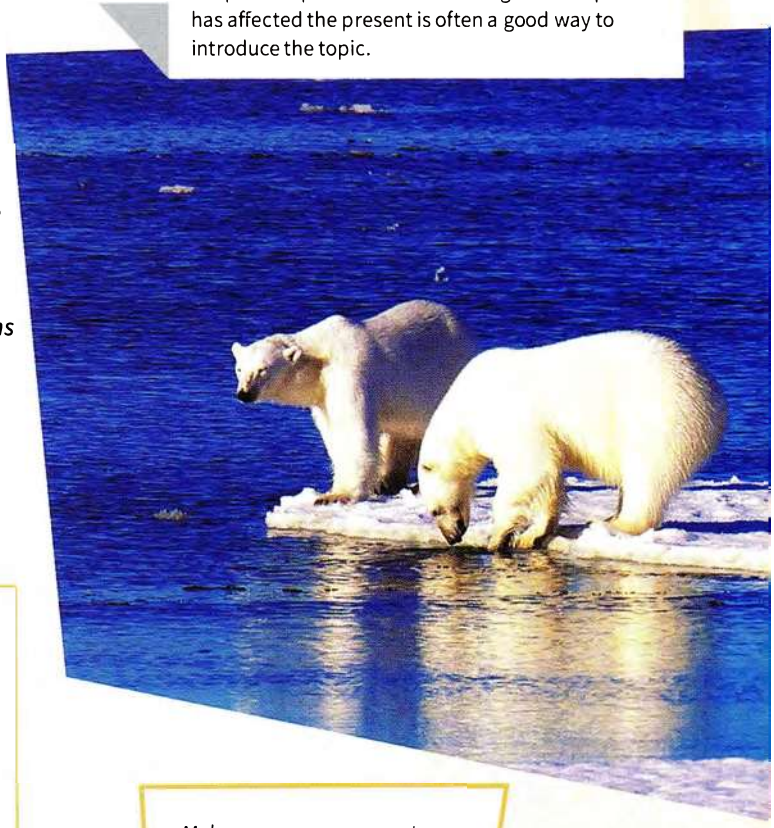
09 According to the model essay above, how <u>have</u> past human actions <u>affected</u> animals today? Complete the list.

1 People <u>have hunted</u> animals for sport or for their body parts.
2 _____
3 _____

One use of the present perfect tense is to talk about actions that happened in the past which have results in the present.

10 Find the present perfect sentence in the introduction to the model essay above.

Introductions often contain a sentence or two in the present perfect tense. Showing how the past has affected the present is often a good way to introduce the topic.



EXAM SKILLS

11 Read the essay title. How would you organise this essay? What ideas do you have for this topic?

Global warming is one of the biggest threats to our environment. What causes global warming? What solutions are there to this problem?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Make sure your answers to two-part questions are balanced. Don't spend too much time on one part so that you don't develop the other.

12 Read a student's plan for this essay.

Paragraph 1 – Introduction
- Definition of global warming: increasing temperatures due to air pollution (climate change)
- Plan of essay: causes/solutions

Paragraph 2 – Causes
- Cutting down trees (e.g. due to population growth)
- Burning fossil fuels (cars, power stations, factories)
- Using too much electricity (computers, TV, lights)

Paragraph 2 – Solutions
- Renewable energy (solar, wind)
- Manage the rainforests (less cutting, more planting)
- Transport solutions (share cars, use public transport)

Paragraph 4 – Conclusion
- Summarise causes and solutions
- Recommendation: we can all try to be more 'green'

Write the essay in full, following the advice in the box.

- Give examples to support your ideas.
- Use linking expressions.
- Refer back to the main points of the essay in the conclusion.
- Use phrases such as 'in conclusion' or 'to conclude' for the final paragraph.
- Don't introduce any new points in the conclusion.
- In your last sentence, suggest what should happen in the future.

UNIT / 08: NATURAL WORLD

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- listen to people talking about a topic related to work or study
- complete notes in a task
- use headings in the notes to guide you through what the speaker is saying
- use the speaker's 'signposting' words to help you follow notes.

LEAD-IN

01 Match photographs A–D with the names of the animals.

Arabian leopard | blue ring octopus | mountain gorilla | Pere David's deer

A



B



C



D



02 Listen to the four short extracts. Which animal in exercise 1 is each speaker describing?

66

1 _____ 3 _____

2 _____ 4 _____

NOTE COMPLETION

In this type of task you complete a set of notes by writing up to three words, or two words and/or a number, in each gap. The instructions tell you how many words you are allowed to write.

You must complete the notes with the **words you hear on the recording**.

USING HEADINGS TO HELP YOU

03 **Match the headings 1–5 with the questions a–e.**

1 Country of origin	a What does it eat?
2 Dangers	b Where does it come from?
3 Diet	c Where does it live?
4 Habitat	d What does it look like?
5 Physical description	e What threats does it face?

TIP 03

The notes often have headings to guide you. They can help you follow what the speaker(s) are saying.

04 **Look at the notes about the animals. Match the headings 1–5 in exercise 3 with the notes below. There is an example to help you.**

a People are using its land for cows and sheep ____
b Mainly eats grass ____
c Has long arms ____
d Lives on wet lands ____
e Comes from Africa 1

TIP 04

Notes often do not follow grammatical rules or layout. For example, there may be auxiliary verbs or articles missing. The notes may also be lists with bullet points.

'SIGNPOSTING' WORDS

05 **Look at the signposting phrases 1–6 below. They signal different kinds of information. Match them with the meanings a–e. One meaning can be used twice.**

1 So, now I'm going to talk a little about …
2 Let's have a look at two reasons why …
3 So, I'll move on to talk about …
4 Firstly … Secondly …
5 I'd like to conclude by talking about …
6 In other words …



a The speaker is going to talk about a new topic and this will be the last thing he/she talks about (might be the last heading on the Notes).
b The speaker is going to talk about a new topic – which might be a new heading on the Notes.
c The speaker is going to say the same thing using different words.
d The speaker is going to give two reasons – listen carefully for both.
e Here is the first (reason) … and here is the second (reason).

'Signposting' words are words and phrases that speakers use to help their listeners follow their talk.

06 Read the notes about the mountain gorilla.

THE MOUNTAIN GORILLA



Country of origin

Comes from Central Africa

Habitat

Lives in mountain forests

Builds a nest on the

1 _____

Physical description

Has a thick coat of fur

Older males have a

2 _____ coloured coat

Younger males are called

3 _____

Diet

Eats plants, including leaves, fruit and flowers

Plants provide the

4 _____ they require

Dangers for gorillas

- People are destroying the environment where the gorillas live
- 5 _____

07 Look at the gaps 1–5 in the notes in exercise 6. What kind of word do you have to listen for? Match gaps 1–5 with a–e below.

1 e	**a** a colour
2 ___	**b** something gorillas need to eat or drink
3 ___	**c** something bad for gorillas
4 ___	**d** a name
5 ___	**e** the name of a place

08 Listen to a talk about mountain gorillas and tick the signposting phrases in exercise 5 when you hear them.

67

09 Listen again and complete the notes. Write NO MORE THAN TWO WORDS for each answer.

67

TIP 09

The speaker will mention some possible answers but only one is correct in each case. It is important to listen carefully for the information you need for each space. Use the headings and the notes to help you.

10 Read the notes about the American bullfrog.
Match gaps 1–6 in the notes with the questions a–f below.

THE AMERICAN BULLFROG

Origin

- East United States
- was introduced into the UK at the beginning of the **1** _____ century

Physical description

- female weighs up to **2** _____ grams
- has a green and brown body
- has a flat **3** _____
- male frog has a **4** _____ coloured throat

Reasons for unpopularity

- breeds rapidly, so numbers are increasing
- eats the food of native British frogs – insects, fish, birds and animals including **5** _____ – and also eats the frogs themselves!
- carries a disease that can kill other frogs
- financial cost – a total of **£ 6** _____ already spent on research into American bullfrogs



TIP 10

It can be useful to rephrase the notes to form a question in your own words. This will help you know what kind of information to listen for.

a How much does it weigh?
b What colour is the throat of the male?
c What part of its body is flat?
d When did it come to Britain?
e What kind of animals does it eat?
f How much money has been spent on control measures?

11 Listen and complete the notes in exercise 10. Write ONE WORD AND/OR A NUMBER for each answer.

68

12 Check your answers carefully.

- Did you spell your words correctly?
- Did you write numbers as digits?
- Did you write a singular noun or plural noun for question 5?

EXAM SKILLS

13 Complete the notes below. Write ONE WORD AND/OR A NUMBER for each answer.

69

THE BOX JELLYFISH

Habitat

In warm seas, not far from the coast

Most dangerous box jellyfish found in the sea near **1** _____

Appearance

Shaped like a box

Light blue in colour

Tentacles grow up to **2** _____ metres in length

Has **3** _____ eyes

How the box jellyfish stings

- cells on tentacles can produce a powerful poison
- when tentacles touch a human or a fish, they **4** _____ to them and deliver a strong sting

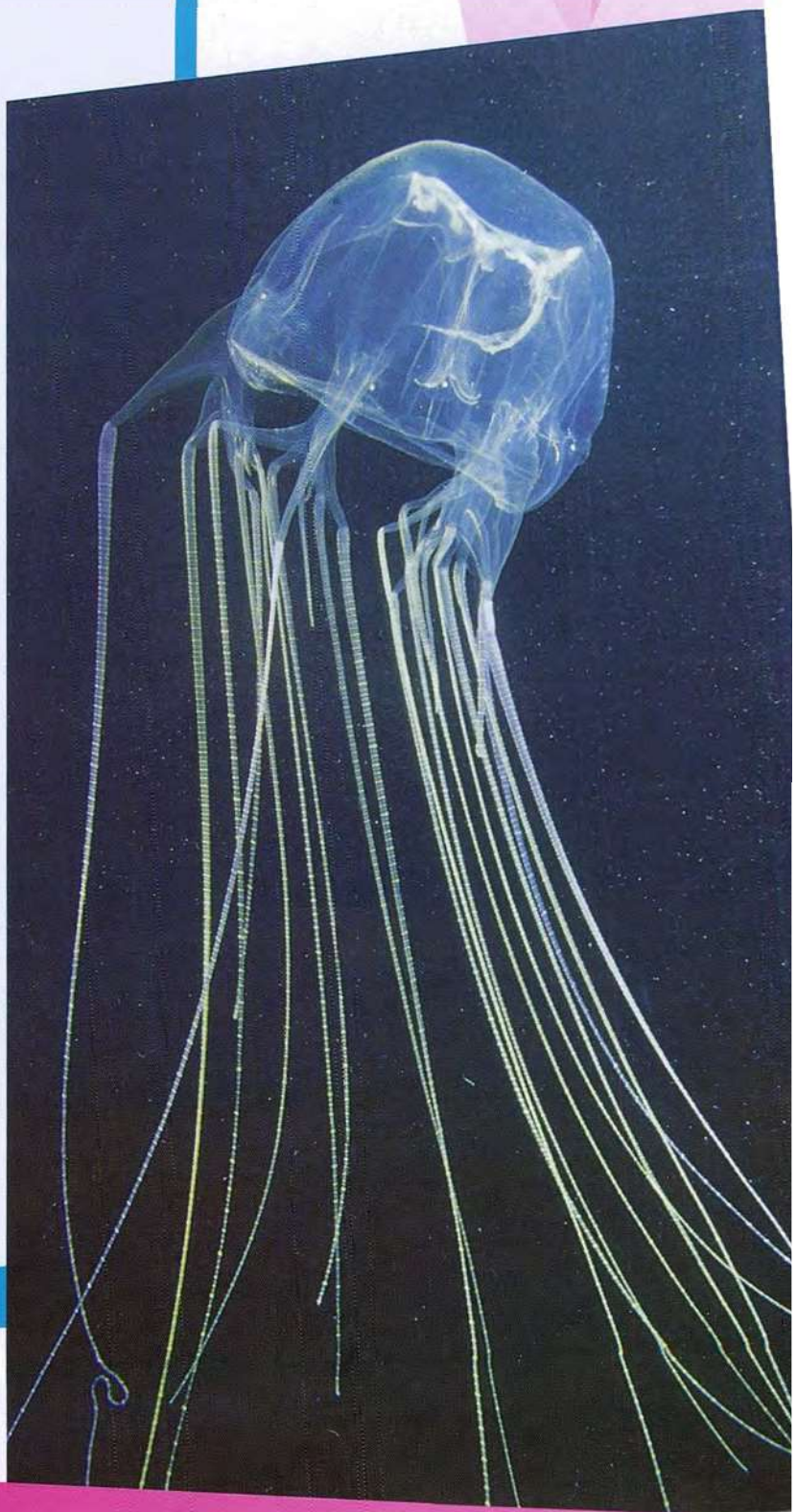
Dangers to people

The sting can result in death

- by causing a heart attack
- if a swimmer can't swim back to the shore because the sting has caused such great **5** _____

What to do if someone has been stung

- heart attack – try to revive them
- pour vinegar over the tentacles
- if vinegar not available, put **6** _____ on the skin



UNIT / 08: NATURAL WORLD

SPEAKING



IN THIS UNIT YOU WILL LEARN HOW TO

- extend your knowledge of vocabulary related to animals and their habitat
- talk at length about animals and pets for Speaking Parts 2 and 3
- develop your answers in Part 3.

LEAD-IN

01 Match pictures A–D with a word or phrase from each box.

Animals			
camel	deer	dolphin	eagle

Characteristics			
hard antlers	big claws	long fin	round hump

Habitat			
desert	forest	nest	underwater

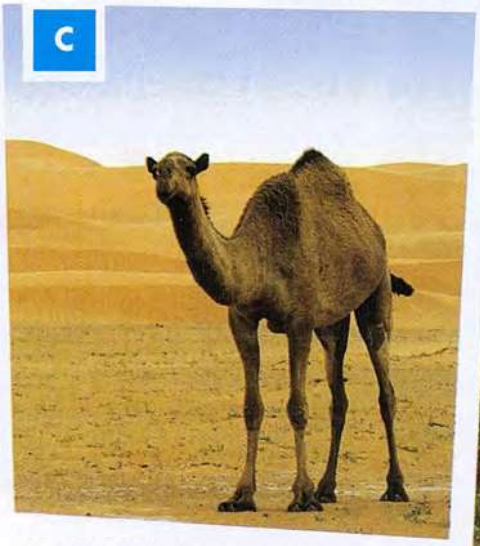
A



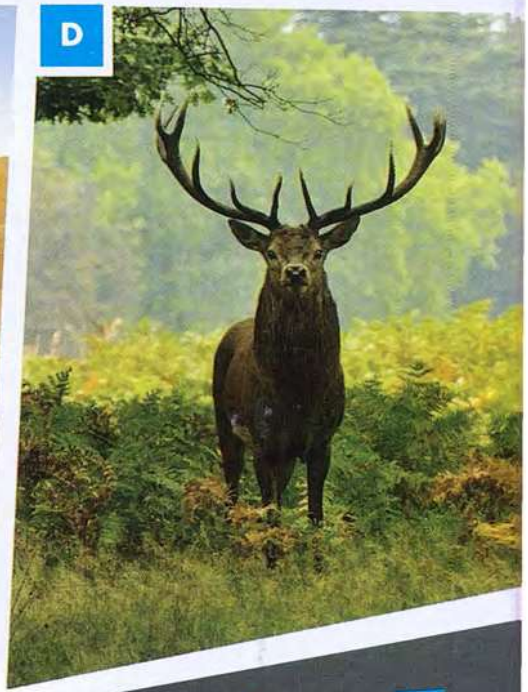
B



C



D



02 Take turns to describe one of the animals in the pictures to your partner. Talk about what the animal is, anything special about the animal (its *characteristics*) and about where the animal lives (its *habitat*).

SPEAKING PART 2

03 **Read the Part 2 task card and complete the notes opposite. Here are some words you might find useful.**

plains	ears	thick coat
fur	horn	mountains
jungle	trunk	ocean
long/short tail		sharp teeth
brightly coloured feathers		

Describe a wild animal from your country.

You should say:

- what the animal is and what it looks like
- what it eats
- where it lives

and explain how people feel about this animal.

Animal

What it looks like

1 _____

2 _____

3 _____

Where it lives _____

What it eats _____

How you feel about the animal

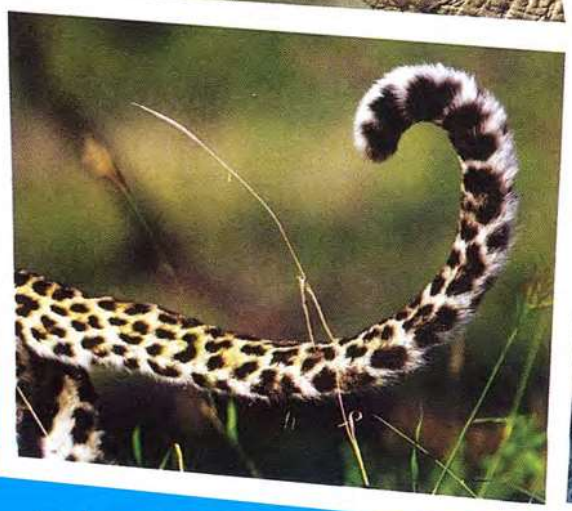
1 _____

2 _____

3 _____

04 **Now, complete the Part 2 task with your partner. Talk for two minutes each. When your partner has finished, think of one or two further questions to ask them about their animal.**





PART 3 QUESTIONS

In Part 3 of the Speaking test the examiner will ask you some questions about the topic in Part 2. They will be questions which require you to think. For example you might be asked for your opinion, or for ideas, solutions to problems or for an explanation about why something happens.

