

Excerpt
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1 People like us



Starting off

- 1 Work in small groups. How do you think these things reflect our personality? (Give examples.)
- the job we choose
 - the subject(s) we choose to study
 - our free-time interests
 - the clothes we wear
 - the friends we choose

- 2 What sort of personalities do you imagine the people in the photographs have?

- 3 Look at the statements below and say if they are true (T) or false (F) for you.

- 1 My close friends tend to be people who are very similar to me.
- 2 People tell me I take after a particular person in my family.
- 3 I'd describe myself as a fairly outgoing person.
- 4 I find it easy to get on with most people I meet.
- 5 People would probably say I'm hard-working.
- 6 There's one thing I wish I could change about myself!
- 7 The number of friends and followers I have on social media is very important to me.

- 4 These adjectives can be used to describe personality. Complete the table by writing each adjective in the correct column.

chaotic competent conscientious considerate
genuine hilarious idealistic imaginative insecure
insensitive naïve open-minded outgoing
protective self-centred supportive
thoughtful unconventional well-organised

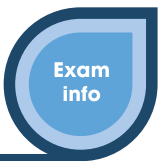
| Personality attributes | | |
|------------------------|------------------|-----------------|
| Usually positive | Usually negative | Could be either |
| | | |

- 5 Choose adjectives from Exercise 4 and talk to your partner.
- 1 Explain how three of the adjectives form part of your personality.
 - 2 Use three different adjectives to describe someone you know.

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Listening Part 4

- In Listening Part 4, you hear five short monologues on related subjects and you do two listening tasks.
- You have to choose one answer for each speaker in each task, from a list of eight options.
- You hear each speaker twice.
- This part tests your ability to identify the gist of what the speakers say, their attitude or the main points, and to interpret the context they are speaking in.



- 1 **Work in pairs.** You will hear five short extracts in which people are talking about a close friend. Before you listen, look at the list of ways in which each speaker's friendship began (A–H) in Task One. Look at each option and think about what you might hear.
- 2 **Now look at Task Two (A–H).** The options are about what the speaker has learnt about friendship. Talk about each statement with a partner. How important do you think they are in friendships?
- 3 **Now listen to the five speakers and do Tasks One and Two.**
- 4 **Compare your answers with a partner. Do you agree?**
- 5 **Listen to the recording again, paying particular attention to the items where your answers were different.**



TASK ONE

For questions **1–5**, choose from the list (A–H) how each speaker's relationship with their close friend began.

| | |
|--|---|
| A through attending a pre-arranged meeting | |
| B through a mutual friend | |
| C through an unavoidable commitment | Speaker 1 <input type="checkbox"/> 1 |
| D through having an interest in common | Speaker 2 <input type="checkbox"/> 2 |
| E as a result of an unfortunate incident | Speaker 3 <input type="checkbox"/> 3 |
| F as a result of being at an unusual social gathering | Speaker 4 <input type="checkbox"/> 4 |
| G through a family connection | Speaker 5 <input type="checkbox"/> 5 |
| H as a result of having a similar sense of humour | |

TASK TWO

For questions **6–10**, choose from the list (A–H) what each speaker says they have learnt about friendship as a result of their relationship with their close friend.

| | |
|---|--|
| A True friends will always be supportive. | |
| B Friends are bound to fall out at times. | |
| C An ability to tolerate people's behaviour is necessary. | Speaker 1 <input type="checkbox"/> 6 |
| D Initial impressions aren't always valid. | Speaker 2 <input type="checkbox"/> 7 |
| E It's important to adapt to friends' situations. | Speaker 3 <input type="checkbox"/> 8 |
| F Friendships are more easily damaged than family relationships. | Speaker 4 <input type="checkbox"/> 9 |
| G Shared experiences are extremely important. | Speaker 5 <input type="checkbox"/> 10 |
| H Complete honesty isn't always advisable. | |

