



1 Family and friends

LISTENING

Part 3

- Look at the photos, which all show families getting together. Is everybody enjoying themselves? Why do you think they are spending time together?
- Work in pairs. Talk about family celebrations. What do you celebrate with your family? How do you celebrate? Which celebrations do you like best?
-  **02** Listen to Emily talking about a family celebration. Answer these questions.
 - What usually happens? Is it usually well organised?
 - Was there a change of plan this year? Did everything go well?
 - Did anyone disagree with the plan?
-  **02** Listen again. What does Emily say about her family's celebration? Choose one answer from **A–F**. Your answers in Exercise 3 will help you.
 - It was less well organised than usual.
 - There was an unexpected event on the day.
 - It lasted longer than usual.
 - There was a difference of opinion.
 - A change of plan was successful.
 - The day started off badly.


Exam tip >

A statement may refer to a particular part of what the speaker says or it may refer to what the speaker says as a whole. You need to listen both for details and for general meaning.



Exam task

The task below is shorter than in the exam. In Listening Part 3 you hear five speakers and you select the correct answer from a choice of eight possible statements. You have already heard Emily. Now you will hear three more people.

-  **03** You will hear three people talking about a family celebration. Choose from the list **A–F** what each speaker says about the celebration.

- It was less well organised than usual.
- There was an unexpected event on the day.
- It lasted longer than usual.
- There was a difference of opinion.
- A change of plan was successful.
- The day started off badly.

Speaker 1
 Speaker 2
 Speaker 3

Exam tip >

In the exam, you will hear each recording twice, so don't worry if you don't get all the answers the first time.

READING AND USE OF ENGLISH

Part 1

Vocabulary – Words often confused

- 1 Work in pairs. Complete the sentences with the correct word or expression.

Exam tip >

This part of the exam tests mainly vocabulary but some questions will test grammar too.

- 1 Here are some fixed expressions with *at*. Check the meaning of each phrase in each gap and then choose the correct expression.

at all at last at least at once

- A Most of my friends have one computer in their homes.
 B I got into bed and I was so tired I fell asleep
 C I waited for my friend for ages and she arrived.
 D She didn't know her grandfather because he never visited.

- 2 Sometimes you need to look at the meaning of the word and also the grammar. Choose the correct word for each gap.

believes demands depends expects

- A Our teacher us to speak English in her lessons.
 B Playing chess a lot of concentration.
 C My granny on us to get all her shopping for her.
 D My father in letting me make my own decisions.

- 2 Quickly read the text in the Exam task. Answer these questions.

- 1 What is significant about 21 December in the most northern / most southern places?
 2 What do people celebrate in northern countries in the middle of December?

Exam task

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



Winter celebrations

In the countries which are furthest north and south on Earth, the (0) *A* of light varies hugely between winter and summer. In the northern hemisphere, the shortest day is on or about 21 December. In (1) fact, in some places there is no daylight at (2) during the day in the middle of winter. In the southern hemisphere, 21 December is the longest day, of course.

Throughout history, people in (3) every northern country have (4) traditions to celebrate the fact that the days would (5) both lighter and longer after the middle of December. From then onwards, people would wait impatiently for the return of the sun, which they (6) on. They were hunters, so the seasons and the weather (7) a very important part in their lives. Food was in short supply in winter months, so a whole community would share meals. They lit fires and candles and sang and danced. Some of the traditions (8) to this day.

- | | | | | |
|---|------------|-------------|-----------------|-------------|
| 0 | A amount | B number | C total | D size |
| 1 | A genuine | B actual | C true | D real |
| 2 | A least | B once | C last | D all |
| 3 | A about | B virtually | C approximately | D quite |
| 4 | A expanded | B advanced | C progressed | D developed |
| 5 | A increase | B happen | C get | D change |
| 6 | A depended | B demanded | C believed | D expected |
| 7 | A made | B played | C produced | D involved |
| 8 | A survive | B support | C keep | D maintain |

- 3 Read the text again and check your answers. Does each one fit the meaning?



SPEAKING

Friends

Part 1



- 1 04 Look at the Speaking Part 1 questions and the possible answers in the table below. Listen to George and Francesca answering the questions. Note down the extra information they add.

Question	Answer	Extra information
1 Do you do any activities after school?	diving	
2 When do you do your homework?	after dinner	
3 What do you usually do at the weekend?	meet friends, see grandmother	
4 What are you going to do next weekend?	friends, cinema, guitar	

- 2 04 Complete these sentences from the recording. Listen again if you need to.