05 **Read the Part 3 questions 1–4 on the topic of animals and match them with the beginning of some students' responses a–d.**

1 What can governments do to prevent illegal hunting?
2 Should the government provide more money for zoos?
3 How might we be able to protect wildlife in the future?
4 Is there any difference in how children learn about wildlife now than in the past?

a They definitely should. It seems to me that …
b There are two things X can do. The first is …
c There's a big difference, I think. In the past, we …
d Well, in the future, it might be a good idea to …

70 **Listen and check.**

06 **Answer the questions 1–4 in exercise 5 with a partner, using the sentence beginnings to start your answer.**

TIP 05

Listen for key words. You must always answer the question the examiner asks you. You will lose marks if you talk about the topic without answering the question. So you must listen carefully to the question and then begin your answer in an appropriate way.

TIP 06

Don't always use *I think* …. It's good to learn some other phrases such as *I feel* … , *I believe* … , *it seems to me that* …

DEVELOPING YOUR ANSWERS FOR PART 3

After making sure you have answered the question, you need to develop your answer further with reasons or examples.

Giving examples	Giving reasons
For example, we could …	The reason why I think that is …
For instance, the government should …	One reason for this is that …
By way of example, maybe we would …	A good reason for X is that …

TIP 07

In Part 3 of the Speaking test try to think of real-life examples or relate the examples to your experience. But if you can't, consider inventing a fictional example to help you develop your answer. You might say, 'For example, *I heard that* …' or 'For instance, *I read that* …

07 **Listen to a candidate answering some Part 3 questions. Complete the table.**

71

	Answer	Example	Reason
1 What should be done to people caught hunting illegally?			
2 Is there anything we as individuals can do to prevent hunting?			
3 Will there be more or less hunting in the future?			

08 Using the formula in exercise 7 for developing your answer, make a similar table with your own ideas, then practise answering the questions with a partner.

TIP 08

You do not have to give examples first, then reasons. Feel free to change the order if it will help your answer make more sense.

09 Look at the words and phrases below and check that you understand them.

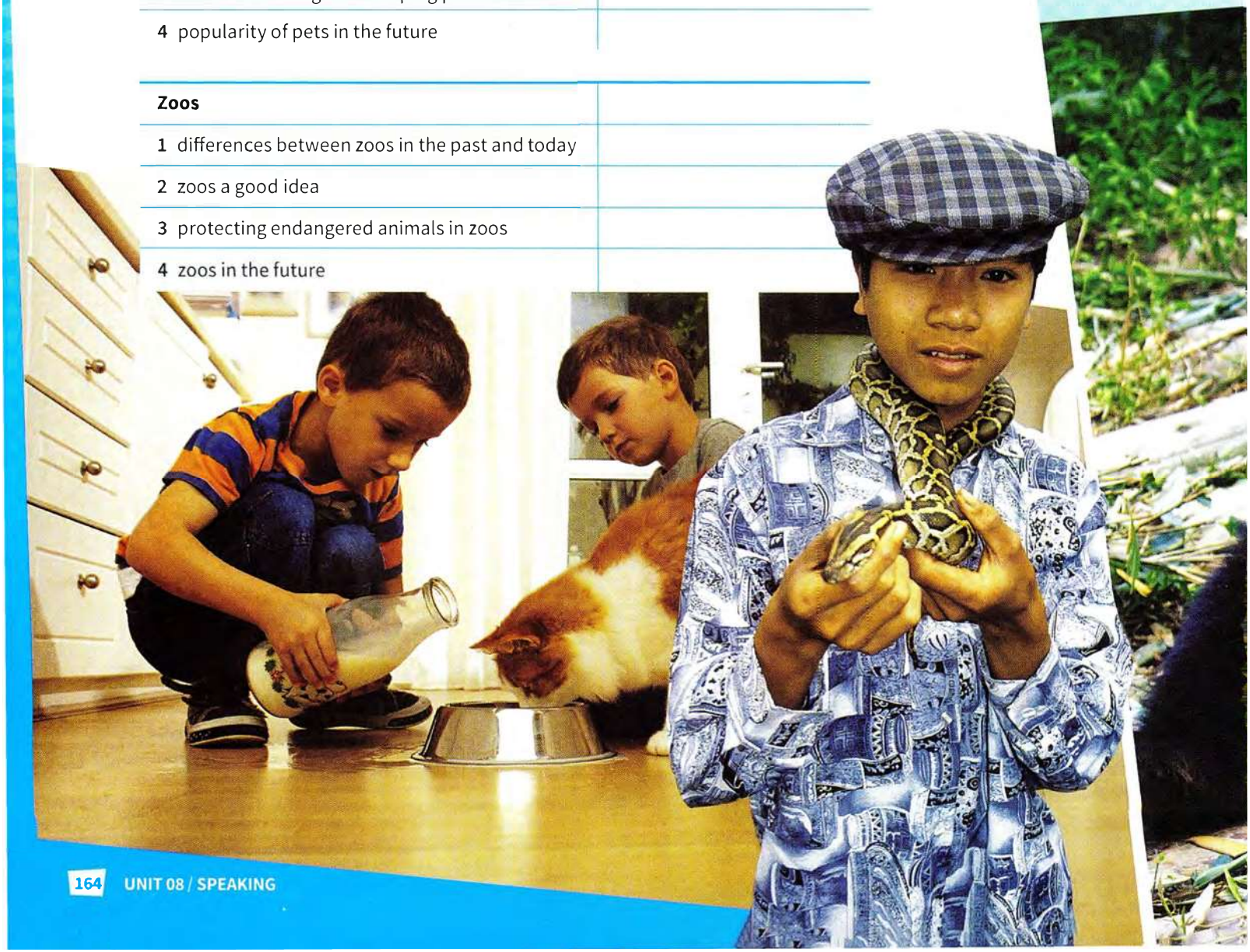
A responsibility, trust, patience
B unnatural, risky, unique, challenging
C interesting, friendship, relaxing **but** expensive, inconvenient
D gadgets, robots replace?

E breed, release, monitor in wild
F cages not good for animals, but educational
G better conditions and animal welfare now
H important to help animals, but people will prefer other entertainment

10 Match the words and phrases in A–D with the Pets table and those in E–H with the Zoos table.

Pets	
1 advantages and disadvantages of owning pets	
2 keeping dangerous animals as pets	
3 children learning from keeping pets	
4 popularity of pets in the future	

Zoos	
1 differences between zoos in the past and today	
2 zoos a good idea	
3 protecting endangered animals in zoos	
4 zoos in the future	



EXAM SKILLS

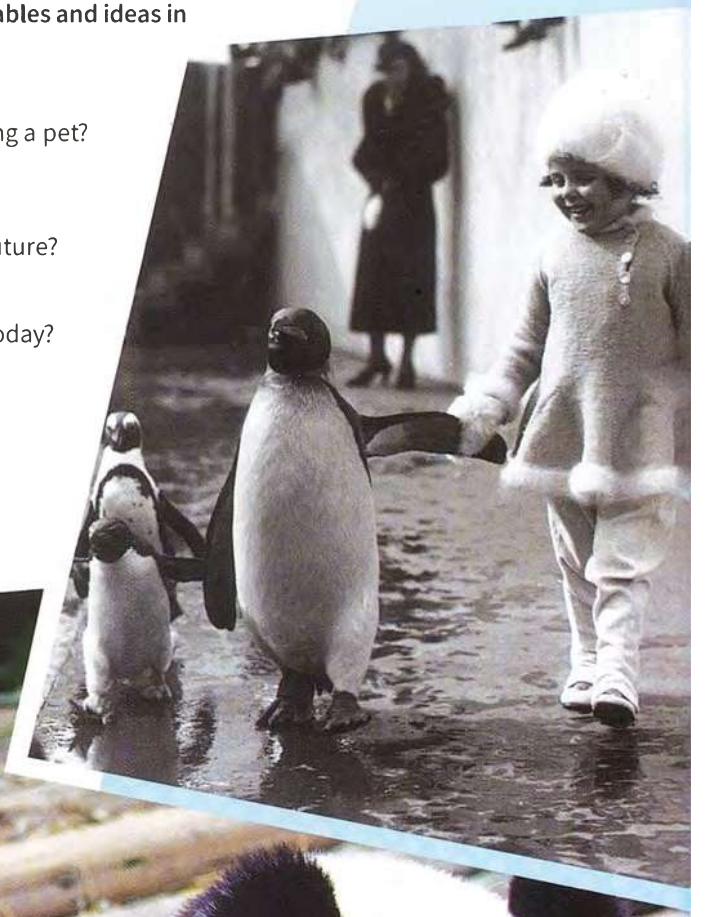
11 **Ask and answer these Part 3 questions with a partner. Use the tables and ideas in Exercise 10 to help you or use your own ideas.**

[*Topic: pets*]

1 What are some of the advantages and disadvantages of keeping a pet?
2 Do you think that dangerous animals should be kept as pets?
3 What can children learn from looking after pets?
4 Do you think it will be popular for people to keep pets in the future?

[*Topic: zoos*]

1 Are there any differences between zoos in the past and zoos today?
2 Do you think zoos are a good idea?
3 How can we protect endangered animals in zoos?
4 Will zoos continue to be important in the future?





ANSWER KEY

Unit 1 RELATIONSHIPS

READING

1 My brother is my parents' son.
My cousin is my aunt or uncle's son or daughter.
My father-in-law is my husband or wife's father.
My grandfather is my mother or father's father.
My uncle is my mother or father's brother.
My aunt is my mother or father's sister.
My nephew is my brother or sister's son.
My niece is my brother or sister's daughter.
My great-aunt is my grandmother or grandfather's sister.
My grandmother is my mother or father's mother.

2 2, 3, 4 and 5 are mentioned in the text.

3 1 h 2 g 3 a 4 b 5 f 6 c 7 e 8 d

4 grandparents' stories (paragraph D)
cousin's wedding (A)
young adults (E)
extended families (B)
come and go (G)
Italian proverb (F)

To find information quickly, don't read every word. Don't try to say the words. Move your eyes quickly across and down the text. Use your finger if you find it useful.

5 1 percentage / children / extended families / Asia, the Middle East, South America, Sub-Saharan Africa
2 grandparents / less busy / stressed / parents
3 young adults / think / living alone

6 **1** over 40% **2** They are often retired.
3 (They think it will be) exciting.

7 1 b 2 d 3 a 4 c

8 **1** over 40% **2** grandparents' stories **3** lonely
4 your grandmother

9 1 present simple 2 b

10 1 always 2 often 3 often; (not) always 4 usually 5 Sometimes

11 The frequency adverb is usually between the subject and the verb. (*I often cook*). When the verb is 'to be', the adverb comes after the verb. (*It is always cold.*) Some frequency adverbs can also start a sentence. (*Sometimes I watch TV.*)

12 **1** social media **2** geographically mobile **3** less security
4 convenience **5** mental health problems

WRITING

2 1 B 2 A 3 C

3 **Materials**: plastic, metal, wood, cloth
Parts: handles, base, tray
Shapes: round, square, triangle, rectangular

4 1 c 2 b 3 f 4 a 5 d 6 e

5 1 are picked 2 are used 3 is needed 4 is grown

6 1 First 2 After 3 Then / Next 4 The next stage 5 Next / Then
6 Finally

7 a overview b introduction

8 a and d are not overviews

9 1 The diagram demonstrates the process of preparing stringhoppers, a kind of noodle dish.
2 There are six main stages in the process, beginning with grinding the rice and making a dough and ending with using a steamer to cook the stringhoppers.
3 First, Next, After that, then, The final stage is
4 is put, is mixed, (is) formed, is put, is pushed, are placed, are … cooked
5 a metal piece of equipment with two handles and holes in it; round baskets made of thin pieces of wood
6 grind, rice, dough, steamer, grinder, flour, stringhopper press, stringhopper mats, cook, serve, spicy, curries

10 1 spread; shaken 2 collected; transported / taken 3 removed
4 washed **5** taken out **6** cooked; added **7** checked **8** put
9 stuck

11 *Sample answer*

The pictures show the stages in the production of cherry jam. There are a number of processes involved, from picking the fruit from the tree to putting it into jars ready to sell.

First, a sheet is spread on the ground under the tree and the tree is shaken by a mechanical arm to get the cherries down from the tree. Then, the cherries are collected and transported by lorry to the processing plant. There the leaves and the stems are removed and then the stone is taken out with a metal spike. Next, sugar, lemon juice and pectin are added to the cherries and the jam is cooked. After that, the quality of the jam is checked and then the jam is put into jars. A lid is put on top of the jars to keep the jam fresh. Finally, a label is added and the jam is ready to be sold in the shops.

LISTENING

1 C, D

2 Conversation 1: D Conversation 2: C

3 1 M 2 F 3 F 4 M

4 5 A 6 B

5 a 3rd b $10.50 c 6th d 70 e 19 f 62 g £110 h 27th

6 1 B 2 C

7 1 17th 2 20

8 B

9 1 B 2 B

10 1 30 / thirty 2 20 / twenty 3 10 / ten

11 1 c 2 e 3 d 4 a 5 b

12 1 The relationship between the people 2 The type of event
3 Colour 4 The meaning of something 5 Food 6 Presents

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

SPEAKING

2 (not) a large family, a small family, a typical family, a close, happy family

3 You can't say 'a best family'.

4 1 once a week
2 on Saturdays or Sundays / at weekends
3 to the beach
4 They usually go for a long walk.
5 His cousin sometimes comes with them.

6 1 c 2 d 3 b 4 a

7 2 close 3 eating 4 cook 5 married 6/7 niece/nephew

8 1 Student B 2 Student A 3 Student C

9 *Sample answers, but many others are possible*
1 … because they are the most important people in my life.
2 … but we still get along very well.
3 … and she is going to move to a different city with her husband.
4 … so I don't spend as much time with him as I want to.
5 … even though he is quite a bit older.

10 /s/ asks, keeps, talks, wants
/z/ enjoys, plays
/ɪz/ chooses, watches

Unit 2 PLACES AND BUILDINGS

READING

3 A treehouse B shipping container homes C igloo D houseboat

4 b

6 exercise 5 – scanning; exercise 4 – skimming

7 1 c 2 e 3 a 4 f 5 b 6 d

8 1 B 2 A 3 B

9 1 suit everyone 2 draw attention 3 reindeer skins 4 busy lives

10 1 c 2 a present simple b present simple c past simple d past simple

11 1 live 2 have 3 moved 4 spends 5 preferred

12 1 shares 2 lived 3 stayed 4 has 5 moved

13 1 roast chicken 2 homesick and sad 3 her parents 4 Ping and Pong 5 forest 6 feel at home / feel welcome

WRITING

1 All of the places listed may be on a campus.

2 The following are shown on the campus maps:
bus stop, Students' Union, recreation area, cafés, car parks, library, laboratories, squash courts, gym, halls of residence, tennis courts, football pitch, table tennis tables

3 Sentences 1, 2, 5 and 7 are true.

4 1 next to 2 of 3 between 4 opposite 5 on 6 in 7 to/on 8 of

5 *Sample answers*
1 The halls of residence are on the left side of the campus.
2 The laboratories are opposite the Founder's Building.
3 The bus stop is in the top right-hand corner.
4 The recreation area is next to the laboratories (and the Scott Library).
5 The table tennis tables are in front of / next to the Scott Library.
6 The Students' Union is between the gym and the bus stop.

7 1 b Introductory sentence: *The two maps show changes to the campus of Sunnyhills University between 1995 and today.*
2 c Concluding sentence: *So, it is clear that the university changed and expanded during this period.*
3 a Overview: *We can see that the university made many changes during this period, including new buildings and recreation facilities.*

8 1 was relocated, increased, were moved, was built, were demolished, created, developed, changed, expanded
2 in front of, to the right, in the top left-hand corner, the far left of the campus, opposite

9 1 in addition, what is more 2 whereas, however 3 during this period, in the past 4 we can see, it is clear

10 1 relocated 2 created, developed 3 demolished 4 expanded, increased (in size)

11 *Made*, *was* and *built* are irregular. The infinitives are:
expanded – expand changed – change created – create
made – make built – build increased – increase
developed – develop moved – move was – be

12 1 cut 2 became 3 caught 4 needed 5 put 6 were 7 dug 8 planted
Needed and *planted* are regular.

13 1 passive 2 active 3 active 4 passive

14 2 Trees were planted in the recreation area.
3 The bus stop was moved. 4 A new main reception was built.

15 *Sample answer*
The maps show the changes to Colwick Arts Centre between 2005 and the present day. We can see that the Centre expanded and new facilities were added during this period.
One of the major changes is that the outside area was developed. In 2005 there was an empty area of land outside the Centre. Trees were planted there and an outdoor exhibition area was made. The café was moved to the front of the Arts Centre and tables were added outside. Inside, a central exhibition area was created. The information desk was moved to the front of the central area. In the past there were two galleries but now there is only one; however, a drama studio was built. In 2005 the concert hall and cinema were in the same space, whereas now they are separate. In addition, an extra meeting room was constructed. The toilets moved to the opposite side of the Centre.
So, it is clear that Colwick Arts Centre is more attractive today and has better facilities than in 2005.

LISTENING

1 A sports centre B museum C bank D railway station E bus stop F restaurant G harbour

2 Travel and transport: bus stop, railway station
Sports and leisure: sports centre, restaurant
Arts and culture: museum
Money: bank

3 1 sports centre 2 bank

4 1 A 2 Clarke 3 2 Waddington

5 1 all one word 2 with 3 end 4 double

6 2 How much did each person pay for their meal?
3 What time is the bus due?
4 Where is the bus stop?
5 How long did the course last?
6 Which TWO things did the speaker do on the course?
7 What is the date of the next course?
8 Who will lead the course?