- 5 **Look at the following verbs and verb phrases from the recording. Match each phrase with its meaning.**

| | |
|---------------|---|
| 1 bump into | A keep thinking or talking about |
| 2 let down | B disintegrate |
| 3 put up with | C become friends quickly |
| 4 dwell on | D like |
| 5 hit it off | E tolerate |
| 6 fall out | F disappoint |
| 7 fall apart | G meet by chance |
| 8 take to | H argue and stop being friends |
- 6 **Use suitable phrases from Exercise 5 to complete the sentences. Make any changes necessary. There are two phrases that you do not need to use.**
 - 1 Our friendship for a while following an argument, but we're OK again now!
 - 2 My sister always borrows my clothes, but I don't really mind. I just it.
 - 3 Pablo tends to things, instead of just forgetting about them.
 - 4 I Sarah in the supermarket. It was a nice surprise!
 - 5 Ben and I straightaway. We got on well immediately.
 - 6 I didn't James when I first met him, but now I really like him.

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1

Grammar

Verb forms to talk about the past

The **COMPLETE** grammar reference

▶ Scan the QR code, watch the video, then turn to page 162



1 Look at these extracts 1–6 from Listening Part 4. Match the underlined verb forms with the explanations A–F.

- 1 I'd known Nigel for years – we'd done the same course at uni, but had never really hung out.
- 2 I bumped into her after locking myself out of our apartment block one night.
- 3 During the interval I ran into Amara and it turned out we'd had the same opinion of him.
- 4 The costume she was wearing was so astonishing that I simply had to ask her about it.
- 5 We've had our ups and downs, too, over the years, and fallen out.
- 6 We'd meet occasionally at parties.

- A something that happened at a specific time in the past
- B a repeated action or habit in the past which doesn't happen now
- C an activity that was in progress around a particular past time
- D something which happened before another situation in the past
- E a longer action or situation which had continued up to a specified moment in the past
- F a recurring action or event that started in the past and has continued until now

2 Put the verbs in brackets into the simple or continuous form of the past, past perfect or present perfect. (In some cases more than one answer is possible.)

- 1 Chen (work) in Singapore since he (leave) university two years ago, but next year he expects to be transferred to Hong Kong.
- 2 Alexander takes university life very seriously. He (study) here for six months and he still (not go) to a single party!
- 3 Maria (come) round to dinner last night. She (start) telling me her life story while I (make) the salad and (continue) telling it during dinner.
- 4 Ivana (have) a splitting headache yesterday evening because she (work) in the sun all day and she (not wear) a hat.
- 5 I (grow) up in a house which (belong) to my great-great-grandfather. We (sell) it now because it was too big for our small family.

3 Choose the correct option in *italics* in each of the following sentences.

- a My teachers **(1)** *were often getting* / *often used to get* annoyed with me when I was at school because I **(2)** *never used to bring* / *had never brought* a pen with me and I **(3)** *would always ask* / *have always asked* someone if I could borrow theirs.
- b The village **(4)** *used to be* / *would be* very quiet and remote until they **(5)** *built* / *had built* the motorway two years ago. In those days everybody **(6)** *would know* / *used to know* everyone else, but since then, a lot of new people **(7)** *came* / *have come* to live in the area and the old social structures **(8)** *gradually changed* / *have gradually been changing*.
- c When I was a child, both my parents **(9)** *used to go* / *were going* out to work, so when they **(10)** *would be* / *were* out, my grandparents **(11)** *were looking* / *would look* after me.



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1

- 4 Work in pairs. Student A: Ask questions 1–3 to Student B. Student B: Ask questions 4–6 to Student A. Give detailed answers and ask follow-up questions.

What was the last ...

- 1 television series / film you watched?
- 2 present you received?
- 3 post you liked on social media?
- 4 celebration you attended?
- 5 book/article you read?
- 6 holiday you went on?

- 5 Exam candidates often make mistakes with present perfect, past simple and past perfect tenses. In the sentences below, circle the correct alternative in *italics*.

