

1 Yourself and others

READING AND USE OF ENGLISH

Part 7

Look at the exam task. Answer these questions.

- 1 What's the text about?
- 2 How many people can you choose from?
- 3 What must you find?
- 4 How many questions are there?

Now do the exam task.

Exam task

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

Which person


- | | |
|--|--------------------------------|
| earns less money than their friend? | 1 <input type="text"/> |
| says the two of them did not like each other at first? | 2 <input type="text"/> |
| denies that their friend is bossy? | 3 <input type="text"/> |
| has had a similar upbringing to their friend's? | 4 <input type="text"/> |
| once fell out with their friend? | 5 <input type="text"/> |
| shares a hobby with their friend? | 6 <input type="text"/> |
| says their friend has a good sense of humour? | 7 <input type="text"/> |
| describes their friend as rather shy? | 8 <input type="text"/> |
| has a friend who is very optimistic? | 9 <input type="text"/> |
| has a very ambitious friend? | 10 <input type="text"/> |

The best of friends

- A Nadia Hassan** has been friends with Amina since they were fourteen. 'We were born in the same month,' says Nadia, 'and we grew up in the same small town, though the funny thing is we didn't actually know each other until we both took up horse riding, something we still enjoy.' There are, according to Nadia, some differences between them. 'Whereas I tend to be a bit negative about the future, always expecting the worst to happen, Amina is the complete opposite. Maybe between us we just about strike the right balance. Though of course having such different ways of looking at the same thing can lead to tensions, and a couple of years ago we actually stopped speaking for a while, but that didn't last long.'
- B Liam Doherty** first met his friend Marc when they were both doing summer jobs at a seaside hotel. Marc has since moved to another part of the country, but they still keep in touch by email and chatting online. 'He comes round to my house whenever he's in town, which is actually quite often. He's got a good job and can travel wherever he likes every weekend, which is something I wish I could afford to do on my salary. But he's different from me in that he's always had this strong desire for success in life whereas I prefer to take things a bit easier, with plenty of time for hobbies like hill-walking and reading.'
- C Maxim Salenko** has been friendly with Andriy ever since they were at primary school. 'We grew up in much the same kind of family environment and we usually sat together at school and enjoyed the same sports, though in some ways he's not like me. I'm fairly quiet, perhaps a little shy at times, but Andriy is always a fun guy to be with,' says Maxim. 'He can be noisy and some people say he tries to tell everyone what to do, but I don't think that's true. He just likes to make sure everyone else has a good time, too. Once or twice I've felt a bit irritated by things he said but that was probably because I was in a bad mood at the time, and I don't think he even noticed I was annoyed.'
- D Camille Leroy** and her friend Lara have known each other for three years now. 'We're from different backgrounds,' says Camille, 'and to be honest when we were introduced at a party we didn't hit it off at all. She seemed a bit unfriendly and it took quite a while before I realised that she was in fact lacking in self-confidence, particularly when meeting new people. To some extent she still is, but once you get to know Lara you realise what good company she is. She always has interesting things to say, and she tells some great jokes, too. I often see her on the bus home from work because nowadays she lives just round the corner from me. She moved there to be close to the golf course, and I'm thinking of taking it up too.'

Grammar

Present tenses

- 1  Some of these sentences written by exam candidates contain mistakes. Correct any mistakes, using the present simple or present continuous.
- I'm belonging to a tennis club and it is my favourite sport.
 - I'll pick you up from the airport when you'll arrive at 9.30.
 - I'm having a lovely holiday here on the island.
 - Every day we are spending about eight hours at work.
 - When you will receive my letter, please tell Mary about this.
 - Pablo is needing to talk to somebody, but he never calls me.
 - Nowadays it becomes more and more important to have a good education.
 - I promise that I'll phone you tonight when I get home.
 - I need to earn some money, and this is the main reason why I apply for this job.
 - They are the kind of people who are driving to work every day in big cars.
- 2 Complete the sentences with the present simple or present continuous form of these verbs. Use each verb only once.

end get hear own rise see take try


- I usually go to work by car, but this week I the train because the road bridge is closed.
- It harder to find a job and youth unemployment is now very high.
- As soon as the college term, I'm going away on holiday.
- Her parents are very rich. They homes in both London and New York.
- I Marcos later this evening, when he leaves the club.
- Please turn the music down a bit. I to sleep.
- In every part of the world, the sun in the east.
- I promise I'll get up as soon as I the alarm clock.