7 a date – 7 a meal or a kind of food – 1
a price – 2 a name of a person – 8
a period of time – 5 the names of activities or skills – 6
a time – 3 a place – 4

8 Questions 2, 3, 5, 7

9 1 steak 2 20

10 'Shoes' is correct – 'he bought shoes' is three words, and the question asked for 'no more than one word and/or a number'.

11 1 7.50 is the correct answer; seven fiftty is incorrect because it is spelt wrong; 7.15 / seven fifteen is not the correct time.
2 Blythe Road

12 1 two / 2 days 2 safety rules
3 1st (of) September / 1 September 4 Jon Galloway

13 You need to write a number only for questions 3 and 5.

14 1 What kind of tour did the woman do?
2 How did she find out about the tour?
3 How many people were on the tour?
4 What is the address of the hire shop?
5 How much did each student in the group pay?
6–7 Which TWO items were included in the cost of the hire?
8 What is the website address of the hire shop?

15 1 bike/cycle/cycling (tour)
2 (by) email
3 8/eight
4 22 Barkway Street
5 15/fifteen (dollars)
6 helmet/lock
7 lock/helmet
8 tradelectric.com

SPEAKING

1 1 B 2 C 3 A

3 A cinema B art gallery C shopping mall D harbour E stadium F swimming pool G library H town hall

5 2 Opinion 3 Climate 4 Areas 5 Buildings

6 **Location**: in the south, indoor
Opinion: colourful, incredible, magnificent, polluted
Climate: cool
Areas: tourist
Buildings: ancient, narrow, *enormous*, *high-rise*, *huge*

7 1 tall and high-rise 2 hot and humid 3 cool and mild
4 dirty and polluted 5 lively and exciting

8 *Possible adjectives*
1 huge, incredible, magnificent, busy, crowded, exciting
2 ancient, flat, outdoor, narrow, historic, quiet
3 hot, humid, crowded, narrow, flat, exciting, lively, colourful

9 1 past simple 2 present simple 3 present perfect

10 1 was 2 is 3 was 4 grew up 5 is 6 has changed
7 didn't have 8 wasn't 9 is 10 used to 11 was 12 went

12 /t/ bought, built, developed, used to
/d/ called, changed, designed, discovered, said
/ɪd/ situated, located, started

14 Speaker 1 – b Speaker 2 – a Speaker 3 – d Speaker 4 – c

Unit 3 EDUCATION AND EMPLOYMENT

READING

1 **Work:** business, employers, job, office, retirement
Studies: academic, blended learning, degree, qualification, primary education, lifelong learning, seminars

2 All the words except *office* are in the text.

3 The text is more positive than negative.

4 1 **C** (Para A) You only need to read part of the paragraph (*studying partly in a traditional way in the classroom and partly online or via email*).

2 **D** (Paras B and C) You need to read the whole of paragraph B and the beginning of C. The elite having most of the opportunities is not a benefit.

5 1 overseas 2 advantages 3 disrupting 4 attending 5 enrich
6 valuable 7 offices

6 Sentences 1, 3, 4, 6. The main ideas can usually be found in the first sentence of the paragraph.

7 1 **B** 2 **A** 3 **C**

8 1 The sentences all relate to the present and the past.
a The level was raised in the past and is still high in the present.
b They were not educated in the past, which affects their present.
c They became businesses in the past and they are still businesses.
2 b
3 a

9 1 B 2 C 3 D 4 A

WRITING

1 1 line graph 2 pie chart 3 bar chart 4 table
1 and 4 describe changes to numbers over time.

2

↑	↓
growth (N) increase (V, N) rise (V, N)	decline (V, N) decrease (V, N) drop (V, N) fall (V, N)

3

infinitive	past simple	past participle
fall	fell	fallen
increase	increased	increased
drop	dropped	dropped
decrease	decreased	decreased
decline	declined	declined
rise	rose	risen
grow	grew	grown

4 1 rose 2 fall / drop / decline / decrease
3 rise / growth / increase 4 declined / decreased / fell / dropped
OR have declined / have decreased / have fallen / have dropped

5 B is better because it gives an overview and summarises the data with an example. A is just a list of all the data.

6 1 Sentences 2 and 7 should not be included.
2 Sentences 1, 6, 8 and 9 are probably the most important. (To some extent this is a matter of opinion, but the answer should include the highest and lowest numbers, for example.)

7 1 of 2 of 3 from, to 4 by 5 Between 6 in

8 1 The line graph shows the number of unemployed recent graduates and non-graduates in the population of 21 to 30-year-olds in the years between 1990 and 2015.
2 Overall, the numbers have not changed much: we can see a fall, followed by a rise, in both groups. The non-graduates are a larger number than the recent graduates at all points.
3 (*sample answer*) There was a small change in the middle period. / The number of non-graduates dropped and then grew during that period.
4 Over the five years from 2010 to 2015, the numbers of both non-graduates and recent graduates returned almost to their 1990 figures of 14% and 10%.
5 was, dropped, grew, returned
6 Overall, the numbers **have not changed** much
The past simple is used more because most of the verbs refer to actions completed in the past. The one example of the present perfect is used because it refers up to the present. (The text was written in 2015.)

9 1 USA 2 UK 3 New Zealand 4 Canada 5 Australia 6 USA
7 UK 8 New Zealand

10 1 green – male, purple – female
2 vertical – percentage of people who are literate; horizontal – region of the world
3 Central Asia, Central/Eastern Europe
4 five
5 South and West Asia
6 male – about 70%, female – about 59% (Sub-Saharan Africa)
7 male – about 30%, female – about 41%

11 *Sample answer*
The data shows the literacy rate for both males and females in seven different regions of the world. The horizontal axis lists the regions and the vertical axis shows percentage. In all regions except two, there is a difference in the literacy rates of men and women.

Central Asia and Central/Eastern Europe have the highest percentage of citizens who can read and write. Almost 100% of men and women are literate in those regions. The lowest literacy rates are in Sub-Saharan Africa.

In five out of the seven regions, there are different literacy rates for men and women. The greatest difference between men and women is found in South and West Asia. In this region, about 80% of men are able to read and write, but only about 60% of women. Overall, the difference between the most literate area and the least literate is about 30% for men and just over 40% for women.

In conclusion, literacy rates vary between regions, with males having higher levels than females in most regions. (171 words)

LISTENING

1 **A** construction **B** sports and leisure **C** retail
D hotel and catering **E** health **F** art and design **G** information technology

2 chef J building engineering C badminton coach J
computing C doctor J fitness training C food technology C
graphic designer J medicine C shop management C
store assistant J web designer J textiles C

3 1 graphic designer … textiles
2 architect … building engineering
3 doctor … medicine
4 chef … food technology
5 web designer … computing
6 store assistant … shop management
7 badminton coach … fitness training

4 **1** computing, food technology **2** chef, doctor
3 architect, store assistant **4** fitness training, textiles

5 Conversation 1: J Conversation 2: C

6 **1** Anna has got a job as a _____.
2 She has recently completed a course in _____.
3 The new name of the department which sells computers and phones is _____.
4 The course takes place on the _____ of September.
5 There is a total of _____ places available on the course.

7 an area of study – 2
a type of job – 1
a number only – 5
a name of a place – 3
a date – 4

8 **1** store assistant **2** information technology
3 Moving Images

9 **1** store assistant (it can't be *assistant* because the word before is 'a' not 'an')
2 information technology (*informations* is incorrect because it is a plural form – the word *information* is uncountable)
3 Moving Images (The Moving Images consists of three words and the instructions tell you to use no more than two words. Moving Image is incorrect because it is singular, and the speaker uses the plural.)

10 **1** 19 / 19th [of] / nineteenth [of]
2 12 / twelve

11 The correct answers are: 19, 19th, nineteenth of

12 **a** the price of the course – 6
b the location of the course – 5
c the name of the course – 1
d the starting time of the course – 2
e the purpose of the course – 4
f the duration of the course – 3

13 **1** h **2** i **3** f **4** e **5** d **6** c **7** b **8** a **9** g

14 **1** title – it's called **2** starts – begins **3** lasts – goes on **4** teach – train **5** part – some; nearby – local **6** total cost – full fee

15 **1** Food Photography **2** 9.30 / nine thirty [am] **3** 7 / seven
4 camera angles **5** hotel **6** $55 / fifty-five dollars

SPEAKING

1 **A** emergency services* **B** travel and transport **C** farming
D education **E** tourism **F** science research and development
G entertainment
* *the organisations that deal with accidents and urgent problems such as fire, illness or crime*

2 tired, boring, embarrassed, not very exciting

3 tired F boring E embarrassed F challenging E fascinated F
great F, E thrilled F not very exciting E interesting E amazed F

4

I feel / I felt ...	It is / It was ...
thrilled	thrilling
bored	boring
challenged	challenging
fascinated	fascinating
not very excited	not very exciting
tired	tiring
embarrassed	embarrassing
interested	interesting
great	great

5 **1** thrilled **2** interesting **3** embarrassed **4** bored **5** tiring
6 amazing

7 Photograph D; she's a student

8 What job she would like to do in the future 6
How many hours a week she studies/works 3
What she does 1
What she would like to learn in the future 5
What she thinks about her studies/work 4
Where she studies/works 2

13 Topics 2, 3, 4 are possible Part 2 topics.

14 The order is: E, C, D, A, B, F

15

Describe a time when you learnt something new
You should say:
- what you learnt
- how you learnt it
- what the result was

and explain how you felt about learning something new.

16

What?	learnt to fly a small plane
How?	had lessons at a flying club
Result?	got my pilot's licence
How I felt?	thrilled and proud of myself

18 **1** d **2** a **3** c **4** b

Unit 4 FOOD AND DRINK

READING

1 **1** curry, rice **2** cereal **3** mashed potato **4** fish, chips
5 noodles, vegetables, chicken **6** chicken, salad **7** toast
8 burger
Countable: burger, chips, noodle, vegetable
Uncountable: cereal, chicken, curry, fish, mashed potato, rice, salad, toast

4 **1** daal **2** chicken **3** China **4** burgers **5** India
6 burgers

5 **1** f **2** d **3** a **4** e **5** b **6** c

6 **1** repeat **2** identity **3** palm(s) **4** prosperity **5** Asia

7 **1** Fresh fruit **is** healthy and we should eat **it** every day.
2 Chips cooked in the oven **are** healthier than fried chips.
3 Burgers and pizza are the cheapest foods you can buy.
4 In India it is easy to find vegetarian food.
5 My favourite food is chicken.

8 **1** some **2** many **3** much **4** any/much **5** some **6** much

9 **1** F **2** B **3** A **4** E **5** G **6** F **7** D

10 **1** C **2** E **3** B **4** A **5** F **6** D **7** E

WRITING

2 Diagram 1: 1, 2, 5, 6
Diagram 2: 3, 4, 7

3 **1** pie **2** bar **3** 1960 **4** 2015 **5** Chinese **6** increased/rose/grew

4 **1** c 34% – just over a third
2 b 26% – about a quarter
3 d 10% – one in ten
4 a 1% – a tiny proportion

5 **1** most **2** least **3** more **4** less **5** More **6** Fewer

6 **1** uncountable **2** countable

7 **Countable**: restaurant, country, farm, home, language, person, animal
Uncountable: coffee, land*, meat, oil, sand
* When land means 'country', it is countable.

8 **1** more **2** less **3** fewer **4** more

9 **1** **The** number of Indian restaurants in **the** UK has risen.
2 Chinese food is the most popular.
3 **The** second most popular food is Indian.
4 There was **a** small drop in the number of Indian restaurants in 2011.
5 There were about **a** thousand Indian restaurants in 1970.

10 1 c 2 f 3 e 4 a 5 b 6 d

11 1 just under / a little under; just over / a little over
2 just under / a little under
3 between
4 approximately / around / about
5 approximately / around / about

12 The sentences that should not be included are:
It is not surprising that people in the UK like British food as fish and chips is the national dish.
Even my village has an Indian restaurant!

13 1 We can see that Chinese and Indian takeaways are the favourites, and that the number of Indian restaurants in the UK rose steadily during this period.
2 The pie chart shows us that Indian food is popular and the bar chart shows how its popularity grew. The introductory sentence [*The pie chart shows which type of takeaway food is the most popular in the UK, while the bar chart shows how many Indian restaurants existed in the UK between 1960 and 2015.*] also mentions the two charts, though it doesn't interpret the information to make a clear link between them.
3 Chinese and Indian takeaways are much more popular than all the others
4 were only chosen by 1% of people
5 in the 1990s
6 has remained stable
7 from about 5000 ... to almost 8000

14 1 The percentage of overweight or obese adults is increasing.
2 the period between 1985 and 1995
3 There was a similar, slightly larger increase.
4 The pie chart looks at the number of overweight and obese people in a single year and gives information about how obese they are.
5 6%
6 The largest group was people who were obese, but apart from the severely obese group, the groups were very similar in size.

15 *Sample answer*

The bar chart shows the percentage of the adult population who were overweight or obese between 1965 and 2015, while the pie chart shows the percentage of people who were a healthy weight, overweight, obese and severely obese in 2015. The rise in the number of people who are too heavy was gradual from 1965 to 1985. The first significant increase occurred between 1985 and 1995, from around 48% to almost 60%. In the next ten-year period there was a similar large rise. By 2005, approximately 70% of people weighed too much. The upward trend continued into the 21st century but at a slightly lower rate.

The pie chart confirms that in 2015 over 70% of adults were too heavy, and it also gives more detail about how much they were overweight. Only 6% of people were so overweight that their health was seriously at risk, i.e. severely obese. The remaining people were divided more or less equally between the other groups.

LISTENING

1 **A** boil **B** fry **C** bake **D** grill

2 **Meat dishes:** beef, steak, burger, lamb
Vegetables: potatoes, carrots, cucumbers, peas
Fruits: apples, strawberries, pears, bananas
Sweets: biscuits, cake, chocolate, pastries

3 1 c 2 a 3 b They are going to prepare salad and roast chicken.

4 A is the correct answer. Frying the potatoes won't be healthy, baking the potatoes will take too long.

5 1 C 2 A 3 B Option D was mentioned, but it didn't match any of the shops.

6 1 E 2 C 3 D

7 1 The interviewer asks if Adam's is a French restaurant (F) or a steakhouse (B), but Chris says it *sells food from all over the world*, so E is the correct answer.
2 Vegetarian (A) dishes are mentioned when Chris talks about The Duke, but *it's the fish dishes make it famous* and so it can't be a vegetarian restaurant.
3 Chris says that The Tower isn't a fast food restaurant (G) and *it specialises in all different types of food from Italy* so D is the correct answer.

8 1 busy 2 tasty 3 low-cost 4 fashionable 5 reasonable

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

10 1 cheap – reasonable, budget
2 tasty – delicious, mouth-watering
3 old-fashioned – traditional, historic
4 street – outdoors, from stalls in the streets
5 skilful – expertise, highly trained
6 can be changed – use different ingredients, flexible
7 famous – well known, recognised
8 too spicy – too much pepper, too hot

11 1 B 2 A 3 C 4 B 5 C

12 1 B 2 E 3 D 4 C

SPEAKING

1 *Suggested answers*
1 **Arabian Kabsa:** lamb, onions, garlic, spices, carrots
2 **Pizza:** flour, cheese, tomatoes (and other toppings)
3 **Egg noodles and Chinese dumplings:** egg, flour, beef, onions, cabbage

3 1 are a lot of 2 isn't much 3 is a lot of 4 are some
5 aren't any 6 is some

4 **Positive:** enjoy, delicious, quick to make, is tasty, convenient, fresh, healthy
Negative: too spicy, takes too long to cook, not keen on, so strange, don't like the taste, can't stand, too chewy

6 1 Yes 2 risotto 3 a lot of rice is produced there, simple to cook, you can use different ingredients 4 It reminds her of home. It's a good meal to make for friends. 5 Because it is special and tastes different to risotto in other countries.

7 1 d 2 a 3 c 4 b

10 1 I 2 I 3 C 4 C 5 C

Unit 5 CONSUMERISM

READING

1 According to the text, all these activities can be done at a mall.
The pictures show a climbing wall, a beauty treatment, skiing, a health check and having an expensive meal.

2 1 All of the activities are mentioned.
2 The text mentions the US, China, the Middle East, East Asia, Bangkok, Singapore, Madrid, London.
3 It is about the present and future.

3 (1) Asia and not the US is now the 'mall capital' of the world and is home to the five largest malls in the world. (2) China is home to the two largest.

4 C Malls are becoming 'the new downtown', with cinemas, bowling alleys and even concert halls.
D Mall owners are going to need to think of new ideas to remain in business.
E Malls will need to consider the environment too.

5 *Possible answers*
C There will be more fine dining / There will be spas, fitness centres and art galleries / There will be more apartments and office space.
D There are 'pop-up' shops, stalls and kiosks at different times of the year.
E Malls will have to make sure people can reach them by public transport / Malls will have to use natural sources of heat and light / There will be more plants, trees, grass and waterfalls.