- 1 In recent times people *had* / *have had* more contact with their friends through email and mobile phones than they did in the past.
- 2 The feedback we received from our clients meant we *have been* / *were able* to provide excellent advice to the people developing the product, which they then acted on.
- 3 The party was great and the best bit for me *has been* / *was* the jazz band.
- 4 We should have had a really good holiday for what we paid, but unfortunately, we discovered that they *didn't organise* / *hadn't organised* any activities or local food, so it was rather a disappointment.
- 5 While I was studying in England, I *haven't taken* / *didn't take* an examination because it was not offered to me or to any of my fellow students.
- 6 Are you going to the dinner on Saturday? A lot of my other friends *were invited* / *have been invited* and I know they'd love to meet you.
- 7 I *have only lived* / *have only been living* in Geneva for the past few months, though Madeleine, who you met yesterday, *lived* / *has lived* here all her life.
- 8 Petra looks after my children very well. I *haven't noticed* / *didn't notice* any weaknesses in her character, so I'm sure you'll be happy to offer her a job.

Reading and Use of English Part 8

- In Reading and Use of English Part 8, you must match ten questions or statements with a text divided into four sections or four to six separate short texts.
- This task tests your ability to read quickly and understand details, opinions and attitudes and to locate specific information.

Exam
info

- 1 Work in small groups and discuss the questions below.

- What are teenagers' lives like in your country?
- How important is it to spend time with family?
- What kinds of things can cause difficulties between teenagers and their families?

- 2 Read through the questions in Exercise 3, to familiarise yourself with them before you read the four texts. Underline the key words in the sentences, so that you know what information to look for in the texts, then paraphrase each one as if you were the person speaking.

Excerpt
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- 1**
- 3** You are going to read an article in which young people give their views on their siblings during their teenage years. For questions 1–10, choose from the people A–D. The people may be chosen more than once.

Which person

- | | | |
|----|---|---------------------------------|
| 1 | mentions a downside of seeking an honest opinion from a family member? | <input type="text" value="1"/> |
| 2 | is grateful to a family member for providing a place of escape whenever needed? | <input type="text" value="2"/> |
| 3 | jokingly accuses a family member of displaying exactly the behaviour they're claiming to protect the writer from? | <input type="text" value="3"/> |
| 4 | understands that they tend to incorporate a feature of their upbringing into their current lifestyle? | <input type="text" value="4"/> |
| 5 | expresses appreciation for what the writer feels is undeserved support from a family member? | <input type="text" value="5"/> |
| 6 | admits that a family member has remained over-protective of the writer? | <input type="text" value="6"/> |
| 7 | has finally come to recognise the advantages of their upbringing? | <input type="text" value="7"/> |
| 8 | mentions that a family member had an irritated response to something apparently insignificant? | <input type="text" value="8"/> |
| 9 | missed having an ally in the family? | <input type="text" value="9"/> |
| 10 | acknowledges a family member's positive role in their own development? | <input type="text" value="10"/> |

- 4** Look at the multi-word verbs in the extracts from Reading Part 8. What does each one mean?

- ... people tend to come out with all the usual assumptions, like whether everyone looks on me as the baby of the family.
- ... he's been the one who's always known exactly how to wind me up.
- But none of that gets in the way of my close relationships with either of them.
- ... I've become determined to catch up with her.
- ... the rest of the family have always tolerated [her bad moods] and put them down to her frustration ...
- ... chaos is now something I can't do without, ...
- ... one of my older brothers, the only other one left at home, headed off for uni, ...
- ... he's finally settled down in his own flat ...
- it's ... a relief to just turn up to unannounced ...

- 5** Work with a partner. Which of the four people do you feel you have the most in common with? Why?