- I to dive.
- When I home from school, I TV.
- On Saturday I the bus to town.
- We to the cinema.
- I my guitar most of the day.
- I in a concert next Tuesday.

- 5 Choose the correct answer.

- Amy, can I change the time that we *meet / 're meeting* tomorrow?
- I *want / 'm wanting* to visit you soon.
- I *normally spend / 'm normally spending* most of July at the seaside.
- Next Saturday we *go / 're going* to a Greek restaurant.
- I *'m thinking / think* it is a good idea to go camping.
- We will be very tired when we *get / 'll get* home.
- Tomorrow I can't come to school because I *'ll go / 'm going* to the dentist.
- I'll do my homework in the morning before I *'ll go / go* to school.
- I *write / 'm writing* this note to tell you that I *miss / 'm going to miss* tomorrow's class.
- I'm really happy that you *come / 're coming* to Italy.

Grammar – Present and future tenses See page 78

- 3 Work in pairs. Look at the tenses George and Francesca use to talk about the present and future.

- Which tense does George use when he talks about diving?
- Which tense does he use for the things he does regularly?
- Francesca uses two different tenses to talk about next Saturday. Why?
- Why does she use a continuous tense to talk about playing the guitar on Sunday?
- Which tense does she use to talk about the concert? Is it definitely happening?

- 4 Look at the sentences in A and B below. Which is correct, A or B?

- | | |
|--|--|
| A | B |
| I like to relax. | I'm liking to relax. |
| I prefer to do my homework after dinner. | I'm preferring to do my homework after dinner. |
| I know I need to practise. | I'm knowing I need to practise. |

What do you notice about the verbs *like*, *prefer* and *know*? Can you think of other verbs which behave in the same way?

Exam task

Now work with a partner and ask and answer the questions in Exercise 1.

Exam tip

You will get more marks if you add some detail. To expand your answers think about why, when and how you do things.




Part 2

- 6 Look at the first two photographs. Which of the following adjectives, verbs, nouns and expressions could you use to talk about them?

bored energetic crowded
 excited lazy
 chat concentrate relax
 countryside exercise
 in the distance indoors outdoors
 a quiet spot fresh air in the shade

- 7 Think of the advantages of spending your time like the people in these two photographs.

 05 Listen to Francesca's answer. Does she give the same advantages as you?

Grammar – Comparisons See page 78

- 9 These sentences make comparisons with different adjectives and nouns. Put the words in *italics* in the correct order.

- The people in the first photograph *much / than / probably / are / happier* than the people in the second one.
- They *less / than / will / money / spend* going to the gym.
- The people in the second photo are indoors, which *enjoyable / being / as / isn't / as* in the fresh air.
- They *getting / exercise / probably / more / are /*.
- They *than / energetic / are / more / being* the people in the first photograph.

- 10 Look at the other two photos above. Write two or three sentences comparing them, using some of these words.

expensive far more fun interesting
 much less thrilling

Exam task

Work in pairs. Choose two of the photographs each. Take turns to talk about your photographs and compare them. Time yourselves. Try to talk for about one minute each and answer this question.

- What are the advantages for the people of spending their free time in these ways?

Exam tip >

The question you have to answer is printed above the photographs in the exam. Make sure you answer this question when you are talking.

When you have finished, ask your partner this question. In the exam you have about 30 seconds to answer.

Which of these things would you prefer to do with your friends? Why?

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READING AND USE OF ENGLISH

Part 5

1 You are going to read an extract from a novel about three girls. Look at the picture and answer these questions with a partner.

- 1 Where are the girls?
- 2 Do you think they know each other well?
- 3 One of them has some news. Do you think it's good news or bad news?

2 Read the text very quickly and answer these questions.

- 1 What news does Sierra give Amy and Vicki? How does she feel about it?
- 2 How does Amy feel about Sierra's news?
- 3 What do they make plans for?

Exam tip >

Before you answer the questions, always read the text quickly to get an idea of what it is about.

Exam task

In Reading and Use of English Part 5, there are always six multiple-choice questions about one text. The text below is shorter than in the exam and there are only four questions.

For questions 1–4 on page 11, choose the answer (A, B, C or D) which you think fits best according to the text.

Vicki swept past the tables to the counter. Watching her, Sierra thought about the contrast between her two friends. If Amy zigzagged through life with her head down, Vicki moved through her days at full speed, with her chin to the sky and the wind in her long, silky, brown hair. That zestful optimism eventually had linked Sierra and Vicki, even though Sierra originally had interpreted Vicki's bold approach to life as arrogance.