LISTENING

Part 1

Look at questions 1–4 in the exam task. Answer these questions.

- How many speakers will you hear?
- Will they be female or male voices?
- What is the situation?
- What is the focus, e.g. place, opinion, of the question?

 **02** Now listen and do the exam task.


Exam task

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

- You hear a teenager talking about her new bedroom. What does she like about it?
 A the way it is decorated
 B the furniture in it
 C its size and shape
- You overhear a conversation on a bus. Where is the man going first?
 A to a shop
 B to the library
 C to work
- You hear a man talking on the phone. Why is he calling?
 A to apologise
 B to ask for information
 C to complain
- You hear part of an interview with a businesswoman. What does she do?
 A She hires out bicycles.
 B She hires out cars.
 C She hires out motorcycles.

READING AND USE OF ENGLISH

Part 3

1  Correct the mistakes in these sentences written by exam candidates, using the correct form of the word in brackets. Add a prefix and/or a suffix in each case.

- 1 I am worry (worry) about you, so can I talk to you?
- 2 The biggest disadvantage is that you are always stressy (stress) when you do that job.
- 3 These are my recommendations for the most attraction (attract) places in my town.
- 4 Suddenly I heard something strange near the door. I was terrorised (terrify).
- 5 Your report about the music festival is absolutely unacceptable (accept).
- 6 It was really surprised (surprise) to hear that Marta was the winner.
- 7 The streets wouldn't be so crowdy (crowd) and they would be safer for people.
- 8 Staying at your house next week will be really enjoyable (enjoy).
- 9 That festival was a completely unorganised (organise) and dull event.
- 10 There are some interesting and impressing (impress) museums in this city.

2 Look at the exam task example (0) and answer these questions.

- 1 What kind of word goes between the superlative form *the most* and the noun *features*?
- 2 Does this word describe how someone feels, or what causes a feeling?
- 3 What suffix do we use for this?

Now do the exam task.

Exam task

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

Example: 0 SURPRISING

Staying safe online

One of the most (0) features of the computer age is the huge amount of time that young people spend communicating with each other. Whereas a generation ago children would go home after a (1) day at school and watch TV, nowadays they are likely to do something much more (2), such as chat online with their friends.

SURPRISE

TIRE

SOCIETY

Others exchange information on (3) popular social networking sites such as Facebook. What some parents find rather (4), however, is how easily they can make online 'friends' who they have never actually met, and also the amount of information that their children are so (5) putting onto these websites for anyone to see.

INCREASE

WORRY

ENTHUSIASM

Parents are right to be (6), but with many children spending hours a day online it is simply (7) for adults constantly to watch over them. All they can do is advise them to be extremely (8) about contact with strangers, and to warn them not to put personal information such as their phone number or home address online.

ANXIETY

PRACTICE

CAUTION



WRITING

Part 2 informal letter

1 Look at the exam task and answer these questions.

- 1 Who has written to you?
- 2 Who do they want to know about?
- 3 What examples of informal language can you find?

Exam task

Here is part of an email you have received from Sam, an English-speaking friend.

Though my sister's quite a bit younger than me, we're good friends most of the time!

So tell me about a relative of yours who you see a lot – and why you enjoy being with him or her.

Hope to hear from you soon.

Write your **email** to Sam in **140–190** words. Do not write any addresses.

2 Read the model letter and answer these questions.

- 1 Does Matteo answer Sam's questions?
- 2 Where would you split the second paragraph to form two shorter paragraphs?
- 3 Is Matteo's message written in an informal style? Find examples.
- 4 Find and correct these mistakes in the letter:
 - a a comparative
 - b a verb tense
 - c an article
 - d three adjective suffixes
- 5 Which of Matteo's expressions could you use in your letter?