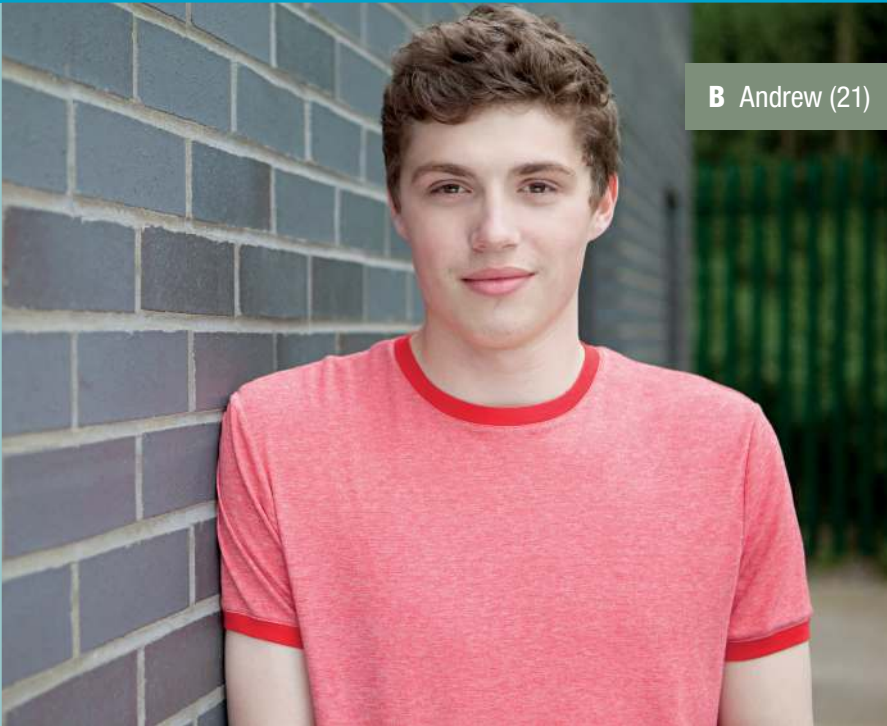
You can choose your friends

Four young people talk about their teenage years, and their siblings.



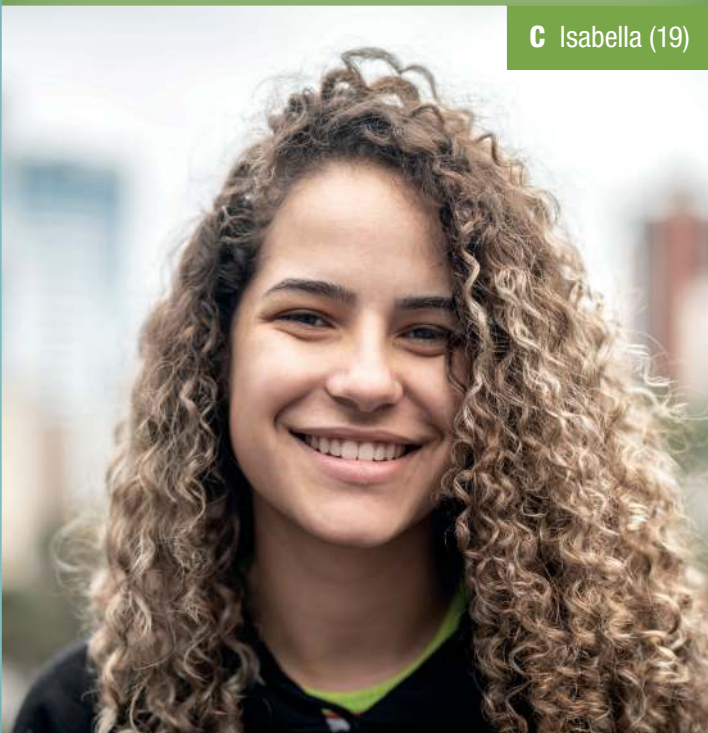
A Sarah (18)

When I mention I'm the youngest of five, people tend to come out with all the usual assumptions, like whether everyone looks on me as the baby of the family. I've always hotly denied that. Admittedly, though, my older sister will still warn me a car's coming as we cross busy roads – but with the best of intentions, I know. And thankfully, she's been considerate enough to never once mention in front of my friends the time, aged six, I decorated my face with her makeup. Until recently, too, my brother had a tendency to judge whatever I was watching as far too violent – only to grab the remote off me in what I can only describe as a rather rough manner! And I guess, of my two siblings, he's been the one who's always known exactly how to wind me up – typical older brother! But none of that gets in the way of my close relationships with either of them. Underneath it all, they are both incredibly thoughtful and always make time for me. I'm really lucky to have them.