7 1 c 2 e 3 a 4 f 5 b 6 d

8 B iii C v D i E iv

9 ***will*** – So what **will** the mall of the future **look** like? / It is predicted that this **will happen** more and more in the future. / Some malls **will** only **sell** electrical items / Some malls **will** only **include** expensive shops / the facilities malls **will need to** offer / Malls **will need to** consider the environment too. / There **will be** more open-air malls / designers **will have to** make sure / They **will also need to** use more natural sources of heat and light / We **will see** more plants, trees / there **will be** 'virtual malls' / technology **will be used** within malls / the mall **will go** from strength to strength

going to – in the future we **are going to see** 'fine dining' too / There **are also going to be** more apartments / Mall owners **are going to need to** think of new ideas

10 1 is going to 2 are going to 3 will 4 will / are going to 5 are going to 6 will

11 1 F 2 D 3 B 4 C 5 E

12 1 B ii 2 C iv 3 D vii 4 E i 5 F vi

WRITING

1 **Good points:** advantages, benefits, positive aspects

Bad points: disadvantages, drawbacks, negative aspects

Opinion: all things considered, in my view, personally

2 2 B 3 O 4 G 5 G 6 B 7 O 8 B 9 O

3 1 c 2 a 3 b

5 *Suggested answers*

Advantages: 1, 2, 5, 7

Disadvantages: 3, 4, 6, 8

6 Introduction B is better because the writer's opinion is not given in the introduction. In an 'advantages/disadvantages' essay it is better to give views on both sides before you give your own opinion. Introduction A also gives some of the main points in favour of supermarkets, which is not appropriate in an introduction.

7 See exercise 8.

9 *Sample introduction*

More and more people are relying on debit and credit cards and also on their phones to pay for things in shops and online. If this trend continues, we might become a 'cashless society'. There are both advantages and disadvantages to this, as I will outline in this essay.

10 1 c 2 d 3 a 4 b

11 *Sample answers*

1 In my local town the employment offered by the shops is essential as there are not many other jobs.

2 You can get expensive, mid-price and cheap versions of many products.

3 By shopping at the same supermarket you can earn points which save you money.

14 a goods are all the same

b They have unique items, e.g. antiques.

c Music shops have staff who know about music.

d Small shops give character to a town.

15 1 my view is, I strongly believe

2 for example, for instance

3 Finally

4 Some people believe that *this is going to happen …*; there *will always be* a place for smaller shops

5 too, however

16 *Sample answer*

In some countries a mall is known as a shopping centre. The main purpose of a mall was to shop. This is beginning to change and I believe that in the future, the main purpose of a mall will be for entertainment.

More and more of us enjoy shopping online. It is safer than ever and much more convenient. Many websites offer free next-day delivery. On sites like eBay and Amazon, there is far more choice and there are also many discounts and special offers. Obviously, this means that fewer shops will be needed. However, people still want to go out, meet their friends and have fun. A mall is a place which offers space to do that. If people have done their shopping online, the mall will have to offer other facilities to attract visitors.

Some malls already have cinemas and places to eat. However, as well as cheaper cafés and fast food chains, malls are beginning to offer better restaurants and places to eat. I believe this trend will continue. In addition, malls will offer all kinds of leisure facilities such as gyms, swimming pools, children's play areas, spas, and so on. There will be more live shows, including music, theatre and dance, and a range of exhibitions and special events.

I believe malls have an important role in future society but they will have a different purpose from today. There will still be a few shops but most people will go to the mall to relax and enjoy themselves with their family and friends.

5 LISTENING

1 A supermarket B shopping centre C outdoor market D department store E coffee shop

2 1 D department store 2 C outdoor market 3 B shopping centre

3 1 east 2 tea 3 11 / eleven 4 trousers

4 5/6 south, north 7/8 souvenirs, cameras 9/10 /11 9 / nine, 6 / six, 5 / five 12/13 shirts, jackets

5 1 e 2 c 3 d 4 a 5 f 6 b

6 A – 3 B – 2 C – 1

Listening: The correct answer is C.

7 The key words are 'writer' and 'arrive'.

A noon B quarter past two C half past three

Listening: The correct answer is B.

8 Paraphrase A is wrong. The staff are the people who serve the customers.

Listening: The correct answer is B.

9 1 A 2 C 3 B 4 A 5 A 6 B

SPEAKING

2 1 convenient 2 traditional 3 all sorts of 4 selection 5 atmosphere 6 out-of-the-way 7 keen on 8 trying on 9 afford 10 reasonable 11 original 12 place

3 1 d 2 c 3 e 4 f 5 b 6 a

7 *Sample notes*

What kind of place? department store – 100 years old, famous, 4 floors, 30 departments

Where? centre of town – near car park, station

What I like: jewellery department – rings, necklaces, gold

Why I like it: atmosphere – traditional, assistants friendly, helpful

Unit 6 LEISURE TIME

READING

1 **A** baseball **B** martial arts (Wu Shu) **C** hockey **D** table tennis **E** rugby

2 1 hockey: a, b, c, i, j, l

2 tennis: e, g, i, k

3 volleyball: a, e, h, i

4 football: a, b, c, i, j, l

5 rugby: a, i, j, l

6 baseball: a, f, i

7 table tennis: e, f, g, i

8 martial arts: d

9 basketball: a, b, i

5 1 B 2 E 3 A 4 C 5 D

6 1 False 2 True 3 True 4 False 5 False

7 *Not Given*

8 1 NG 2 NG 3 T 4 T 5 NG

9 1 True 2 False 3 Not Given 4 Not Given 5 False 6 True

10 2 **G** (mixed) 3 **D** (feature) 4 **E** (horses)
5 B (change) 6 **C** (clever)

11 *Students' own answers*

12 1 False 2 Not Given 3 True 4 True 5 False 6 Not Given
7 False 8 True
9 **H** (moving) 10 M (traceurs) 11 **C** (competition)
12 **E** (creativity) 13 B (barriers) 14 **D** (conflicts) 15 I (personal)

WRITING

1 1 go running / go for a run 2 go to the cinema
3 see a film / watch a film 4 visit friends / visit some friends
5 play sport / play sports 6 join a club
7 go walking / go for a walk (*slight difference in meaning*)
8 go to the gym

2 The essay is well organised with an introduction, two main paragraphs and a conclusion. It is clear and easy to follow.

3 1 Yes 2 Yes 3 Yes 4 Yes 5 Yes 6 Not always 7 Yes

4 *are saying* – say *explained* – will explain
people less active – people are less active *go* – went / used to go
we playing – we play *were walking* – walked / used to walk
do – did / used to do *are become* – are becoming
are not going – don't go *took* – takes *I am agree* – I agree

5

Present	Past
now	before
nowadays	in the past
in today's world	several years ago
these days	there used to be

6 1 more expensive 2 harder 3 healthier
4 more dangerous 5 faster

7 1 I agree with, in my opinion, in my view, I agree that
2 on the other hand, however
3 There are points for and against this idea
4 To sum up
5 the main reason

9 1 my own opinion 2 Firstly 3 Thirdly 4 Unfortunately
5 One reason is that 6 In addition 7 also 8 My own view is

11 *Sample answer*

Nowadays young people often spend their free time at home watching TV or playing computer games. Very few do sports outside of school. This means that if they don't do exercise during school time, they will be unfit and suffer from health problems. I agree that children should do sports lessons at school. In this essay I will explain why.

Some people say that sports lessons are a waste of time. Students have to prepare for exams and should spend all their time on academic work. This is what many people think in my country. In my opinion they are wrong. A healthy mind needs a healthy body. Doing exercise every day makes you happy and relaxed. Studying all the time can make you stressed.

Another reason for my opinion is that having an unfit generation will cause many problems for society. When today's children get older, unfortunately they may suffer from illnesses like heart disease. The government will have to spend a lot of money on doctors and hospitals. It is much better to create a fit and healthy adult population by getting children to do sports when they are still at school. In addition, sports teach people discipline and working as a team. This will help them in their future life.

In conclusion, I can say that prevention is better than cure. Children who do sports will be healthier, happier adults. They are more likely to continue with their active lifestyle when they grow up. In this way we can make a better society for the future. (263 words)

LISTENING

1 1 turn right 2 go straight ahead / straight on
3 turn left 4 go past 5 next to 6 opposite
7 in front of 8 behind
Examples of other words and phrases: go over/across (the bridge), drive along, pass, come to / get to / reach, on the other side of

3 The map shows the streets and places in a small town.
1 roundabout 2 park 3 traffic lights 4 pond
5 zebra crossing 6 crossroads 7 river 8 bridge
Examples of other useful places: railway station, bus stop, cinema, statue, fountain

4 1 G 2 D 3 C

5 4 K 5 I 6 B

6 The distractors are:
(Question 1) *You can also go straight on here*
(Question 4) *Instead of turning left here*
(Question 5) *there are shops on the left.*

7 1 F 2 A 3 H 4 G

9 1 diving 2 badminton 3 basketball 4 swimming 5 cycling
6 football 7 table tennis

10 1 J 2 L 3 M 4 I 5 B 6 F 7 G 8 E

SPEAKING

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

7 1 because 2 and 3 also 4 and 5 because 6 but 7 also
8 For example 9 or 10 because 11 and 12 so 13 In fact,

10 1 I want to learn to play the guitar.
2 I enjoy playing football and baseball.
3 I bought a new golf club.
4 I would like to learn to play chess.
5 I need some driving lessons.
6 I played drums in a band for a long time.
7 I plan to cycle from the north of Africa to the south.

Unit 7 FAME AND THE MEDIA

READING

1 *Sample answers*
1 Google, Yahoo, Bing, MSN
2 BBC, CNN, New York Times, Yahoo News
3 Facebook, Twitter, Instagram, China: Weibo
4 Wikipedia, Britannica.com, Encyclopedia.com

2 *Students' own answers*

3 B

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

5 C The opinion is not stated directly, but the phrase 'waste their time' shows the writer doesn't like Facebook.

6 1 No 2 Yes 3 Not Given 4 No

7 See exercise 8.

9 4 No 5 Not Given 6 Yes

10 **If clause** If you want to become famous on YouTube,
Result clause you should make lots of videos and release one every day.
If clause If you allow advertisements in your videos,
Result clause you will make money …
If clause If you achieve fame on Facebook,
Result clause it probably won't last.
Should is used instead of *will / won't* in one of the result clauses.

11 1 A 2 C 3 B 4 B 5 C 6 A 7 B
8 No 9 Yes 10 No 11 Yes 12 Not Given
13 No 14 Not Given 15 Yes 16 No

WRITING

1 **Nouns (things):** media, newspaper, fortune, website
Nouns (people): reporter, photographer, celebrity, fan, model, paparazzi, blogger, star
Adjectives: wealthy, popular, talented, famous, well-known

2 **Good things:** well organised, main points are clear, supporting evidence is given
Bad things: repetition of key words

3 **Point 2:** you have fans
Evidence: they take photos of you, send you letters
Point 3: you don't have to wait in queues
Evidence: you can go to the front
Point 4: you can help good causes
Evidence: others might also give to charity

4 *Fame* has many advantages. If you are *well-known* you might also be wealthy. You can buy a big house and an expensive car. Another *benefit* is that you have fans. They take photographs of you and send you letters. One more *good point* is if you are *someone that everyone knows*, you don't have to wait in queues. You can go to the front. The last *positive aspect* of being famous is that you can use your fame and money to help good causes. If you give money to charity, others will do so too. In this way, you can make a real difference in the world.

5 **1** Disadvantages: uses pronouns (the main one) and similar words (drawback, negative aspect, problem)
Famous: uses similar words (well-known, fame) and avoids using 'being famous' when it is not necessary (the main one, a final problem …)

2 **1** You don't have a private life.
2 People say bad things about you.
3 Your family may suffer.
4 It is stressful.

3 **1** Reporters follow you everywhere and take photos of you.
2 They even tell lies about you.
3 Your children may have paparazzi following them.
4 Some actors or singers are badly affected by the pressure.

6 There are also disadvantages of being famous. The main one is that you do not have a private life. Reporters follow you everywhere. Even if you are tired or sick, they take photographs of you. Many celebrities have got into trouble after getting angry with reporters and photographers who were following them. The second drawback of being well-known is that people say bad things about you. They even tell lies about you. Even people like Bill Gates, who gives most of his money to charity, are criticised! The third negative aspect of fame is your family may also suffer. Even your children may have paparazzi following them. For example, everyone has seen pictures of Harper, the young daughter of David and Victoria Beckham. A final problem is that it can be very stressful. Some actors or singers are badly affected by the pressure. Many famous people have become ill due to overwork and always being in public view.

7 *Sample answers*
Famous people are often rich. Jackie Chan is worth $350 million.
You might have a lot of fans. Taylor Swift gets thousands of fan letters a week.
You can use your fame and money to help others. Bill Gates donates most of his money.

8 **1** Fan Bingbing is a popular actress in China. She starred in *My Fair Princess*. (Also accept: Fan Bingbing is a popular Chinese actress who starred in *My Fair Princess*.)
2 Benedict Cumberbatch is one of my heroes. I met him when I was in London.
3 Our country has laws that protect people from paparazzi. Some countries' laws are not as strict as ours.
4 There are some reasons for my opinion. The first one is it is difficult to be famous.

10 **1** The writer agrees that taking photographs of under 18s should be banned.
2 The Beckham children, Prince William and his children, the 'Celebrities with ugly kids' website
3 Yes. The writer understands that people are interested in seeing photos of celebrities and acknowledges (but rejects) the point of view 'fame has a price'.
4 Plan 1

11 *Sample essay*
Every year a list of the highest paid celebrities is published. Some stars are paid hundreds of millions of dollars every year. Some people think they deserve this money for their talent and hard work. I personally disagree. I don't believe anyone should have such excessive amounts of money. In this essay I will explain the reasons for my view.

Some people argue that the highest earning celebrities are special. They have a talent that few of us possess and they have worked incredibly hard to become the best. My view is that we all have our own skills and abilities and most of us work hard. Just because someone's talent is for making things or teaching, why should they get paid so much less?

It is true that we create the demand for celebrities that lets them become so wealthy. However, I think we are all paying too much for tickets to concerts and sporting events. This is unfair because people with low incomes don't have the opportunity to see these events in person. If celebrities earned less, more people would be able to afford to buy music and go to concerts.

In addition, I think that it is bad for society that only singers, actors and sportsmen are valued. Children no longer want to grow up to be train drivers, carpenters, plumbers or even teachers because they want a 'celebrity lifestyle' of expensive houses and private jets.

To conclude, I strongly agree that famous people should have a lifestyle which is more similar to that of ordinary people.

(261 words)

LISTENING

1 **1** He is Justin Bieber, a famous singer and songwriter.
2 The answer is found in the recording for exercise 2.

2 **1** piano **2** competitions **3** fans **4** music executive **5** contract **6** (global) superstar

3 **1** No **2** Yes

4 **1** verb **2** noun **3** adjective **4** noun **5** verb **6** adjective **7** adjective **8** verb

5 **1** recognise **2** journalists **3** acceptable **4** attention **5** queue **6** interesting **7** private **8** visit

6 **1** verb **2** noun or adverb **3** noun **4** verb

7 **1** work (hard) **2** (the) experts **3** opportunities **4** fail

8 **1** adjective **2** adjective **3** adjective **4** noun **5** adjective **6** adjective **7** adjective

10 **1** **G** manual **2** **J** useful **3** **C** closer **4** **E** light **5** **B** brighter **6** **H** popular **7** **F** long

11 **1** talents **2** simple **3** notebook **4** camera movements **5** comic book **6** creative **7** advertise

SPEAKING

1 *Sample answers*
A Angelina Jolie (actor, famous for her humanitarian work) – active, charming, talented, generous
B Paul McCartney (singer and songwriter, member of The Beatles – brilliant, talented, experienced
C Bill Gates (started the company Microsoft) – active, brilliant, professional, powerful, generous

2 **1** Bill Gates **2** computer programmer, creator of Microsoft **3** on television **4** 2001, when Windows XP came out
5.1: He is responsible for bringing computers into family homes.
5.2: He was the world's youngest self-made billionaire.
5.3: He gives a lot of his money to charity.

3 **1** who **2** and **3** when **4** so **5** because **6** But **7** because **8** why **9** in spite of **10** whose

6 **1** e **2** a **3** c **4** d **5** b

7 **1** E **2** B **3** A **4** C **5** D

Unit 8 NATURAL WORLD

READING

1 1 opposite 2 similar 3 similar 4 opposite 5 similar

4 1 c 2 a 3 b 4 c 5 d

5 1 Hardy Jones 2 campaigner
The information was in paragraph B. No.

6 1 grey whales 2 humpback whales 3 seven/7 hours 4 move her legs 5 leg
The information was in paragraph E.

7 D

8 See exercise 9.

10 1 d 2 g 3 f 4 b 5 a

11 (in A) Dolphins' protection of humans might not be just automatic or instinctive: they may actively decide to help in certain situations.
(in F) Although we may never be sure why they help us …

12 they could tell, he couldn't get away

13 1 entertainment 2 Gerald Durrell 3 natural habitats 4 wild 5 enrichment 6 Webcams
7 H 8 G 9 D 10 E 11 A

WRITING

1 1 d 2 c 3 f 4 e 5 b 6 a

2 1 global warming 2 natural habitats 3 air pollution 4 endangered species 5 fossil fuels 6 renewable energy

3 a, b, d, g, h, i and j **may** be included
a, d, g and j **should** ideally be included

4 1 g 2 a 3 d 4 b 5 h 6 i

5 Paragraph A is better because it includes the points in exercise 3. Paragraph B adds new information and supporting evidence, which are not appropriate for a conclusion, though B does also give the writer's opinion and answer to the question.

6 1 f 2 d 3 g 4 a 5 e 6 b 7 c

8

The causes	**Government actions**
habitats destroyed	education programmes
pollution	invest in clean energy

2 All of them are mentioned in the conclusion.

3 The conclusion ends with a *recommendation.*

9 2 Humans have destroyed their natural habitats.
3 Pollution has created problems for many sea creatures.