The instant Vicki returned to their table, Sierra spilled her news. "Okay, are you both ready for my big announcement?"

"It can't be that huge if you didn't tell me at lunch today and made me wait until now," Vicki said, carefully pouring her tea over the glass of crushed ice.

"I wanted to tell you both at the same time."

"I appreciate that," Amy said.

"So?" Vicki prompted.

"Last night my brother called and told me he's going to Southern California next week. He's pretty sure he wants to attend Rancho Corona University for his Master's degree, but he wanted to check out some colleges before he made a final decision."

"That's your big news?" Vicki asked. Her pretty face took on a teasing grin. "You definitely could have told me that at lunch."

"Wait," Sierra said, her enthusiasm unruffled. "He's going to drive down there next week, and he asked if I wanted to go with him, and my parents said yes!"

"Good for you," Vicki said. "Bring back something for each of us."

"Didn't you go to California last year for Easter vacation?" Amy asked.

"Yes."

"And you also flew down there for your friends' wedding last summer." Amy turned her lower lip into a friendly pout. "How do you expect us to be happy for you again? You keep going on these adventures, and we don't go anywhere. I've never been to California – ever – in my life. I've only been to Seattle – once."

"I hope you have a good time," Vicki said cheerfully to Sierra.

Sierra broke into a wide grin. "You mean you hope we have a good time."

"We' meaning you and Wes?" Vicki ventured. "Or 'we' meaning the three of us?"

"All of us!" Sierra spouted. "My brother is driving my parents' van down, and they said I could invite my friends to go."

"When do we leave?" Vicki asked.

"Wednesday after school," Sierra said.

The three friends bent their heads close. They began to make a plan for their upcoming road trip as the spring sunshine lit their little corner of the world. Sierra felt a gleeful rush of anticipation and knew it couldn't come fast enough for her.



Before you decide on your answer to each question, read the tip above it to help you.

Underline the words in the text which give you the answer to question 1.

- 1 What do we find out about Sierra's attitude towards her friends in the first paragraph?
- A She wishes Vicki and Amy were more similar to each other.
 - B She feels more positively towards Vicki than she once did.
 - C She always knew she and Vicki would be friends.
 - D She thinks Amy has a better approach to life than Vicki.

Some questions ask you about a particular word or an expression. Find the answer by reading the part of the text before and after it very carefully. Find the answer to question 2.

- 2 The writer uses the expression 'her enthusiasm unruffled' in line 18 to show that Sierra
- A wasn't put off by the reaction she received.
 - B felt annoyed that she was being hurried.
 - C felt confused about how she should continue.
 - D didn't understand why she had to explain.

Find the part of the text where Amy is speaking and answer question 3.

- 3 How does Amy react to Sierra's news?
- A She thinks Sierra isn't grateful enough for the opportunities she has.
 - B She doesn't understand why Sierra wants to go away so much.
 - C She thinks it's strange that Sierra keeps going to the same places.
 - D She feels jealous of the experiences which Sierra is able to have.

Some questions ask you what a word like *it* or *that* refers to. The answer may be in a different sentence or in the same sentence. Underline *plan*, *road trip*, *spring sunshine* and *rush of anticipation* in the last paragraph. Read the whole paragraph and decide which can replace *it* in the last sentence.

- 4 What couldn't come fast enough?
- A the plan
 - B the road trip
 - C the spring sunshine
 - D the rush of anticipation

Vocabulary – Matching expressions with similar meanings

- 3 To answer multiple-choice questions you often need to find words in the text with a similar meaning to words in the options. Read the paragraph and think about what is happening. Underline the words which match the expressions below. Write the number of the phrase next to the part of the text it matches.

Marcus stood and watched as Jake came through the school gate. He realised he couldn't trust Jake and now he wondered why he had always been so keen to get his approval. Jake was walking in a way that Marcus had never noticed before. He really thought he was better than the rest of them. He was heading now towards a couple of boys who were standing near Marcus. Marcus saw them look up. He realised Jake was asking one of them to do something. The boy looked very unsure and worried – it must have been something that wasn't allowed. The other boy relaxed, glad that it wasn't him who had been chosen. Marcus started to feel rather annoyed about the way Jake behaved. Why should he make that boy do something he didn't want to? Marcus suddenly made up his mind he would tackle Jake. He wasn't going to let him get away with it this time.



- 1 eager to please 2 was arrogant 3 doubtful about something
4 seemed relieved 5 irritated 6 decided 7 stand up to

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WRITING

Part 1: Essay



"This is my new friend, Roger - he's a real down-to-earth kind of guy."

Work in pairs.