Hi Sam,

Thanks for writing. It's always nice to get a message from you!

It's great that you have such a close friendship with your sister. My sister's actually a lot older than me and my brother's much younger so we don't often like doing the same things, but I have a cousin called Lorenzo who's about my age and we get on really well. He lives not far from here and like me he's a student – though not at the same college. We've been friends since we were kids and we're seeing each other most weekends, and of course in the holidays. We've got lots of things in common. For instance we love the mountain biking, and something I really like about him is that he's so adventurous. We have great fun when we're out together because he's so enthusiastic about doing excited things, but without getting too competitive. He can also be quite sensitive and thoughtful, and whenever I have any kind of problem he's always sympathetic. In short, he's a fantastic friend!

Hope to hear from you again soon.

Bye for now,

Matteo

3 Plan and write your letter to Sam. Try to include some of Matteo's expressions and character adjectives.




2 Eating and meeting

LISTENING

Part 2

- Look at the exam task instructions. Who is speaking? What is the topic?
- Look at questions 1–10 and decide what type of information, e.g. adjective, you need for each gap.

 **03** Now listen and do the exam task.

Exam task

You will hear artist Leonie Meyer talking about making new friends online. For questions 1–10, complete the sentences.

Leonie decided to make friends with people online because she nearly always works **1** .

Leonie's home is more than **2** from the nearest town.

When Leonie moved into her cottage, there was no **3** there.

Leonie registered on a **4** website.

In her personal profile, Leonie said she was looking for someone who enjoyed **5** .

Leonie described herself as a **6** person.

Nobody interesting contacted Leonie through the website until **7** last year.

Leonie says she wanted to be friends with Hannah because their **8** was similar.

Leonie and Hannah often go to the **9** together.

Leonie's friend Nina now works as a **10** .

Grammar

Past tenses

- Complete the text with the correct alternatives. (Part 1 of this story is in Student's Book Unit 2.)

Meeting at the station (Part 2)

As I ran down the road I hardly **(1)** *noticed / was noticing* that it **(2)** *snowed / was snowing*, and when I got to the station I **(3)** *kept / was keeping* on running until I reached the platform where I hoped to catch the train Sophie was leaving on. But it **(4)** *already went / had already gone*.

Furious with myself for missing her, I was about to leave the station when suddenly there was an announcement saying that so much snow **(5)** *fell / had fallen* this side of Upton Junction, the next station, that the line was blocked in both directions. Which meant that Sophie's train **(6)** *didn't go / wasn't going* anywhere, at least for a while.

I remembered there **(7)** *used to be / was being* a bus to Upton, but when I asked about it at the information office they told me it no longer went there. It **(8)** *was seeming / seemed* there was no way I could catch up with Sophie, and I left the station. But right outside I spotted a row of bicycles for hire.

Fortunately I **(9)** *'d been / 'd been going* to a cashpoint earlier and I had plenty of money on me, so I chose a bike and a few seconds later I **(10)** *would pedal / was pedalling* as fast as I could in the direction of Upton.




It was mostly uphill and the weather was very cold. By the time I **(11)** *was riding / 'd been riding* for 15 minutes my hands were frozen solid. There was both ice and snow on the road, and on one particularly sharp bend I completely lost control of the bike and **(12)** *crashed / was crashing* into a wall.

The front wheel was bent and I **(13)** *realised / was realising* immediately that I would have to continue on foot, but I could also see I **(14)** *cut / 'd cut* my leg quite badly in the accident. Leaving the damaged bike behind, I slowly and painfully **(15)** *walked / used to walk* the last four miles, eventually arriving in the small town of Upton at around ten o'clock. Just then I heard the train approaching.