10 For example, the number of black rhinos has declined from over 65,000 in the 1960s to just 2,500 today.

12 *Sample answer*

Global warming, also known as climate change, is the rising of temperatures all over the world because of human activity. In this essay I will explain the main causes of global warming and also suggest some solutions.

The earth's temperature is rising due to greenhouse gases, such as carbon dioxide, which get stuck in the air. One major cause is the increase in air pollution from burning fossil fuels like coal in factories and power stations. As the population grows, more energy is being used. Also, nowadays everyone owns several devices, such as computers, tablets and phones. These have to be charged every day. Another major problem is cutting down trees. Trees use carbon dioxide and release oxygen so we need a lot of them. People have cut down trees to use the wood for different purposes.

Although global warming is a major problem, there are some solutions. One of these is to use clean or renewable energy sources. For instance, solar power uses the sun to generate energy; we can also use the power of the wind and waves instead of fossil fuels. We need to protect the rainforests. For every tree that is cut down we need to plant a new tree. We can all help in different ways. One of them is to use public transport when possible and only have one car per family.

To sum up, humans have created the problem of global warming. Therefore, humans must also try to solve the problem. We can all try to live a 'green' lifestyle by saving electricity and not buying things we don't need. (267 words)

LISTENING

1 **A** mountain gorilla **B** blue ring octopus
C Pere David's deer **D** Arabian leopard

2 1 mountain gorilla 2 blue ring octopus
3 Arabian leopard 4 Pere David's deer

3 1 b 2 e 3 a 4 c 5 d

4 **a** 2 **b** 3 **c** 5 **d** 4

5 1 b 2 d 3 b 4 e 5 a 6 c

7 2 a 3 d 4 b 5 c

9 1 ground 2 grey 3 blackbacks / black backs 4 water 5 Hunting

10 1 d 2 a 3 c 4 b 5 e 6 f

11 1 19th / nineteenth 2 750 / seven hundred and fifty 3 head 4 yellow 5 snakes 6 100,000 / one hundred thousand

13 1 Australia 2 3 / three 3 24 / twenty-four 4 stick 5 pain 6 (sea)water

SPEAKING

1 **A** eagle: big claws, nest **B** dolphin: long fin, underwater
C camel: round hump, desert **D** deer: hard antlers, forest

5 1 b 2 a 3 d 4 c

7 1 **Question**: What should be done to people caught hunting illegally?
Answer: They should have their money given to animal charities and the same for people buying the animal products.
Example: The government in Kenya took money from people who were caught buying animal furs.
Reason: This will help those charities better protect wild animals.

2 **Question**: Is there anything we as individuals can do to prevent hunting?
Answer: We can stop buying things made from animals.
Example: Many fashion designers no longer use real fur, they use fake fur instead.
Reason: The demand for things made from animals will drop, and so will demand for hunting.

3 **Question**: Will there be more or less hunting in the future?
Answer: I think there will be less hunting in the future.
Reason: Many of our animals are already close to becoming extinct.
Example: There are almost no white rhinos left.

10 *Suggested answers*
Pets: 1 C 2 B 3 A 4 D
Zoos: 1 G 2 F 3 E 4 H

LISTENING SCRIPTS

Unit 1 RELATIONSHIPS

LISTENING

2 02

Conversation 1

Manager: Good evening, Willowtree Hotel. How can I help?

Customer: Hello, I'd like to make a reservation in your restaurant for next Saturday evening.

Manager: Next Saturday? If you hold on, I'll just check … So … for how many people?

Customer: I need a table for 12 – it's my husband's 30th birthday, so we're having a celebration dinner.

Conversation 2

Sales assistant: Good afternoon, can I help you?

Customer: Yes, I'm looking for a gift for my sister. She's going to be 18 next week. So I thought a piece of jewellery would be nice.

Sales assistant: Good idea! Do you have anything particular in mind – a necklace, perhaps?

Customer: Mm, she has so many necklaces. I was thinking of a pair of earrings, possibly.

Sales assistant: Does she have a favourite colour?

Customer: Mm, she likes blue ….

5 03

a the 3rd **b** $10.50 **c** the 6th **d** 70 **e** 19 **f** 62 **g** £110 **h** the 27th

6 04

Customer: I need a table for 12 – it's my husband's 30th birthday, so we're having a celebration dinner.

Manager: So that's 12 people for the 16th.

Customer: No, no, it's the day after – the 17th – Saturday the 17th, at eight o'clock.

Manager: Ah, yes, of course. A party of 12 for the Saturday … Oh, I'm sorry, but I'm afraid our main restaurant is fully booked that evening, but we do have a small room available for private hire. It can seat up to 20 people, so there would be plenty of space for 12 of you.

Customer: That sounds perfect.

8 05

Customer: That sounds perfect.

Manager: Excellent. Now we offer a set three-course menu for £23 per person and we can also supply you with a birthday cake at no extra charge. How does that sound?

Customer: That sounds good. So how much would that cost in total?

Manager: Let me see – for the food and the room, that will come to £318.

Customer: Did you say three hundred and eighty pounds?

Manager: No, three hundred and eighteen.

Customer: OK, I think I'd like to go ahead and make a booking.

Manager: OK, I'll just take your details.

9 06

Sales assistant: Good afternoon, can I help you?

Customer: Yes, I'm looking for a gift for my sister. She's going to be 18 next week. So I thought a piece of jewellery would be nice.

Sales assistant: Good idea! Do you have anything particular in mind – a necklace, perhaps?

Customer: Mm, she has so many necklaces. I was thinking of a pair of earrings, possibly.

Sales assistant: Does she have a favourite colour?

Customer: Mm, she likes blue …

Sales assistant: What about this pair? They have some beautiful little blue stones.

Customer: Mm … They're quite nice, I suppose.

Sales assistant: They're silver, and they're handmade, so you won't find anything like them anywhere else.

Customer: Oh, really? So, how much are they?

Sales assistant: Well, they *were* £30, but actually we've got a sale on at the moment, so they're a little cheaper – only £20. So you can save £10!

Customer: Great. I'll take them.

Sales assistant: And would you like me to giftwrap them for you?

Customer: How much do you charge for that?

Sales assistant: For £4 we give you a pretty box and your own choice of wrapping paper. Or for £5 you can have our luxury wrapping service, which includes a silver box and silver ribbon. And if you would like a card to write your own personal message, that will be £2 extra.

Customer: Well, it's a special birthday so I'll take the luxury option. But I already have a card, thank you.

Sales assistant: That's fine. I'll do that for you now. And how would you like to pay – cash or card?

10 07

Customer: Oh, really? So, how much are they?

Sales assistant: Well they *were* £30, but actually we've got a sale on at the moment, so they're a little cheaper – only £20. So you can save £10!

13 08

Mark: Hi there, Nam! You aren't *still* working on your history assignment, are you?

Nam: Hi, Victor! No, I'm taking a break. I'm looking at some photos, actually – a family celebration. Do you want to see them?

Mark: So, who's the cute baby in this picture here?

Nam: She's my niece – my brother's daughter. Her name's Tae-Hee. She's one year old in this picture. It's a very important birthday in Korea – we call it 'Dol' or Doljanchi. It's a very special celebration – in fact, I think it's probably more important than a wedding or a graduation! And we invite all our family and friends and sometimes our neighbours. Here's a picture of the restaurant where we celebrated Tae-Hee's big day.

Mark: What a lovely place – and a beautiful garden, too.

Nam: Yes, it's a perfect location for taking photographs. Can you see me just there next to the trees?

Mark: Ah yes, I like your hat! And I like the red and silver hat Tae-Hee's wearing too. It's really pretty.

Nam: Yes, it's a traditional hat for a girl. Baby boys wear a different one – all black. It looks very serious!

Mark: That's a bit boring. Black and silver would be more interesting. What's Tae-Hee wearing round her skirt?

Nam: That's a little purse. Boy babies wear this too. It's made of silk and it means good luck in our culture. And she's wearing a belt too. Look – do you see? The belt means she will have a long life!

Mark: And what's this on the table there? It's very colourful.

Nam: It's rice cakes.

Mark: I've never seen anything like that before. It looks like a rainbow!

Nam: We always eat rice cakes at a baby's party. There are usually 12 different types of them on the table. Look – this rice cake is completely orange in colour and this one here is bright green!

Mark: It looks like a vegetable!

Nam: Now, look – this is me with my brother's wife, Mi-Cha. We get on really well together.

Mark: What are you holding?

Nam: Oh, it's a little bag. All the guests get a gift bag at the end of the party. And inside there's a present from the baby's parents. It's really fun to open it because you don't know what you'll get. So it could be a candle, or some chocolates. Guess what I got? You can see it in this next photo.

Mark: It looks like a box of tea. But shouldn't it be the other way round – the baby gets the presents?

Nam: Well, the baby receives money from the guests, so in a way you're right! And actually, I've got my present right here. So, why don't we open the box right now and have a cup of tea? Then we can try to finish our assignments.

Mark: Sounds good to me!

SPEAKING

2 09

Examiner: Let's talk about family. So, tell me about your family.

Hoi Chin: My family? Well, my family isn't a large family. It's quite a small family, in fact – and quite a typical family for my country. Just my parents, my older brother and me. So, I'm the baby of the family! I think we're a close, happy family. We do a lot of things together, particularly preparing food – and eating it of course!

4 10

Examiner: How often do you go out with your family?

Candidate: Sorry? Can you repeat that?

Examiner: How often do you go out with your family?

Candidate: Well … we're a close family, we like spending a lot of time together. We try to go out once a week – usually at weekends – on Saturdays or Sundays. We all really like being in the fresh air so we often go for a long walk along the beach. We enjoy going early in the morning when it's quiet. We never go when it's crowded!

We live near a big park, so we sometimes go there. We usually go for a long walk and sometimes have a barbecue by the lake. Sometimes our cousin comes along too. He loves running around in the sunshine. He even enjoys swimming in the lake, so it's a good day out for him too!

7 11

Hoi Chin: My family? Well, my family isn't a large family. It's quite a small family in fact – and quite a typical family for my country. Just my parents, my older brother and me. So, I'm the baby of the family! I think we're a close, happy family. We do a lot of things together, particularly preparing food – and eating it of course! Yes, we spend a lot of time in the kitchen. My father's a very good cook – he's much better than my mother.

My brother's getting married next year, so I'm really looking forward to having a sister-in-law! And who knows? Perhaps our family will get bigger in the future! I'd love to have a niece or a little nephew to take to the park one day. Yes, I really want to be an aunt!

8 12

Student A: I get own really well with both of my sisters. The older one's at university in Australia, so I don't see her very often any more. The younger one still lives at home though, and we spend all of our free time together.

Student B: I'm a lot like my father. We look similar and have the same interests.

Student C: Most people say that I'm similar to my father because we both have green eyes and black hair. However, I think that I'm more similar to my mother in character. We're both easy-going and calm, so I think it's a mixture of both.

10 13

asks, chooses, enjoys, keeps, plays, talks, wants, watches

11 14

Examiner: Is there anyone in your family who annoys you sometimes?

A: My father watches football on TV and shouts a lot.

B: My brother plays on the computer all the time.

C: My mother keeps telling me to tidy my room.

Unit 2 PLACES AND BUILDINGS

LISTENING

3 15

Conversation 1

Man: Good morning, how can I help you?

Woman: Hello, I'd like some information about your facilities.

Man: OK, well we have a swimming pool, squash courts, a gym and we have a couple of outdoor tennis courts too. You may have seen them on the left as you came in. Now, our website tells you how you can become a member and how much the yearly fee is. Do you want to make a note of the address?

Conversation 2

Bank clerk: Good afternoon, can I help you?

Customer: I'd like to open a new account please.

Bank clerk: Certainly – now, is it a basic account you're looking to open or a savings account?

Customer: A savings account.

Bank clerk: Right – we can complete your application online. I'll just get the form up on screen now. It won't take long.

4 16

Conversation 1

Man: Good morning, how can I help you?

Woman: Hello, I'd like some information about your facilities.

Man: OK, well we have a swimming pool, squash courts, a gym and we have a couple of outdoor tennis courts too. You may have seen them on the left as you came in. Now, our website tells you how you can become a member and how much the yearly fee is. Do you want to make a note of the address?

Woman: Oh, yes please. I'll just put it on my phone now.

Man: OK, it's W W W dot getactive dot com. That's G-E-T-A-C-T-I-V-E dot com.

Woman: 'Get active' – is that all one word?

Man: Yes, that's right.

Woman: OK, I've got that. Thanks very much for your help.

Conversation 2

Bank clerk: Good afternoon, can I help you?

Customer: I'd like to open a new account, please.

Bank clerk: Certainly – now, is it a basic account you're looking to open or a savings account?

Customer: A savings account.

Bank clerk: Right, we can complete your application online. I'll just get the form up on screen now. It won't take long. So, I just need a few personal details. Can you give me your full name, please?

Customer: James Clarke.

Bank clerk: Is that Clark with an 'e' or without?

Customer: It's got an 'e' at the end. C-L-A-R-K-E.

Bank clerk: And where do you live? What's your address?

Customer: 2 Waddington Road.

Bank clerk: Can you spell that for me?

Customer: That's W-A-double D-I-N-G-T-O-N Road.

Bank clerk: Is that Waddington with a double D, did you say?

Customer: That's right.

Bank clerk: OK, so I just need a little more information about …

5 17

Man: Do you want to make a note of the address?

Woman: Oh, yes please. I'll just put it on my phone now.

Man: OK, it's W W W dot getactive dot com. That's G-E-T-A-C-T-I-V-E dot com.

Woman: 'Get active' – is that all one word?

Man: Yes, that's right.

…

Bank clerk: So, I just need a few personal details. Can you give me your full name, please?

Customer: James Clarke.

Bank clerk: Is that Clark with an 'e' or without?

Customer: It's got an 'e' at the end. C-L-A-R-K-E.

Bank clerk: And where do you live? What's your address?

Customer: 2 Waddington Road.

Bank clerk: Can you spell that for me?

Customer: That's W-A-double D-I-N-G-T-O-N Road.

Bank clerk: Is that Waddington with a double D, did you say?

Customer: That's right.

9 18

A: I really enjoyed that little place we went to last weekend – there was a really good choice of meat and fish, wasn't there?

B: Did you really think so? I wish I could say the same, but actually, I thought it was pretty limited. There were far too many fish dishes on the menu and I can't stand seafood. There just wasn't enough meat.

A: Oh, come on Jo! We really enjoyed the steak we had, and you said that the beef the people on the other table were eating looked delicious too.

B: Well, I won't be going back. It was much too expensive.

A: Well, I thought it was pretty reasonable. In fact I couldn't believe it when the bill arrived. £40, including a tip. That's only £20 per person. You can't get steak for less than £15 anywhere in town.

11 19

David: Hi, Leila! Where are you? We need to leave for the party soon.

Leila: I'm on my way home – I'm still waiting for the bus. I was going to get a taxi back but I've just checked my phone and there's a bus due in about 15 minutes – 7.50 pm to be exact. And it seems to be running on time. It left the railway station a couple of minutes ago, so it's not too far away.

David: Do you want me to pick you up? I've got the car, so it's no problem. Where's the bus stop exactly?

Leila: It's the one on Blythe Road.

David: Blythe Road? I'm just checking it on my phone. Is that B-L-Y-T-H?

Leila: There's an e at the end of Blythe.

David: Got it. OK, I won't be long.

Leila: Actually, David – no need to pick me up. The traffic lights have just changed and I can see the bus coming now. I'd better go – I'll see you at home in a few minutes.

12 20

Darren: Hi there, Alicia! How was your weekend? You were on a sailing course down at the harbour, weren't you?

Alicia: That's right – I really enjoyed breathing in all that fresh sea air. It was only two days but the time flew by! The instructor began by teaching us safety rules, which was necessary, but not very exciting. But then on the first morning we learnt how to open the sails and I even learnt how to turn the boat. The water wasn't as calm as it looked, I can tell you – I lost my balance a few times!

Darren: Sounds like you had a lot of fun. I'd love to learn to sail.

Alicia: Well, there are plenty of courses and I think they run them once a month – so just let me check the website here. OK, so this was my course here – see – 4th and 5th of August. Now you could sign up for the next one, at the beginning of September. And it looks like there are still some spaces available.

Darren: So, the next one starts on 1st of September? I think I could do that.

Alicia: Well, let me give you the name of the course leader so that you can give him a call. He's a really experienced sailor … OK, it's Jon Galloway.

Darren: Is that the usual spelling of John?

Alicia: No, there's no 'H' – he's just J-O-N.

Darren: OK, got you. And did you say his surname's Galloway? Can you spell that for me?

Alicia: Yes – Galloway – that's G-A-double L-O-W-A-Y. And I've got his number too. Why don't you give him a ring?

15 21

Jon: So, how's your very first week at university going, Rita? It's Orientation Week for all you new students, isn't it?

Rita: Yes, that's right – Orientation Week. Yes, it's great fun – there are so many different events going on to help us make friends and find our way around the university. And to get around the city, come to that! But you'll remember all that, Jon. You were a new student once!

Jon: That's true. I remember I went on a walking tour of the city on my first day. And I think some students did a bus tour.

Rita: Well, I did a bike tour – I was sent an email about it and I decided to sign up. There were only eight places and there were seven other names on the list already, so I got the very last place.

Jon: I didn't know you had a bike.

Rita: I *don't* have a bike but that didn't matter. We all hired them – from a little cycle hire shop on Barkway Street. You probably know the place.

Jon: Barclay Street? Do you mean the 'Barclay Street' on campus?