Excerpt
[More Information](#)**B Andrew (21)**

People assume that growing up with a high-achieving sister might have been demoralising somehow, but nothing could have been further from the truth. In fact, if anything, she's been so well organised and conscientious in her approach to studying that it's been hugely motivating for me, as I've become determined to catch up with her. Admittedly, she's often got into bad moods over the years, but I think the rest of the family have always tolerated them and put them down to her frustration in trying to get where she wanted to be, but seeing her ambitions obstructed in some way. Having said that, though, the trigger for her kicking off could just be as simple as my attempting to set the table for dinner while she'd got all her books laid out on it! Anyway, the thing is, she's sometimes seen me at my absolute worst, which she really shouldn't have had to put up with, and yet, she's still stuck by me no matter what! You really can't put a price on that.

Growing up surrounded by an incredibly diverse range of people (my father's family are from South America and my step-mother's Swedish) I always felt that family life for me and my brother, Tom, was slightly chaotic – always travelling, never settling anywhere. But as a result, we've experienced a huge range of languages, lifestyles and cultures, so our lives have been by no means limited. And I don't know about Tom, but while I've personally reached a point where I can now appreciate what a privileged life that's been, I also know that chaos is now something I can't do without, to the point where I approach my studies and my personal life in quite a disorderly way – but it seems to work! My ambition's to become a professional artist, but I'm constantly looking for reassurance that my work's worth something. As a last resort, I might even ask my brother, but his response has sometimes been far from what I was hoping to hear. But there you go – flattery's overrated, in my view!

**C Isabella (19)****D Ibrahim (23)**

Being the youngest child was great – until the day that one of my older brothers, the only one left at home, headed off for uni, leaving me alone at home with just my parents, and no-one to complain to or roll my eyes at secretly across the table when there was some discussion going on that we'd heard a million times before! But my brother still sided with me whenever he came back from uni – and he and I still maintained our very effective cheaters' partnership in family card games! We don't always see eye to eye, but it's clear he's always had my best interests at heart – and I've always tried to return that kindness. And even now that he's finally settled down in his own flat nearby, it's still a kind of open house – and a relief to just turn up to unannounced when life with my parents gets a bit too much. So, despite any miscommunication and frustrations over the years, we're still there for each other.

1

Vocabulary

Collocations with *give* and *make*

- 1 Look at this sentence from Reading and Use of English Part 8. Write the correct verb (A–D) in the gap.

Underneath it all, they are both incredibly thoughtful and always time for me.

A do B give C make D take

- 2 Exam candidates often confuse the verbs *give* and *make*. In most of the sentences below, the underlined verb is wrong. Replace the underlined verb with *give* or *make*, or write *correct* if you think there is no mistake.

- When you print the article, we also expect you to give an apology.
- Her report on the trip did not give accurate information so we were quite confused.
- I have some suggestions to give before the forthcoming trip.
- I hope your company will give me at least a partial refund.
- I'm so grateful that you have made me the chance to attend the course.
- In my boss's absence, I give telephone calls to customers, clean desks, and write emails.
- Installing modern technology will give a good impression of the college.
- Our evening lectures were made by 'experts' who knew nothing about the subject.
- There is another recommendation I would like to give concerning the club.

- 3 Words which are often used together (e.g. *make an apology*) are called collocations. Which verb often forms a collocation with these nouns? Write *give* or *make* in each gap.