I ran as fast as I **(16)** *could / 'd been able to* down the brightly lit but empty street that **(17)** *was leading / led* to the station, but seconds before I reached the platform the whistle blew and the train pulled out. With a feeling of sadness, I **(18)** *'d been watching / watched* its lights disappear into the darkness, and then stepped into the waiting room to get warm.

As I **(19)** *had done / did* so, a friendly voice to my left said 'Hi'. It was Sophie. 'I saw you from the train,' she said, 'so I **(20)** *was deciding / decided* to get off and wait for you. There's another train due here at eleven. Shall we get that one together?'



2  Correct the mistakes in these sentences written by exam candidates, using suitable past tenses. In sentences 3 and 9 more than one answer is possible.

- 1 When I got dressed, I found I lost my wallet with more than 100,000 yen in it.
- 2 In the letter, Marta was asking him to come to Caracas at the weekend.
- 3 When emails didn't exist, I was writing letters to friends.
- 4 I went downstairs but I didn't realise that my husband started painting the walls.
- 5 The boss of the restaurant didn't used to eat there, but that day was special.
- 6 When I climbed the cliff next to the beach just now I fell and I hurt my leg.
- 7 When she got off the bus, she wondered why Luisa decided to settle in that horrible town.
- 8 The plants in his garden were including vegetables and flowers.
- 9 After she had living in Singapore for three years, she had saved enough money to go to university.
- 10 When Julie came home, she saw that all her jewellery disappeared.

READING AND USE OF ENGLISH

Part 2

Quickly read the text without filling in any gaps. Answer the questions.

- 1 What kind of text, e.g. short story, is it?
- 2 Which ancient civilisations does it mention?
- 3 Look at each gap and decide what kind of word is needed.

Example: 0 modal verb

Now do the exam task.

Exam task

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

Example: 0 MAY / MIGHT

The early history of the onion

Although the onion (0) not be everyone's favourite vegetable, it certainly has many uses and a very long history. It can be fried, boiled, grilled, baked or eaten raw, it adds flavour (1) many kinds of food, and is an essential ingredient of dishes ranging (2) expensive restaurant meals to the simplest burger or hot dog.

The Chinese grew onions 5,000 years ago, and there is some evidence that the Egyptians (3) done so 500 years before then. In ancient times some people believed that the structure of the onion, (4) is formed by circles within circles, represented the idea of living forever. That is probably (5) it appears in so many wall paintings of the time.

In India 2,500 years ago, the onion was considered a medicine that was good (6) the stomach, heart and eyes, while in Ancient Greece athletes (7) sometimes eat onion to build up their strength before they (8) part in a race or other competition.

Vocabulary

Fixed phrases

Complete the sentences. The first letter of the missing words is given.

- 1 Keith's in very bad s..... because he never does any exercise.
- 2 It broke Mario's h..... when Gemma left him for another man.
- 3 I'm f..... up with going to that café every day. Let's go somewhere else.
- 4 Jay asked everyone to leave him a..... because he was so upset.
- 5 I bought a ring and p..... to Sam, suggesting we could have our wedding in June.
- 6 Some individuals are a..... to people who have very different personalities.
- 7 My friend Fearne is totally at e..... making speeches, but I get very nervous.
- 8 The sound of water dripping from that tap is really getting on my n.....
- 9 Tony was the only lazy one in our team. He really let the s..... down.
- 10 Sadly, I lost t..... with Alicia after she went to live in New Zealand.
- 11 My dog Rusty kept me c..... while my family were away.
- 12 At first s..... the food looked fine, but it didn't taste very good.



WRITING

Part 2 article

- 1 Look at the exam task and answer these questions.
- 1 Why are you writing?
 - 2 Which two things do you have to describe?
 - 3 What style should you write in?

Exam task

You have seen this announcement in an international magazine.

The best meal I have ever had

Tell us what made the food and the occasion so special.

We will publish the three most interesting articles next month.

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

- 2 Quickly read the model article. Which paragraphs:
- a are mainly about the food?
 - b are mainly about the occasion?
 - c are about both the food and the occasion?