Rita: No, it's Barkway Street – B-A-R-K-W-A-Y. Number 22 Barkway Street, to be exact. It was great – we could choose a traditional bike or an electric one.

Jon: So I take it you went electric!

Rita: Yes, of course I did! Well, think about it – why ride a traditional bike when you can get around the city much faster on an electric one! And because there was a group of us, it wasn't too expensive. In fact the cycle hire was only a $120 for the whole group. So the cost was only $15 per person and that was for three whole hours!

Jon: Did you say $50?

Rita: No, $15. So I thought it was really quite cheap. And I didn't have to bring along a helmet to wear either. That was included – and we also got a lock, so it was easy to park our bikes safely when we wanted to stop and take a break!

Jon: Sounds good. Have you got the website address of the place you got your bike from? I quite like the idea of doing a bike tour.

Rita: Yes – it's a really easy one to remember. It's tradelectric.com

Jon: Can you say that again?

Rita: tradelectric – T-R-A-D-E-L-E-C-T-R-I-C all one word dot com.

Jon: Thanks, Rita.

Rita: No problem. Hey, maybe we can do a bike tour together. I'd love to cycle as far as the harbour next time.

Jon: Great! That's a date then!

SPEAKING

3 22

Boy: Well, I live in a small town in the north of my country. It has quite a few interesting places to visit. For example, in the centre of town, on the north side of the square we have the historic town hall, which was built in 1895. In front of it, there's a beautiful fountain. Opposite the town hall there's the library. Then if you go over the bridge, we have the art gallery, a big modern building, which often has interesting exhibitions. The art gallery is actually between the cinema (to the north) and a big shopping mall, where I often meet up with my friends.

To the south of the town, there's a harbour, where you can take a boat to the islands. And then next to the harbour is the stadium, where people go to watch our local football team. And just behind it is the public swimming pool. It's an outdoor pool – lovely in summer, but very chilly the rest of the year.

10 23

1 **Examiner:** Where were you born?
Candidate 1: I was born in Dubai, in the Middle East. It is situated on the north-east coast of the United Arab Emirates.

2 **Examiner:** Where did you grow up?
Candidate 2: I was born in a small village in China, but I grew up in Chengdu, which is a very big city in south-west China.

3 **Examiner:** Has your home town changed much since you were a child?
Candidate 3: In the last ten years Baku has changed a lot. Ten years ago we didn't have so many tall buildings and there wasn't as much to do then. The biggest problem is that everything is more expensive now.

4 **Examiner:** Is there anything that you used to do in your home town that you don't do now?
Candidate 4: Well, I used to go to the beach every summer when I was younger, but now I don't have time. One summer, I even went fishing. I'd like to do that again. Perhaps I'll have time next summer, after my exams.

12 24

1 Our family bought an apartment in the middle of town.
2 The statue was built in 1985.
3 Our town is situated on the Yangtze river.
4 The shopping mall is called 'the Galleria'.
5 The library is located across from the swimming pool.
6 Many things have changed over the years in my home town.
7 A number of new apartments were developed by the harbour.
8 The bridge was designed by a famous architect from London.
9 Recently, scientists discovered a large cave near our village.
10 Recently, many young people have started to leave my home town to look for work.
11 A long time ago many people used to work in factories in my town.
12 A tourist who visited recently said our town is a great place to visit.

14 25

Speaker 1: In my city there are a lot of things that people can do to enjoy themselves. I personally enjoy visiting the many parks we have, but only in summer when the weather is fine. In winter, people like to visit the cinema or sometimes it's possible to go ice skating on the lake.

Speaker 2: Well, I'm really keen on sport, especially swimming. I live in quite a small town, so we only have one swimming pool and I spend as much time as I can there, when I'm not studying of course!

Speaker 3: Most of the city is pretty modern, but there's an ancient castle where the Emperor used to live. It's just a place for tourists to visit now, but in the past it was the most important place in the country and it's over 1000 years old.

Speaker 4: It depends. There are a lot of traffic jams in the morning and evening when everybody is going to work or school, but the public transport is very modern and the underground's fast and cheap.

Unit 3 EDUCATION AND EMPLOYMENT

LISTENING

5 26

Conversation 1

Manager: Come on in. It's Anna, isn't it?

Anna: Yes, that's right. Anna Scott.

Manager: Ah yes. Take a seat, Anna. First of all, we're delighted that you'll be joining us as a store assistant at the beginning of next week.

Anna: Thanks very much. I'm really looking forward to the challenge.

Manager: That's good to know.

Conversation 2

Receptionist: Good morning, you're through to Milton College. How can I help?

Student: Oh, hello there. I'd like to book a place on the Food Photography course.

Receptionist: OK. Now, is that the one that starts on the 18th?

Student: No, that's the date of the Food *Technology* course – I want the Food *Photography* course. It's the day after.

Receptionist: OK … got it right up on screen now. Food Photography – Saturday the 19th of September. And it looks like you're in luck – there are only a couple of spaces left. We've taken ten bookings already, so you've just made it – the course is limited to 12 participants. It's very popular.

Student: That's good to know! Now can I just check the details of the course?

8 27

Manager: Come on in. It's Anna, isn't it?

Anna: Yes, that's right. Anna Scott.

Manager: Ah yes. Take a seat, Anna. First of all, we're delighted that you'll be joining us as a store assistant at the beginning of next week.

Anna: Thanks very much. I'm really looking forward to the challenge.

Manager: That's good to know. Now, we know you've just finished a course in Information Technology, so we've decided to put you in the computing and phones section of our department store.

Anna: That's great. Now, that's next to the radios and audio equipment, isn't it?

Manager: That's right. All our radios and audio are in a part of the store we used to call the 'Sound Station'. But as I've just said, you'll be based in the computing and phones section. Now we've recently made this area of our store much bigger so that we can sell a much wider range of computer equipment, such as smart watches.

Anna: Mm. Smart watches.

Manager: Yes, we really want to attract a younger group of customers. And we haven't just given this whole area a completely new look – we've re-named it too!

Anna: Re-named it?

Manager: Yes. From next week it's going to be known as 'Moving Images'.

Anna: 'Moving Images'? Cool! I like it.

Manager: Now, do you have any questions before we move on?

15 28

Student: Now can I just check the details of the course?

Receptionist: Sure, go ahead.

Student: Now it says on the leaflet … um, let me find it … OK, got it! Right, so it's called Food Photography, and I've got here that it begins at nine thirty.

Receptionist: That's right – it's an early start. It begins at half past nine and it goes on until four thirty. Most of our weekend courses are quite short and so they're over in a couple of hours – this course is longer. According to the information I've got up here on screen, it's seven hours long.

Student: Oh, I'm glad it lasts for more than a few hours. I don't think I'd be able to learn how to take good pictures in *less* than seven hours.

Receptionist: Now, I'll just give you a bit more information about the course itself. Basically, you'll learn how to take good photos of food using a digital camera. So it'll train you in the basics of using a range of camera angles.

Student: Camera angles?

Receptionist: Yes, you'll learn how to photograph food using close-up shots, wide-angle shots and shots taken from above, that sort of thing.

Student: What about learning to edit pictures on my computer? Will that be covered too?

Receptionist: No, I'm afraid not. The purpose of the workshop is to teach you how to take good photos in the first place. It's a really hands-on session – in fact, you'll spend some of the day on location in a local hotel. It's just round the corner from the college – the Lincoln Hotel – so you'll have the opportunity to practise taking photographs using real dishes!

Student: That's great – a practical course is exactly what I'm looking for!

Receptionist: Now just a few more things. The full fee for the course is $55 and that includes a light lunch and refreshments at the hotel.

Student: Oh, that's really good. That means I don't have to worry about bringing along my own drinks and snacks on the day. That would probably cost me at least $10.

Receptionist: OK, I think that's everything, so I'll just take your details so that we can confirm your place on the course.

SPEAKING

7 29

Examiner: What do you do? Do you work or are you a student?

Nina: I'm a student. I'm doing a part-time fashion and textiles course. I'm at Milton College, in the centre of the city. I'm in my third year and at the moment I'm studying 12 hours a week.

Examiner: Are you enjoying it?

Nina: Oh yes, I am. I think it's great. I particularly like working with different materials like wool and leather. And I've just made a beautiful scarf and it's made out of plastic. It looks very strange but I think it's great! It's pretty amazing in fact!

Examiner: Would you like to learn anything new in the future?

Nina: Yes, I would. I'd really like to learn how to use computer software to create new designs. This should also help me create new shades of colour. Using technology in this way would be really challenging for me, I think.

Examiner: And is there a job you'd really like to do in the future?

Nina: Yes, there is. I'd love the chance to become a fashion photographer. And if I do well on my course and get some experience of taking pictures at my college fashion shows, perhaps my dream will come true. I've just bought myself a new digital camera and I've already learnt how to take some great close-up shots!

18 31

Nina: I'm going to tell you about a time when I learnt something new. What did I learn? Well, I've always been an active and sporty person and I really like cold weather – I love it when it snows in my country. That's why I decided to learn something that mixes these things together – winter, sport and snow! So, I decided to learn to ski!

I learnt with an instructor. There was a big group of us – we had a great instructor. It was really exciting when we were on the chair lift on the first day. We started on the nursery slope – I couldn't even walk on my skis at first and I fell over many times. It took me a long time to learn how to keep my balance. It really is much more difficult than it looks! It was great fun! I really liked learning in a group – much better than learning individually.

In fact, I was in a skiing competition recently and I won! I got a silver cup. So, I think that's quite a good result.

How did I feel about the learning experience? Well, it was really thrilling to ski downhill for the very first time – I loved the feeling of speed. It was very exciting! I was so proud of myself when I reached the bottom of the slope and I was still standing! It was a great feeling!

Unit 4 FOOD AND DRINK

LISTENING

3 32

Mike: So, what type of meal do you think we should have at the party, Jane?

Jane: I don't know, Mike. Do you have any ideas?

Mike: What do you think about preparing a Mexican meal?

Jane: I really like Mexican food and we could have some fun Mexican party games, but I think it might be too spicy for some people.

Mike: That's true. We could have pizza. Everybody likes pizza.

Jane: Hmm, I think we should have something healthier.

Mike: I know! We could have salad and roast chicken.

Jane: That sounds like a good idea. And it's fairly simple to prepare. Let's do that.

4 33

A: So do you think that we now have everything ready for the meal?

B: Almost, I was just wondering what would be the best way of preparing the potatoes.

A: Well, you could just boil them and serve them with the fish.

B: That would be easy, but I don't think it would be very exciting.

A: What about frying them? Everybody likes fried potatoes.

B: They aren't very healthy though, and I haven't got much oil left.

A: You could bake them and serve them with the salad Elly's preparing.

B: That would taste good, but it takes ages to bake potatoes in the oven. I know, I'll boil them and then put them with Elly's salad.

5 34

A: Before we go back to the flat, I think we need to check we have everything that we need.

B: OK, well you went to Arcadia, so I imagine that you got the strawberries and apples from there?

A: Yes, I did.

B: Did you notice if they had any cucumbers while you were over there?

A: I'm not sure. I thought *you* were going to get them.

B: Well I went over to Best Buy, and I got some nice carrots and peas, but I didn't like the look of the cucumbers.

A: Oh, I suppose we can go there on the way back to the station.

B: Don't forget we need to get some cakes and pastries too. We can get those after we've been to Hampton's to get the lamb and chicken.

A: OK, good plan.

6 35

A: In this new series of 'Talk of the Town' we'll be looking at the different restaurants in and around Ogdenville and getting some tips and recommendations from our resident food critic, Chris Griffin. So Chris, where have you been this week?

B: Well, one restaurant that I really enjoyed is Adam's. It's on the Town Square. I ordered a steak au poivre and it was perfect.

A: What's that?

B: It's a steak in peppercorns – it's quite a typical French dish.

A: So, is it a French restaurant or a steakhouse?

B: Well, the chef is French, but it serves food from all over the world. It has a wide variety of dishes. One word of warning though, it gets really busy at weekends, so you should check they have places before you go.

A: Have you got any other recommendations for us this week, Chris?

B: Oh, yes. I can really recommend the Duke on Smith Street. I had lobster and it was really tasty. It also has a few vegetarian dishes, but it's the fish dishes that make it famous in the town. The food isn't that low-cost though, so you might want to save going here for a special treat.

A: What about people who are on a budget? Have you got any suggestions for them?

B: Yes, I have. The Tower in Market Street is a fashionable restaurant where people can get a good meal at a reasonable price. I had a pizza, but it isn't a fast food restaurant, it specialises in all different types of food from Italy. I've heard that the lasagne is especially good.

A: Thanks, Chris. You certainly have given us all food for thought.

11 36

Chef: I suppose one thing that everybody knows about Japanese, Chinese and Korean cooking is that they all use chopsticks rather than knives and forks like people in the West. The chopsticks that people use in the different countries are quite different though. In China the chopsticks tend to be made of wood and are round at the end, whereas in Korea they're made of stainless steel and are rough at the end. This is because in the past the emperor would use silver chopsticks, as they changed colour if there was any poison in the dish. They can be quite tricky to use, but in Korea people use a spoon to eat their rice. In Japan they use a variety of things to make chopsticks. Wood and plastic are the most popular now, but you can find bone, metal and even ivory ones.

If we look at the food of the different countries, it's very difficult to talk about China in general terms because it has many different cuisines. So it might be better if we look at Korean and Japanese food a little more. It's well known that Koreans tend to like spicier food and red peppers can be found in a wide number of dishes. I suppose that everybody thinks of sushi when they think of Japanese food, but you can also find a lot of influences from all over Asia and even Europe, for example tempura, which came to Japan from Portugal. Those aren't present in Chinese and Korean food.

Traditionally, in both Japan and in Korea meat plays less of an important role than in Europe, perhaps because it's so expensive due to the lack of space for keeping animals. That said, both the Japanese and Koreans enjoy meat. Barbecues of all types are popular in Korea and beef forms the basis of many special meals in both of the countries. Now moving back to Chinese cuisine …

12 37

Interviewer: Today in the studio I am pleased to have with me the famous chef, Graham Shepherd. Graham has just come back from Beijing in China, where he was making a TV programme on the food you can try in this historic city. So, Graham, what can you tell us about your trip? Was it how you expected it to be?

Graham: It was quite surprising really. I suppose that most people think of Beijing duck when they think of Beijing and I did try some of this tasty traditional dish, but with so many people from all over the country living in Beijing there really are a lot of different foods from all regions of the country. One dish that I really enjoyed and I didn't expect to find was kebabs. These tasty snacks are originally from north-west China, but they're very popular street food in Beijing. They're especially popular as a tasty snack at lunchtime for school pupils. They have less meat and more vegetables than we are used to, so they're a bit healthier.

Interviewer: I'm sure that most people have tried kebabs, but did you try anything that might be unusual for our listeners?

Graham: Oh, yes. One of the things that I had was jellyfish. It added a nice texture to the dish, but I thought it didn't taste of much. One dish that did have a strong taste was hotpot. The dish I had was made in the Sichuan style, so it was very spicy. What I found interesting was that the hotpot was put on a hotplate in the centre of the table, and we were given a dish of raw food and we chose what we wanted and put it into the pot ourselves, and got it out when it was ready. It was great fun and very sociable. And very tasty!

Interviewer: I'm sure that you tried some of the dishes that we all know and love too. Can you tell us something interesting about them?

Graham: Of course, everybody knows about noodles and dumplings, but I doubt many people know how many different types there are! One of the highlights for me was learning how to make fresh noodles with a chef from Northern China. The recipe of egg, salt and wheat flour is quite simple, but to make the noodles by hand you need to be quite a skilful chef.

Something which is much simpler to make are dumplings. The basic ingredients are flour and water, but the beauty of this dish is that it's very flexible. You can fill them with whatever you like. I especially enjoyed one with raw prawns, but all sorts of meat and vegetables can be put in them.

Interviewer: Thanks Graham, that's really interesting, but unfortunately we've run out of time. If you'd like to know more about Graham's adventures, the series will be starting on Thursday at 7 o'clock on Channel 9.

SPEAKING

4 38

Examiner: What kind of food is popular in your country?

Mohammed: These days a lot of young people actually enjoy Western food like pizza and fried chicken. Our national food is often too spicy, especially for children and foreigners, and also it takes too long to cook. I think that it's delicious though!

Examiner: What do you think of Western food?

Mohammed: Well, I suppose Western food is quick to make and is tasty too, so everyone can eat it without too much trouble. I think that a lot of people like food to be convenient because they're so busy nowadays.

Examiner: Is there any kind of food you don't like?

Mohammed: Yes, I'm not keen on sushi at all. It's so strange eating something that hasn't been cooked. I know it's very fresh and healthy but I just don't like the taste and I can't stand the texture – it's too chewy for me.

6 39

Angelica: I'm going to talk about an Italian dish – risotto. It's a rice dish and most people in my country enjoy it. Unlike in most countries, we fry the rice with onion in olive oil before we add any liquid. We don't cook it in water, but a kind of soup or broth, which can be made of meat, fish or chicken. I'm from Milan, and our traditional risotto is made using saffron, which gives the dish a beautiful yellow colour. It's a very creamy and delicious dish. We usually have it as a starter, not as the main meal.

Firstly, I think that it's popular in my country because – and not a lot of people know this – but Italy's one of the biggest producers of rice in Europe. It's very simple to cook, and as I said before, you can use all types of ingredients. Anything that you can find in the fridge! Also, Italians don't like to waste food, so if you have some fish or some meat and it isn't enough for a meal, you can always make risotto.