- a speech, lecture, talk, performance
- (someone) information, details, advice, instructions
- a(n) recommendation, comment, apology, suggestion
- someone a(n) chance, opportunity
- someone a refund, their money back
- a phone call
- an impression on someone
- someone an impression
- time for someone
- something a miss

Reading and Use of English Part 4

- In Reading and Use of English Part 4, you complete six sentences with between three and six words so that they mean the same as the sentences printed before them.
- You must use a word given in CAPITALS without changing it in any way.
- This part tests your ability to manage grammar, vocabulary and collocations.

Exam info

- 1 Work in pairs. Study the exam instruction below. Then, for questions 1–4, read some answers that different students gave for each question. Decide which answer (A–C) is correct and say why the other answers are wrong.

For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 His actions were based on what his uncle advised him to do.

ADVICE

The basis for his actions him.

- A was some advice that his uncle gave
B was the advice his uncle gave
C was what his uncle advised

- 2 Alba made every effort to arrive at the meeting on time.

BEST

Alba to the meeting on time.

- A did her best to get
B made the best to arrive
C tried very hard to make it

- 3 Unless the product is in perfect condition, we cannot return your money.

REFUND

We will be unable the product is not in perfect condition.

- A to pay you a refund unless
B to refund the money you paid if
C to give you a refund if

- 4 Otto's teachers were favourably impressed by the presentation he gave to the class.

IMPRESSION

Otto's presentation to the class his teachers.

- A gave a favourable impression to
B made a favourable impression on
C made an impression which was found very favourable by

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Speaking Part 1

▶ **Page 205 Speaking bank**
Speaking Part 1

• In Speaking Part 1, the examiner asks you questions about yourself. These may include questions about your life, your work or studies, your plans for the future, your family and your interests, etc.

• This part is intended to break the ice and tests your ability to interact with the examiner and use general social language.

Exam info

2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 Kate is both considerate and conscientious.
ONLY
Kate is also conscientious.
- 2 Dan didn't go to the match with Paul because of their argument several days previously.
OUT
Dan didn't go to the match with Paul because they few days previously.
- 3 My sister is far better organised than me.
NEARLY
I as my sister.
- 4 Everyone considers me to be an expert on photography – but I'm not, really!
LOOKS
Everyone an expert on photography – but I'm not, really!
- 5 Being completely honest about your opinions isn't always advisable.
IDEA
It isn't completely honest about your opinions.
- 6 I often used to go walking through the forest with my parents when I was younger.
WOULD
My parents take walks through the forest when I was younger.



- 1** Work in pairs. Read the questions below from Speaking Part 1. Which questions are
 - a mainly about the present?
 - b mainly about the past?
 - 1 What do you most enjoy doing with your friends?
 - 2 Have you ever had the opportunity to really help a friend? How?
 - 3 Would you prefer to spend your holidays with your family or your friends?
 - 4 What is the best way for people visiting your country to make friends?
 - 5 Who do you think has influenced you most? Why?
 - 6 What is your happiest childhood memory?
 - 7 Who is the best teacher you've ever had?
 - 8 Tell me about a friend of yours and how you got to know him or her.

2 Listen to two students, Marta and Lukas. Which question does each of them answer?
03
Marta: Lukas:

3 Now listen to them again, with the examiner's questions, and say if the following statements are true (T) or false (F).
04

- 1 They both give very brief answers.
- 2 They give some details or reasons to support their answers.
- 3 They use a range of tenses appropriately.
- 4 They speak in a relaxed, natural way.

4 Think about how you could answer each of the questions in Exercise 1. Then work in pairs and take turns to ask and answer the questions.

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1

Writing Part 1: An essay▶ **Page 193 Writing bank**
An essay

- In Writing Part 1, you write an essay in which you discuss a question or topic.
- You are given three areas to consider and you must discuss two of them.
- You are given three opinions which you can use if you wish.
- This part tests your ability to develop an argument or discussion, express your opinions clearly and support your ideas with reasons and examples.

Exam
info**1 Work in pairs. Discuss the questions.**

How do people decide on a career to follow?

How does the education system in your country help students find a career?

In your own experience, how helpful or useful is the system for helping students find a career?