A meal to remember

What makes a meal unforgettable? You would be right to say 'good food', but the companion, the location and the atmosphere can be equally important. Just as they were one summer evening on a beautiful Greek island.

(1) we saw that tiny restaurant overlooking the amazingly blue Aegean Sea we both knew it was perfect. (2) we had sat down, a friendly waiter took our order and (3) he brought us our first course: a huge bowl of cool, crisp, tasty mixed salad.

Our main course would need longer to prepare, so (4) we chatted happily and drank wonderful freshly made orange juice. Then our fish arrived, and (5) another waiter brought us plates of various vegetables. Again, everything was incredibly fresh and perfectly cooked. Finally, we had a delicious local dessert and a cup of good strong Greek coffee.

Then, taking in that magnificent view, the gentle sound of the waves and the warmth of the night air, we smiled at each other. And it was then, you may not be surprised to hear, that our holiday romance really began.

- 3 Look at the model article again. Fill in the gaps with these linking expressions. Which expressions does the writer use to speak directly to the reader?

before long in the meantime Once simultaneously
 The moment

- 4 Plan and write your article. Follow the instructions in the exam task.

3 Getting away from it all

LISTENING

Part 3

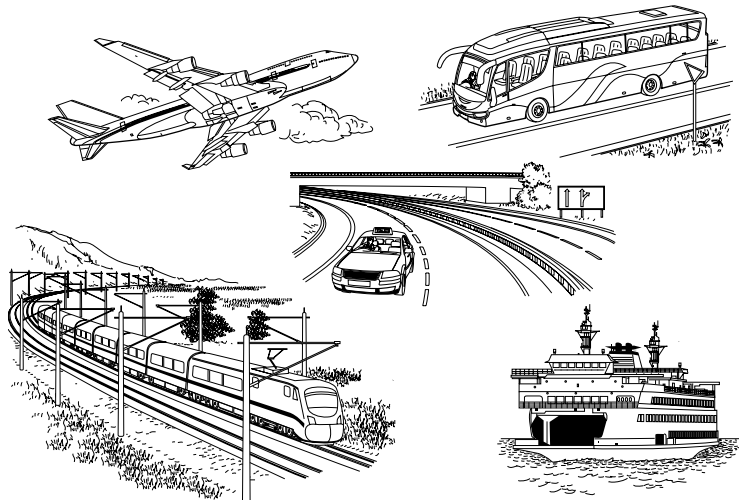
- 1 Look at the exam task instructions. What will you hear?
- 2 Underline the key words in sentences A–H.

04 Now listen and do the exam task.

Exam task

You will hear five different people talking about a journey they have recently made. For questions 1–5, choose from the list (A–H) what each speaker says about the journey. Use the letters only once. There are three extra letters which you do not need to use.

- | | |
|---|---|
| A I arrived late at my destination. | |
| B A friend drove me there. | |
| C I was glad I'd bought an expensive ticket. | Speaker 1 <input type="text"/> 1 |
| D At one point on the journey I didn't feel safe. | Speaker 2 <input type="text"/> 2 |
| E I enjoyed a conversation with a fellow passenger. | Speaker 3 <input type="text"/> 3 |
| F There was a marvellous view during the journey. | Speaker 4 <input type="text"/> 4 |
| G I ate extremely well during the journey. | Speaker 5 <input type="text"/> 5 |
| H I should have used a different means of transport. | |