I love it first of all because it always reminds me of home. My mother's very fond of cooking risotto and if I was unhappy, she used to make it for me and it always cheered me up. I don't live at home now and so when I'm feeling homesick and missing my family, I always try to find an Italian restaurant and have some risotto! And secondly, I like it because it's a great meal to make for friends – easy to prepare, but very tasty.

You can get risotto everywhere nowadays, but it isn't always that good. If you visit my country, especially the northern part, I recommend that you try to taste risotto there. It really is special and I promise that you will find it different to any risotto that you have tasted before.

Unit 5 CONSUMERISM

LISTENING

2 40

Recording 1

Whatever you do, don't miss our Summer Sale. This weekend, and this weekend only, we're reducing all our prices right across our store. So, on our first floor you'll find women's jeans at just $20 a pair. And, just in time for the holiday season, our T-shirts and swimwear are on special offer too.

And if you're looking for shoes, you'll want to visit the fourth floor. You'll find a good selection of styles and colours in our footwear department situated right next to the coffee shop. This weekend, they're all half price and that includes a wide choice of sports shoes in most sizes! So, hurry before they're all gone! Sale ends Sunday! Miss our sale? Miss out!

Recording 2

Dan: So, Jess, what do you think of my hat?

Jess: It's very nice – I like the colour, and it'll definitely keep the sun off your face. Actually, I didn't notice the clothing stalls.

Dan: I know you didn't! That's because you spent most of your time there looking at all the jewellery! And relaxing in all that fresh air, of course!

Jess: That's true – but actually, I managed to find a really nice necklace. And you'll never guess how cheap it was! Do you want to have a look?

Recording 3

A: So what did you think of it? It only opened a few weeks ago, didn't it?

B: Yes, that's right, so that's why it was very busy. In fact, it was a bit like being at a football match – there were so many people! But I really liked it – it's very convenient because there were at least 50 different shops all under one roof and there's a car park too. I'd really like to go back.

A: Then how about going along there together next weekend? I'd really like to see it for myself. I also need to buy a birthday present for my mum. You could help me choose something for her. And we can go for a coffee afterwards! I'll pay!

3 41

Recording 1

And now for the local news … A new branch of Sports World, the Danish sporting goods company, is opening on Saturday. Most of you will be familiar with the branch in the south of Grinstead that opened two years ago and which has enjoyed a lot of success. There was talk of them opening a new store in the Meadows Shopping Centre in the north of the town, but they have finally decided to open in the east, near the football stadium. As a special treat for fans, Grinstead Town's Danish striker Jesper Nielsen will be opening the store ahead of their home match at the weekend.

Recording 2

That's the end of our tour of the city, so you now have a couple of hours to spend exploring the city centre. If you want to buy souvenirs, you might find them cheaper near the hotel. However, if you're feeling a bit tired, there are plenty of teashops nearby and they also sell boxes of tea that make really good presents. A word of warning, you'll find a lot of cheap electronic stores offering cameras at really low prices. They might seem good quality, but we've had a lot of complaints from tourists who have bought them, only to find they break after about a week.

Recording 3

Thank you for calling the Eastgate Shopping Centre. The centre is currently closed. Our opening days and times are as follows … Monday to Saturday we are open from nine o'clock until six o'clock and on Sunday, our doors open at eleven o'clock and we close at five o'clock.

Recording 4

When I first opened the shop three years ago, we mainly sold shirts and jackets that I had designed, and these proved very popular. However, we added more products as the business started to grow. We also started selling online. The jackets and shirts are still really popular, especially online, but in the shop itself, we sell trousers more than any other item.

6 42

We also sell a lot of T-shirts. When I first opened the shop, I had a lot of designs that I'd worked on at university and in general these had writing on the front. I thought that it might be fun if people could put a photograph on the T-shirts as well. I invested quite a bit of money in this and they were popular at first. We sometimes have young children who come in with their parents and they buy T-shirts with photographs on. I've stopped designing T-shirts with writing on them, because I don't have the time, so now we sell more T-shirts with nothing on them at all. If fashions change, I might go back to designing them and if you want a photograph on your T-shirt, you know where to come.

7 43

Calling all fans of Sam West! This famous adventure writer will be in Westfield shopping centre tomorrow in Bookworms Bookshop on the first floor. He will be signing copies of his latest book, *Timed Out*. He is expected to get there at quarter past two and will stay until half past three. Get there as soon as you can because queues will start to form as early as noon. Don't miss this great opportunity to meet everyone's favourite writer!

8 44

I had a great day at that new shopping centre but I would complain about one thing – and not the usual kind of thing – the service in all the shops was good, and I had a delicious lunch in the café on the third floor. No, the annoying thing was the amount of rubbish I saw around me. I think it was because there weren't enough rubbish bins for people to put their empty cans and sweet wrappers in. But, apart from that, I would say that it's well worth a visit.

9 45

You will hear a tour guide talking to some tourists. Listen and answer questions 1–6.

Hello everyone. So can you all hear me and see me? OK, my name's David Edwards and I'm your tour leader for your shopping tour today. Now, as you can see, we're parked just in front of the main theatre. If any of you would like tickets for tonight's performance, we can arrange that for you. We're just round the corner from the railway station. If you want to come on our Historic Buildings tour tomorrow, the coach will leave from just outside the station. And if you want to go for a drink at the end of our tour today, there are plenty of cafés just behind the station.

We're still waiting for a few people, but while we wait I can tell you a little about the theatre. Although the building is very modern, in fact a theatre has existed on this site for over 200 years. The original theatre used to be very popular because of the musicals it put on. However, it had to be rebuilt after a fire. Some people love the striking modern design, others hate it. These days, its popularity is mainly due to the fact that it attracts a lot of well-known performers.

Now, in a few minutes' time – at 9.30 – we'll be starting our tour. First we're going to make our way down to Market Place, which is one of the most famous squares in the city – that should take us about ten minutes. There's not too much traffic on the roads, so we should get there at quarter to ten at the latest.

Market Place was the city's old food market. People used to come in from the countryside to sell their fresh fruit and vegetables. Remember that these were the days before supermarkets! You won't find any food here now though. It's now a craft market and I think you'll find lots to interest you – especially if you want to take presents home. You'll see all kinds of things like hand-painted local pottery and leather goods. Personally, I suggest that you visit the jewellery stalls. You really won't find anything like it anywhere else! But if you're looking for clothes, I'm afraid you'll be disappointed. Wait for this afternoon's visit.

We'll stop at Market Place for an hour and a half and then continue the tour with a visit to the Regional Food Centre. Here you can find over 50 types of local cheeses! There is also fresh fruit juice on sale – orange juice, peach juice, pomegranate juice, produced in the villages of the region, and local jam too. You're welcome to buy things to take home with you, but the real reason for our visit is lunch. The idea is that you buy food and drink from the stalls and take it to eat in the lovely open-air dining area.

And finally, in the afternoon we will be visiting the Fashion Fair in the exhibition centre on the outskirts of the city. This is a huge venue, so try not to get lost. There is a whole hall devoted just to footwear – every kind of shoes and boots you can imagine. You can easily find it because it has a green roof. Just don't go through the blue doors at the entrance of the centre – you have to pay for that part of the exhibition. And if all that shopping has exhausted you, there's a café where you can rest your weary feet! That's in the building with a red sign. But don't worry, I'll remind you all about that later.

Right, everyone's here now, so, if you've all got your shopping bags, let's go!

SPEAKING

2 46

The place where I really enjoy shopping is Covent Garden Market. It's very convenient because it isn't far from where I live. It isn't a traditional food market, though at one time it used to sell fruit and vegetables. Now, it's a collection of all sorts of independent shops and stalls. There's an amazing selection of things to buy – clothes, jewellery, books, art and crafts. I love it because it has a great atmosphere. There are cafés outside in the square, and often you can see street performers. It's very lively and friendly. I avoid the big malls because they're often out-of-the-way – you need a car to get to them.

And what do I enjoy buying? Well, I'm keen on fashion and like to go clothes shopping whenever I can. I love trying on clothes even if I can't afford to buy them! And I absolutely love going to the sales! Sometimes I manage to find great designer shoes at very reasonable prices. And I like shopping for really fun and original gifts for my friends – things that nobody else has. Covent Garden's a great place to do that.

7 47

You asked me to describe a place where I like going shopping, so I'm going to talk about a department store in my town. It's called Judies and it's a very old store. In fact, it's about a 100 years old, so it's very famous. I would say that it's a landmark because everyone knows it. It's very large and spacious too, with four floors and more than 30 different departments to visit. You can find anything you want here, such as unusual presents for your friends, and you can buy really good food too. For example, you can buy traditional cakes and sweets that are famous in my area and they are delicious. It's an amazing shop but it's not cheap. In fact, it's one of the most expensive shops in the area.

I think it's in a good location because it's right in the centre of the town, which is very convenient. It's also very close to the railway station and a multi-storey car park too, so that's good for you if you have lots of shopping bags to carry.

What do I like to do there? Well, I really like spending time in the jewellery department and this is on the ground floor of the building. I love looking at the different rings and necklaces. I enjoy trying them on too! I like gold jewellery the best but I can't afford it.

Why do I like it so much? Well, I like the atmosphere in the store because it's very traditional. All the sales assistants are very friendly and helpful too. Yes, it's a really good store, so that's why I spend a lot of time in it!

Unit 6 LEISURE TIME

LISTENING

4 49

Melissa: Thanks for offering to drive us all to the concert. It's really kind of you and makes getting there much easier. I don't live far from you at all. First, you need to turn right onto Maple Avenue and drive to the bottom of the road, passing the supermarket on your left. Then, you need to turn left at the traffic lights and then take a sharp right onto Main Street. You can also go straight on here, past the surgery, but I usually drive down Main Street. Follow this road until you reach a roundabout – you'll pass a park and some shops on your right. When you get to the roundabout, take the first turning on the left, onto Silver Street. As you approach the crossroads here, my house is the first on the corner.

5 50

Melissa: Sorry, I've just remembered, I told Sarah you would collect her on the way. Forget the route I just gave you, I'll give you another set of directions. This route might even be easier. Again, you need to turn right onto Maple Avenue, and go up to the lights. Instead of turning left here, turn right, with the park on your left. Then after the zebra crossing, take the first turning on your left onto New Road. Drive along New Road until you reach the bridge. Sarah's house is the second house after the bridge. That's on the right; there are shops on the left. Once you've picked up Sarah, take the first turning on the left, onto Silver Street, and go straight ahead until you reach the roundabout. Go straight ahead at the roundabout and then take the first turning on the right, Oak Avenue. My house is number 1. It's on the corner.

7 51

Tanya: Hi Jane, this is Tanya. I'm calling to make arrangements for the concert on Saturday. I can't believe you've never been to the Arena before. I often go at the weekend. There isn't just the Arena concert venue, there are also lots of other things to do: shopping, restaurants, exhibitions. I'm giving Melissa and Sarah a lift, so shall we all meet up for a coffee before the concert? I'll give you directions. OK, listen carefully.

As you walk through the main entrance, you come to a square with a big fountain in the middle. This is where people usually arrange to meet up and sometimes they have live music here. Beyond the square, on Main Avenue, on your right, there are several restaurants, and opposite these on your left is an exhibition centre. There used to be a cinema here, but they moved it when they finished building the Arena.

So there are several coffee shops to choose from, one near the fountain and one in the north end of the building, but I suggest that we go to the one at the end of Main Avenue, because it'll probably be less busy than the others. It's right at the end, after you pass the art gallery on the right. So shall we all meet there at seven o'clock?

Then, after we've had a coffee, to get into the Arena we just need to go through the shopping centre, which will be on our right once we go back down Main Avenue. It can be a bit tempting, but there's no other way to get there, as the Arena is the other side of it. Oh, and there are toilets beside the entrance if you need them. And then after the concert, they open the door opposite and you can go straight out into the car park, which is very convenient.

Let me know if you can make it for seven. I'm looking forward to seeing you – it's been a while.

9 52

First of all, welcome to our activity summer camp. I hope you enjoy all the activities we have on offer. We start our tour at the outdoor theatre here, where we hold many of our evening activities. From here you can see our various watersport activities. Directly in front of the campsite, on the edge of the lake, we have the kayaking centre. And then in front of the beach, we have an area reserved for diving. Swimming isn't permitted here.

If you like racket sports, just behind the beach you can practise badminton in the large building. That's quite popular in the evenings. We also have some outdoor tennis courts. We used to have basketball in the building too, but now you can play it on the court behind the building. And if these activities make you hungry, the path from there takes you straight to the café and dining hall.

However, we'll continue our walk along the lake shore and I'd like to draw your attention to two other areas. One is this part of the lake, which is perfect for swimming, but, for safety reasons, only when an instructor is present. Unfortunately we can't offer sailing as an option here this year. And I also want to point out, just across the lake, a track for cycling. Some people in the past have also gone running on the track, but there were a few accidents because there isn't enough space for runners and cyclists, so now running isn't allowed.

So now let's take this path here, towards the tennis courts. On our left, you can see there's a football field. Gary's our coach and he'll be organising tournaments during the week. He'll arrive tomorrow, because he's taking part in a rugby game today.

And now if we walk up to the right of the tennis courts, we can see the archery field, surrounded by trees. And in the building just to the right of this, you can hire equipment for the archery and buy snacks and drinks. It also has some table tennis tables, so you can go there and have a game if the weather turns bad.

10 53

Good morning. I'd like to thank the council for agreeing to this meeting and for welcoming us here today to explain to you our plans for Pine Woods Centre. Our aim is to make Pine Woods a place where people of all ages can come and enjoy their free time. The centre will feature our Tree Tops Challenge – only for the brave and fearless! For the less brave, and for families with children, there will be adventure playgrounds, indoor and outdoor, and a feeding area for farm animals and we will also offer cycle trails through the woods.

I'll give you an overview of Pine Woods first and then tell you more about each area in more detail. This first slide shows the overall layout of the centre and where all the activities will be situated. As you can see from the map, the entrance to this attraction will be on the south side. As visitors enter from the car park, they will walk along this path leading them to the café and gift shop. The gift shop will be where tickets are on sale and therefore needs to be near the entrance. So this building here on the right will be the café and the building on the left will be the gift shop. There will also be a picnic field behind the café for the warmer months. It's the area just to the right of the café as you look at the map. And in the bottom right-hand corner of the picnic field we're planning to have a barbecue area, where people can hire a barbecue and bring their own food to cook. It'll be great for parties. In summer we plan to have bands performing here in the evenings.

To the west of the gift shop is where the Tree Tops Challenge will take place. There's a path here winding through the forest, and up in the trees there will be all sorts of high-level adventure apparatus – rope swings, awesome rope bridges and tunnels, and zip wires where you can fly way above the forest floor. This adventure experience will only be open to those aged 15 and over.

Beyond the Tree Tops Challenge there will be an adventure playground. To get to it, you go along this path from the entrance until you reach the crossroads, then you turn left. The young children's playground will have a fence around it, making it safer and keeping them away from the lake. The indoor play area, only for the very young, will be on the east side of the farm, near the café and just inside the picnic area.

And finally, let's turn our attention back to this area here, where the paths meet and form a crossroads. This path leading to the east end of the farm will take our visitors to the area which houses the farm animals. Children will be able to watch the animals being fed and cared for, and in some instances they will be able to feed the animals themselves. The sheep will be in this first area on the right here, directly opposite the pigs, and the goats will go at the very end there. We haven't quite decided on the other areas yet.

So those are our plans. We hope they will be approved, and we look forward to welcoming you back in the not too distant future to see the final result.

SPEAKING

4 54

I'm going to talk about a hobby I'd like to take up in the future. I really want to learn ballroom dancing. This is because I love Latin music and I love the way the dancers move and shake. I also want to give myself a challenge and learn something new. Watching ballroom dancing always makes me feel excited. I don't think it'll be too difficult for me, because I already do ballet and tap dancing. I like learning new steps. For example, I really want to learn the tango or the samba because these are exciting and look good to people watching. I've tried Flamenco dancing but I'm not very good. I'm also worried about finding the right dance partner, because I'll be a little slow to learn in the beginning. So I might fall over sometimes. In fact I'll probably fall over quite a lot!

7 55

I'm going to tell you about a leisure activity I'd like to do in the future. I'd really like to learn how to play the acoustic guitar. This is because I love music and I love the beautiful sound this kind of guitar makes. I also want to give myself a challenge and learn something new. I don't think it'll be too difficult for me because I already know how to read music. I play the piano but I'm not very good. I think playing the guitar will be easier. I also like the fact that you can carry a guitar round easily and play it anywhere. For example I can play it in the park or on the beach.

I can't think about learning it at the moment because I'm too busy. I need to focus on my studies and prepare for my exams. I think that I'd like to take up the guitar next year. All my exams will be over by then, so I'll have more time, and more money too. In fact, I'll need money to pay for lessons! I think that learning the guitar would change my life in a positive way. If I learn to play it really well, I'll start my own band. I'd love to perform live on stage at a concert. I think that would be fantastic!

8 56

Examiner: Do you generally enjoy trying new things?

Candidate 1: Yes, I would say I like to try new things, meet new people. It's something that is very important to me.

Examiner: Is there any other activity you would like to try one day?

Candidate 2: Yes, I've always thought about windsurfing, I mean, I'm a big fan of the ocean and love water sports, so it's next on my list of things to do.

9 57

to: I want to go now.

and: You have to wear a shirt an' tie.

a: Wait a minute.

of: Get me a glass of water.

some: Will you lend me some money?

for: This is for you.

from: I come from London.