2 Underline the key ideas in the writing task below.

Your class has taken part in a seminar on whether education systems do enough to help young people to find jobs which fit their abilities and interests. You have made the notes below.

Ways in which schools can help students with their future careers

- offering a wide variety of courses
- work experience programmes
- careers advice departments within schools

Some opinions expressed in the seminar:

‘We study lots of things which we’ll never use in any future job.’

‘Without work experience you’d have no idea which career you would or wouldn’t like to do.’

‘Some of my teachers can’t give me advice because they’ve never done any job other than teaching.’

Write an **essay** discussing **two** of the methods in your notes. You should explain **which method is more effective**, giving **reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the seminar, but you should use your own words as far as possible.

Write your **essay** in 220–260 words in an appropriate style.

3 Work in small groups.

- Discuss each of the methods and whether or not you agree with the opinions expressed in the seminar.
- During your discussion, express your own opinions on the methods and give reasons for your opinions.
- Take notes on the main ideas which arise during the discussion.

4 Read the writing task in Exercise 2 again. Do you think the following sentences are true (T) or false (F)? Why?

- 1 You must discuss all three methods.
- 2 You must decide which is the best method.
- 3 You must say whether you agree or disagree with the opinions expressed.
- 4 If you use any of the opinions, you should express them in a more formal style.
- 5 When you express your opinion, you should say why you hold that opinion.
- 6 You can expand the topic to talk about other issues related to work that interest you.
- 7 You can write your answer using a bulleted list of points instead of formal paragraphs.
- 8 The task contains a word limit, but if you write 300 words, you will get higher marks.

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5 Read Cristina's essay. Then complete the plan she wrote beforehand by matching the notes (a–e) with the paragraphs.

For many young people it is hard to find the sort of job they aspire to. ¹This is in part due to a mismatch between what education provides and what employers believe ²they require.

Schools and universities should offer students a range of courses which provide ³them with qualifications which will attract potential employers. However, employers often complain that courses are too theoretical and do not teach students the practical skills ⁴they will need in the workplace.

While I understand ⁵this viewpoint, I do not entirely share ⁶it. I believe that the purpose of education is primarily to develop critical thinking skills, including the ability to analyse and solve problems. ⁷These abilities will be useful throughout people's working lives. To achieve ⁸this, I do not think it matters whether someone studies history or theoretical physics as long as the right teaching methods are used. Students will then pick up the specific job skills they require very quickly once they are in full-time employment.

It is often suggested that young people need to gain work experience in order to make an informed choice of university course and career. Although I believe ⁹this helps to focus students' minds on what working life will be like, generally speaking it is not possible for students to get a wide enough range of experience to be able to choose ¹⁰their career wisely.

I would therefore argue that the best way to help young people find suitable jobs is to give them an excellent general education while ensuring that employers realise how valuable ¹¹it is.

Plan

Paragraph 1: intro

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5: conclusion

- a education should teach students to think – useful for every job
- b provide a good all-round education + persuade employers of its importance
- c employers say courses not practical enough
- d difficulty finding jobs – education vs. employers' needs
- e work experience often too limited for students to make informed choices

6 Work in pairs. Discuss these questions.

- 1 Why is it important to underline the key ideas in the writing task?
- 2 Why should you write a plan before you write your essay?
- 3 Did Cristina follow her plan exactly?
- 4 Has she dealt completely with the instructions in the writing task?
- 5 What words and phrases does she use in her essay to introduce her opinions?
- 6 To what extent do you agree with Cristina's point of view?
- 7 Why is it important to make your opinions clear in an essay?

7 When you write, it is important that each paragraph should cover a different aspect of the subject and that sentences should be linked together using clear references. What do the underlined reference words in Cristina's essay refer to?

8 Write your own plan for the writing task in Exercise 2. When you have finished, compare your plan with a partner's.

9 Read Cristina's essay in Exercise 5 and highlight any words you would like to use in your essay.

10 Copy the words and phrases you highlighted into your plan.

11 Write your essay following the plan.