Grammar

Modal verbs

- 1 Decide which TWO modal verb forms are possible in each sentence.
 - 1 It *may / can / might* be foggy tomorrow morning, but I'm not sure if it will.
 - 2 You *mustn't / don't have to / needn't* pay an entrance fee because you're under 16.
 - 3 Daniel *could / might / can* have made a mistake, though he's usually very careful.
 - 4 I *can / could / might* meet you in the main square at noon if you like.
 - 5 Passengers *can't / don't have to / mustn't* stand up while the plane is landing.
 - 6 We *must / should / ought to* have taken the tube instead of this slow bus.
 - 7 I came home early because I *didn't have to stay / needn't have stayed / didn't need to stay* at work any longer.
 - 8 Francine is away on holiday, so you *can't / couldn't / mustn't* have seen her last night.
- 2 Correct the mistakes in these sentences written by exam candidates by choosing the correct option to replace the underlined words.
 - 1 You haven't to say anything if you don't want to, but listen to me, please.
a mustn't b don't have to c can't
 - 2 The fridge was full of food so we needn't to go shopping when we arrived.
a weren't needed b needn't have c didn't need to
 - 3 Here are some things which you can find useful for your journey.
a ought b may c need
 - 4 We must be quick because we had just 20 minutes left to get to the station.
a had to b must have c should
 - 5 Sometimes I think about what else could happen to us while we were there.
a might happen b may be happening c could have happened
 - 6 The advantage of going by car is that during bad weather I must not carry an umbrella.
a don't have to b ought not to c shouldn't
 - 7 Our plane should leave at 19.35 but there was a delay of 45 minutes.
a may leave b should have left c might be leaving
 - 8 You must not have got up so early. You have enough time for breakfast.
a needn't have b needn't c didn't need to

Vocabulary

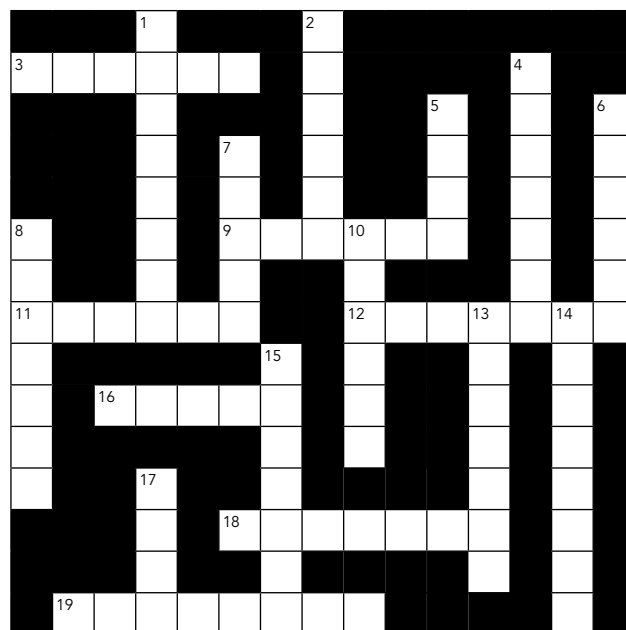
Dependent prepositions

- 1  In each of these sentences written by exam candidates, the dependent preposition is either wrong or missing. Correct these mistakes.
- I am writing to you in response of the letter you sent me.
 - He is constantly in need for money but his father doesn't give him any.
 - Some people are obsessed to their favourite books or films.
 - I have to study a lot every day, and sometimes I get fed up of it.
 - She had a stomach ache, but it had nothing to do about missing her lunch.
 - People have become more conscious with the importance of taking a break from work.
 - I believe that I am capable for doing this job.
 - According to your brochure, our hotel was supposed be the Royal but we stayed at the Astrid.
 - With regard of your letter, I will make my decision soon.
 - I would prefer to stay in a tent because it is something I feel more familiar.



Vocabulary revision

- 2 Complete the crossword. All these B2-level words are in the Reading text in Unit 3 of the Student's Book.



Across

- someone who pays for a service or advice
- to become smaller, or to make something smaller
- official plan or system
- series of actions, e.g. manufacturing; or natural changes, e.g. growing up
- bigger or more important; the opposite of 'minor'
- person who sets up an organisation
- in a way that involves positive action

Down

- something available for us to use
- one of the things that affects a situation or event
- include someone or something as an important part, e.g. the star of a film
- try to find or get something
- make a judgement about something
- unwanted material
- far away
- the effect that a person, event or situation has
- be about a particular subject
- level of quality that you can compare something else with
- advertise something
- someone who invites people to stay or eat with them