- 1 Describe your family. Which members of the family are most important to you? Why?
- 2 Talk about your friends. Do you have lots of friends, or just a few good ones? Where did you meet them?
- 3 Answer these questions. Write A for family and B for friends.

Who: takes care of you? gives you advice?
teaches you to do things?

Who do you: have most fun with? spend most time with? get on best with?

Discuss your answers with your partner. Are your answers true just at a certain stage of your life (baby, young child, teenager) or for all ages?

- 4 Now read the exam task at the top of the next column and answer the true/false questions below with your partner.

True or false?

- 1 You have a choice of question in Part 1 of the Writing paper.
- 2 You must write an essay of at least 190 words.
- 3 The first sentence of the task helps you to understand what you must write about.
- 4 You are asked to compare two things in this essay.
- 5 You should write about teenagers in general, and not just yourself.
- 6 When you give 'your own idea' it should be different from points 1 and 2.

You **must** answer this question. Write your answer in **140–190 words** in an appropriate style on the separate answer sheet.

In your English class you have been talking about your family and friends. Now your English teacher has asked you to write an essay for homework.

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



Which is more important to teenagers: their family or their friends?

Notes

Write about:

1. who teenagers spend most time with
2. who gives teenagers most support
3. (your own idea)

- 5 Look back at the questions you answered in Exercise 3. Discuss with your partner whether you could write about anything here as 'your own idea' in point 3 of the essay. Put a tick next to anything you could use, and a cross next to anything you could not use.
- 6 Read the two answers to the exam question and then complete the chart and answer the questions below with your partner.

A

By the time they are about 14, teenagers probably spend more time with their friends than with their family. They are at school every day and therefore in the company of their friends. In addition, they play sport with these friends, go into town with them or go round to their houses at the weekend.

Yet all teenagers still rely heavily on their families, and their parents especially, for support and advice. Parents have more experience and more knowledge to share than friends, and they can help with important decisions about every aspect of your life as a teenager. They will also be on your side if you fall out with your friends, which unfortunately can happen!

In general though, I would say that most teenagers get on better with their friends than their families. They are the same age, so they share the same tastes in music and clothes and so on. They have very similar ideas too. As a result, parents are often much less important to their children at this stage.

Therefore, I personally think that for most teenagers, their friends are more important than their family.

B

I'm a teenager, and I spend a lot of time with my friends during term time, both at school and outside school. Of course I also spend time with my family, especially during the school holidays, but overall I spend slightly more time with my friends. I think that's true for most teenagers.

As for support, I am lucky that my family have always helped me. Yet my best friend also helps me a lot now if I have problems. This happens with many teenagers, that gradually they start asking their friends for help and advice as well as their family.

One day every teenager will leave home and start a life without their parents and family, but for most people their family is always part of their life. In contrast, some of the friends you make when you are very young get forgotten when you grow up and you make new friends.

For that reason, I think that for me, and for teenagers in general, family are in the end more important than friends.

Which is more important to teenagers: family or friends?	Essay A	Essay B
Main points	friends	
1 time		
2 support		
3 ?		
Conclusion		

Are the essays written in a formal or informal style?

Which is more important to you personally, family or friends? Underline the points of view in the answers which you agree with.

- 7 Find these linking expressions in essays A and B and underline them.

as for for that reason in addition in contrast
in general overall therefore yet

Now choose the correct linking expressions below.

I love going out with my friends but (1) *in addition / in general* the rest of my family aren't as sociable as me. (2) *As for / Yet* my grandparents, they're much happier at home. (3) *In other words / In fact*, they're always busy as they've got lots of hobbies. (4) *For that reason / For example*, I always ring them before I go there in case they're in the middle of doing something. (5) *Yet / Therefore* if I do just turn up, they don't mind. (6) *Nevertheless / In contrast*, my friend's grandparents are always going away so she hardly ever sees them.

- 8 Read the exam task and think about what you can write about in points 1 and 2. Write some notes. Then write down your idea for point 3, and what your conclusion will be.

When you have finished, discuss your ideas with a partner. Then do the task.

Exam tip

It is important to decide what you are going to say in your essay before you start writing. In the exam, you can write your plan on the exam paper.

Exam task

In your English class you have been talking about the part grandparents and older people play in young people's lives. Now your English teacher has asked you to write an essay for homework.

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



'Young people learn a lot from their grandparents and other older people.'
Do you agree?

Notes

Write about:

1. the past
2. technology
3. (your own idea)

Exam tip

When you have finished writing, read your essay carefully to check for grammar and spelling mistakes.

W See page 86