Unit 7 FAME AND THE MEDIA

LISTENING

2 59

Justin Bieber's rise to fame is an interesting story. He was interested in music from a very early age and he taught himself how to play a whole selection of musical instruments, which I think is rare in youngsters these days. Like a lot of teenagers who want to be pop stars, he learnt the guitar. But, whereas very few of those teenagers put in the effort needed to be successful, Bieber, on the other hand, not only learnt how to play the piano as well, but also mastered the drums and even the trumpet! One day he hopes to learn the violin.

He was clearly gifted, and his mother used to arrange for him to take part in local competitions. He came second in one, and his mother posted his performance on YouTube. She kept posting other clips of him singing, and soon these attracted a number of fans who started following him, though at this point he still hadn't found fame.

His big break came when a music executive came across these videos by accident when he was looking for a performance by a different artist. He immediately recognised Bieber's talent and gave the teenager a contract with his recording company. His first record was a worldwide hit. He shot to fame in just two years and is now a global superstar, one of the most well-known performers the world has ever seen.

5 60

A: I wouldn't like to be famous. I would hate people to recognise me all the time. You would always be followed by journalists and never able to have a private life. Being followed on a good day, when you've been to the hairdresser and are wearing your best jeans, is perhaps acceptable, but can you imagine how it would make you feel on a bad day?

B: I would love to be famous. I would adore all the attention and the special treatment. Everywhere I went, people would know my name and I wouldn't need to queue any more. The best part, though, would be meeting other famous people. I can imagine that would be so interesting. They would come to my private yacht and I would visit their mansions.

7 61

Interviewer: So, you've been a famous singer for over three decades now. What advice would you give to someone wanting to become famous?

Celebrity: Well, my first piece of advice is – don't try and become famous. Instead focus on being good at something. Choose something you enjoy and then work hard at doing well in that area.

Interviewer: What did you do to become such a successful singer?

Celebrity: Well, a good way to be the best is to learn from the experts. Find people you admire in your area of interest. Try to get as close to them as possible. Observe them carefully. If possible, talk to them. Ask lots of questions. Don't copy them, but try to learn from them. And don't be afraid to experiment, try something new.

Interviewer: Being the best is one thing, but how did you get yourself known?

Celebrity: Getting yourself known is indeed another skill you must work on. One thing is for sure, nobody is going to come to you. You have to make opportunities for yourself. You have a product to sell and the product is you. It's much easier to do that these days, especially with the internet around. Many people use social media for this.

Interviewer: Any other piece of advice?

Celebrity: Yes, the last thing I would say is, if you want to be really successful in something, you will most likely experience a certain amount of failure. People who fail at some point often say that the experience has been a great lesson and helped them on the road to success. Try to learn from these moments instead of being frightened of them. In fact, some of the most successful people have often failed countless times before reaching their end goal. What makes them successful, is that they kept on trying regardless.

10 62

If you're going to take film-making seriously, you need to learn how to get the best from your camcorder. Many people use camcorders these days, to make short videos of their friends and family, and often people just use the automatic functions. These work well enough for those types of occasion, but if you want to take a more professional approach for the production of your short film, you should have some knowledge of the camcorder's manual functions too.

In this tutorial I will start by discussing three of the most basic functions: the focus, the iris and the zoom. The focus control is usually the manual focus ring at the front of the lens, well certainly with professional cameras. It's a particularly useful function if used correctly. The ring turns anti-clockwise for a more distant focus and clockwise for a closer focus.

Next, I will talk about the iris ring. This is also located on the lens. It manages how much light appears through the lens, through the adjustable opening called the aperture. As you let more light into the shot, it naturally becomes brighter.

Finally, I will talk about the zoom function. Many people use this function and it's often over-used! Used in moderation, however, this very popular feature can be a really useful tool. It moves your perspective closer or further away from your chosen subject. I would advise, however, that whilst shooting a long zoom, you use a tripod.

11 63

So welcome to Film-makers' Club. I hope you're excited at the thought of making a film and that you're bursting with great ideas. I've put you all into groups, so here's what you're going to do. Now you might think the first thing that you need to do is to come up with an idea for a story, but even before that you need to think about what *type* of film you want to make.

Remember that a film is really a story in pictures. There are lots of ways of telling a story. So choose a style of film that suits the talents of the group. If you have talented artists, but no good writers, or actors, you might want to make your film in the style of a cartoon or some other kind of animation. Last year a group made an excellent film using Lego bricks.

So having decided that, you can start to think of your idea for the story. Think about the movies you like to watch. What is it that makes them interesting? Is it the characters, the plot? As regards plot, my advice is – don't be too ambitious, don't make it complicated. Keep it simple – the simplest ideas are often the ones that work the best. Initially you just need to find the basic concept. You can fill in the details later. It's a good idea to keep a notebook in your pocket and carry it everywhere. You never know when a great idea will suddenly come to you! And the more ideas, the better, in my opinion.

The next stage is to write the screenplay – for this you need to divide the story up into a series of scenes. For each scene, the screenplay should begin with a short description of where it takes place and the time of day, that is day or night. Then the rest consists of the script – the lines the actors will speak, and it should also describe the camera movements, and give directions to the actors about how they should move.

Before you can start filming, you need to prepare a storyboard of your film to help everyone involved to imagine the scenes clearly and to understand what you are trying to achieve. This is similar to a comic-book version of your film, but without speech balloons.

And at this point you need to appoint a director. This is a major role and it's vital that he or she is a good communicator, as they are the key link between the actors and the rest of the team. This person will have responsibility for the creative side of the project. He or she will have the final say in the choice of the main actors and in directing the action of the film.

That brings me to the next stage – casting your film – finding the actors. Don't just rely on your friends. Be creative! Perhaps you could advertise on social media. Or if your film needs a doctor, perhaps you could ask one from the local hospital if they could spare a couple of hours for you?

And then before filming finally starts, you will need to assign other jobs, such as director of photography – in your case this will be the person who operates the camera; someone in charge of sound and music, and someone in charge of costumes and props (including furniture and any other objects needed) and also someone to look after hair and make-up. But we'll look at these roles in more detail in our next session.

SPEAKING

2 64

Well, for this task I'd like to talk about Bill Gates. He's the brilliant computer programmer who created Microsoft and the Windows operating system. I first saw Bill Gates on television in 2001. He was talking about Windows XP, which came out that year. I remember thinking that he is the richest man in the world, but if you look at him, you'd never know that. He just looks like a typical computer programmer.

I like Bill Gates because he's responsible for bringing computers to millions of family homes around the world with his Windows operating system. This made computers easier to use for everyone and also at a price that many families could afford.

I also like him because he was the world's youngest self-made billionaire at the time. If he could do it, I like to I think I could do it too.

Finally, I admire him because he's very generous and uses his money to help people. He has given away a huge amount of his money to charity, and I believe he plans to give most of it away in the end. I think this is an excellent idea and I hope this can show other rich and powerful people that they should also help others.

3 65

Well, the famous person I'm going to describe is David Beckham. He was a footballer who played for Manchester United, and he also played for England. I first saw him play for United when I was only seven, so that was probably in about 2002. I remember it as one of the most exciting days in my life!

David Beckham became famous because he was a very talented footballer. His speciality was scoring amazing goals from free kicks. But he wasn't well-known only for his football skills. He became even more famous when he married a pop star – Victoria, one of the Spice Girls. And another reason for his fame was his good looks and his style. I think almost every boy in the world wanted to have a David Beckham haircut! I know I did.

I adored him as a boy because I was mad about football and he was my hero. The reason why I still like him is that in spite of his fame he behaves like a normal guy. I heard a story from someone whose car was broken down in the middle of the countryside. And then a car stopped and a man got out and asked him if he needed a push. It was David Beckham!

Unit 8 NATURAL WORLD

LISTENING

2 66

Speaker 1

This creature is found in the mountains of Central Africa. It has black hair all over its body, which is much thicker than that of other members of the species. This means that it can live in colder temperatures. There are only about 900 of these apes in the wild. A lot of the green plants they eat have been destroyed, and they have also been killed in the past for their fur.

Speaker 2

This creature lives in the ocean from Australia up to Japan. Many of them are quite small, with a body that grows up to five centimetres long, and they have long tentacles, or arms. Its name comes from the bright blue rings that show up when it's frightened. You need to be careful in the sea around them as they are very poisonous.

Speaker 3

These creatures live mainly in desert areas and can survive in both mountains and valleys. Their tails help them to balance when they are climbing or sleeping in trees. Their black and yellow coats help them to hide in the places where they live. Unfortunately, there are only about 250 of these beautiful big cats left in the wild today.

Speaker 4

This strange-looking animal lives in wet areas and comes from the area south of the tropics in China. There are very few in the wild now. As you can see, it has antlers like most deer, but it has a neck like a camel and hooves or feet like a cow. They eat mainly grass and live partly on land and partly in water.

8 67

Hello everyone. Today I'm going to talk about a project I've done about the mountain gorilla. I think it's a truly fascinating animal. They originate in Africa – Central Africa, in fact.

So now I'm going to talk a little about where they live. As you can probably guess, and as you can see in this first photo, their name reflects the environment they live in – tropical mountain forests.

Now just like all other apes, they build nests out of leaves. But they don't make their nests high up as other species do – mountain gorillas make them on the ground instead. And they sleep wherever they end their day and they rarely sleep in the same bed twice!

So, I'll move on to talk about the physical features of the mountain gorilla. In other words, what it looks like. So here are some more photographs on screen for you all to have a look at. This gorilla here on the left is a male gorilla. We know that he's an older male gorilla because of the colour of his coat. As you can see, his coat is grey. He's called a silverback. Younger male gorillas are called blackbacks. And there's an obvious reason for that! Yes, a young adult male has a black coat. As he gets older, his coat turns from black to grey.

Next, I'm going to tell you a little about the diet of the mountain gorilla. Interestingly, mountain gorillas are herbivores. In other words, they survive on a diet of plants. As you can see from this next picture, this gorilla is eating leaves. They also eat fruit and flowers. They occasionally eat insects too, but only when they're very hungry! And it might interest you to know that mountain gorillas very rarely drink water, even though they live in a very warm climate. It appears they get all the water they need from plants.

I'd like to conclude by talking about some of the threats that mountain gorillas face. They are in serious danger of disappearing from our world altogether. Let's have a look at two reasons why they're in such danger. And both of these reasons are connected to human activity. Firstly, people are damaging the mountain forests where these gorillas live. They're cutting down the trees to build farms and towns. Mountain gorillas live in close family groups and this means that it's difficult for them to get enough to eat in the small areas they now have to live in. Secondly, gorillas are also suffering as a result of hunting. Sadly, some people find and kill them to sell. So it's a very sad situation indeed for these beautiful animals.

11 68

Good morning, everyone. In today's lecture I want to talk to you about a very unpopular animal here in Britain. In fact, you could say that it's one of our least loved animals! It's called the American bullfrog and yes, it does in fact come from America – the east of America, to be exact – and it was brought to Britain in the early 19th century, so you could say that it's been here for quite a long time. It wasn't brought here on purpose – it actually arrived in a big container of aquatic plants. In other words, it was accidentally introduced into Britain.

Now, I'll tell you a little about its appearance. The American bullfrog is a very large – and ugly – species of frog. And when I say it's large, I mean *large*. Interestingly, female American bullfrogs are usually much larger than the males. In fact, they can weigh up to 750 grams, whereas the males only go up to about 600 grams. Take a look at its head – it's really broad and flat, isn't it? And you can see its mouth – just here – that's quite large too.

Now, both the male and the female American bullfrogs have green or brown bodies and have dark spots on the top. But there's one important difference between them – the male's throat is yellow but the female has a white one instead. And the other difference is their eardrums, here just behind their eyes. Those of the male are much larger than the female's.

So, let's move on to why we so dislike the American bullfrog. Well, this is because it has threatened our own native species of frogs. Firstly, it breeds very quickly indeed. For example, female bullfrogs can lay up to 25,000 eggs every single season. And secondly, the American bullfrog is very greedy. In fact, they eat just about anything they can put into their mouths! As well as other frogs, they eat insects, fish and have even been known to eat birds and snakes! So, in other words, they eat the food sources of our own native species. Thirdly, they carry a disease that is dangerous to other frogs. And finally, they don't just damage our natural world, they cause financial damage too. Around £100,000 has been spent monitoring the American bullfrog in the wild.

So, as scientists, we can learn a lesson from this about the dangers of introducing any living species into a new environment.

13 69

OK everyone, I think we're ready to make a start. Now, when you think of a dangerous animal, what do you think of? A tiger perhaps? Or maybe a leopard? Most people think that all dangerous animals live on land, but in fact, some of the *most* dangerous animals on the planet live in our seas and oceans. I'm going to talk today about one of these – the box jellyfish.

There are different types of box jellyfish, and they are found in warm coastal seas anywhere from the Indian Ocean to as far north as Japan, but the most dangerous ones are found in the oceans around Australia.

OK, so now let's examine what these box jellyfish look like. There are no prizes for guessing why it's called a box jellyfish! You can see that it's shaped like a box or a cube, with four sides and rounded corners. And you can also see that its body is light blue.

So, let's take a look at the tentacles of the box jellyfish more closely. It's got 15 of these growing from each of the four corners of the box. Now, you may be surprised to learn that these tentacles *can* grow to a length of *three metres*! And another surprising thing is its large number of eyes, that's six eyes on each of its four sides, so 24 altogether.

So now let's move on to talk about the sting of a box jellyfish. What is it? Well, a jellyfish has a lot of tentacles, and each tentacle has thousands of cells which can produce a poison. If the tentacles come into contact with a fish, or a person, they stick to their skin. If the tentacles are very long, they are in contact with a lot of the body, giving a bad sting which hurts terribly. This can be dangerous to the victim.

There are two ways that people can die as the result of a jellyfish sting. Firstly, a very severe sting can cause a person to have a heart attack. This can happen within minutes. Secondly, sometimes a swimmer goes into shock and can't make it back to the beach because they are in such extreme pain. If they're in the water alone, they'll die.

And now I'd like to conclude with advice on how to help someone who has been stung by a box jellyfish. If they have had a heart attack, of course the most important thing is to try to revive them first of all. And then, the best thing to help is vinegar. Yes, the same vinegar you use when you're cooking! Many Australian beaches keep bottles of it near the jellyfish warning signs. You should pour a bottle over the tentacles for 30 seconds, and then the tentacles can be removed. However, if you get stung and don't have any vinegar, you should pour seawater on the skin. This will help to ease the pain before you can get further medical help.

SPEAKING

5 70

1

Examiner: What can governments do to prevent illegal hunting?

Student 1: There are two things the government can do to prevent illegal hunting. The first is to be more serious about punishing hunters, for example …

2

Examiner: Should the government provide more money for zoos?

Student 2: They definitely should. It seems to me that zoos need money now more than ever. Many of them have very old facilities for the animals …

3

Examiner: How might we be able to protect wildlife in the future?

Student 3: Well, in the future, it might be a good idea to use technology to track where wild animals are …

4

Examiner: Is there any difference in how children learn about wildlife now than in the past?

Student 4: There's a big difference, I think. In the past, we used to go on more field trips to places to see wild animals, but now we mostly just see them on the internet.

7 71

1

Examiner: What should be done to people caught hunting illegally?

Student: Well, if you ask me, I think people caught hunting should pay all the money they made to charities that help to protect animals. And the same for people caught buying these animal products. For example, I read that the government in Kenya took money from people who were caught buying animals' furs. The reason why is that it will help charities better protect wild animals, and hopefully make hunting more difficult.

2

Examiner: Is there anything we as individuals can do to prevent hunting?

Student: Yes, there are many things we can do, and perhaps the most important one is to stop buying things made from animals. A good reason for this is that it might cause the demand for things made from animals to drop. For instance, many of the world's most famous fashion designers have stopped using real animal fur in their clothes.

3

Examiner: Will there be more or less hunting in the future?

Student: In my opinion, there will be less hunting in the future. The reason for this is that many of our animals are already close to becoming extinct, so when they are gone, there will be nothing left to hunt. By way of example, the white rhino in Africa was hunted for many years, but now there are almost no white rhinos left to hunt.

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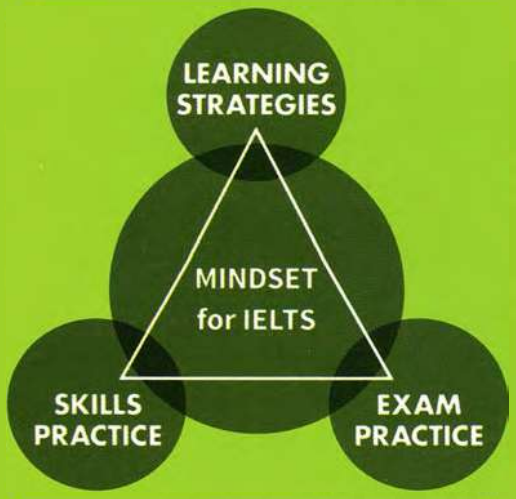
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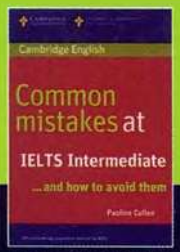
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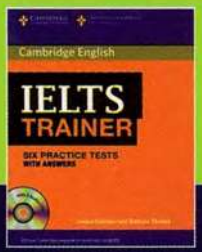
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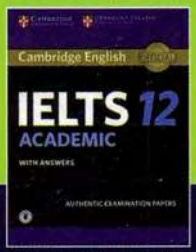
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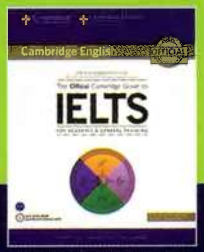
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