Look at the photos. What are the people doing? How much time each day do you spend: a) studying or working, b) travelling, and c) relaxing?

Look at question 1 in the exam task. Answer these questions.

1. How many speakers will you hear? Are they female or male? What is the situation?
2. Part 1 questions may focus, for instance, on opinion, purpose or place. What is the focus of Where is he?
3. Read the recording script for question 1. Which is the correct answer (A, B or C)? Why? Why are the other two wrong?

I’m standing here in Church Avenue with about thirty other media people, but by the look of the place there isn’t anybody in. Nobody’s quite sure if he’ll be back later this afternoon – or whether he’s spending the weekend away, perhaps at a luxury hotel in the city centre. What does seem clear, though, is that he’s unlikely to play in Sunday’s big match – otherwise these TV crews would be waiting at the gates of the club’s training ground to film him, not here.

Have you chosen an answer for every question? Even if you’re not sure, you could be right.

Quick steps to Listening Part 1

- Don’t choose an answer until you’ve heard the whole extract.
- You can always change your mind about an answer while you’re listening or when you listen again.
Review of present tenses Page 103

1 Match extracts a–g from the recording in Listening with rules 1–7.

a I'm standing here in Church Avenue.
b I live a long way out in the suburbs.
c Whenever I can, I go into the study.
d The traffic into town is getting worse all the time.
e Somebody is always pushing.
f A south-facing room gets lots of sunshine.
g This month I'm working particularly hard.

We use the present simple to talk about:
1 a routine or habit
2 a permanent situation
3 something which is always true

We use the present continuous to talk about:
4 something happening right now
5 a temporary situation
6 a situation that is changing or developing
7 something irritating or surprising, using always

Note: verbs which describe states, e.g. think, own, have, understand, are normally used in simple tenses, but some can be continuous when they describe something we do, e.g. I'm thinking of buying a bike.

See Grammar reference page 103: stative verbs.

2 Correct the mistakes in these sentences written by exam candidates.

1 I suppose that you are understanding my situation.
2 This evening, people are playing music and have fun.
3 I know that you are liking your job, but in my opinion you are working too hard.
4 I wait for your answer to my letter.
5 Nowadays, I'm preferring to go to work by bicycle.
6 In summer it's nice to go on a boat and having dinner on the lake.
7 ‘Sara, can you hear me? I stand on your left, by the bridge.’

3 Complete the sentences with the correct form of the verbs in brackets.

1 Katie’s in, but she ____________ (write) an email to someone at the moment.
2 Scientists believe that sea levels ____________ (rise) because of global warming.
3 My brother Oliver ____________ (quite often / go) mountain biking on Sundays.
4 My neighbours ____________ (always / shout) early in the morning. It’s really annoying.
5 That notebook on the table ____________ (belong) to me.
6 I ____________ (stay) with my friends this week while my family are away.
7 In every continent on Earth, the sun ____________ (set) in the west.
8 Listen! Ellie ____________ (have) an argument with her boyfriend.

Present simple in time clauses Page 103

4 Look at these extracts from the recording in Listening. Do all the verbs refer to the future? What tense do we use after time expressions like when?

I’ll move back into my place when they finish repainting it on Friday. Next time I want things like that, I’ll buy them online instead.

5 Choose the correct option.

1 I get / ‘I’ll get some more milk when I go / ‘ll go shopping tomorrow.
2 I wait / ‘I’ll wait here until you come / ‘ll come back later on.
3 As soon as the film ends / will end tonight, I catch / ‘ll catch the bus home.
4 I don’t / won’t move house before I start / ‘ll start my new job next month.
5 By the time you arrive / ‘ll arrive at 8.30, I am / ‘ll be ready to go out.
6 I talk / ‘ll talk to my flatmates tonight once I get / ‘ll get home.

6 Complete the sentences about yourself. Then tell your partner.

1 I’ll have a meal as soon as …
2 I’ll spend less money the next time …
3 I’m going to buy a house when …
4 I don’t think I’ll have children before …
5 I won’t stop studying English until …
6 I think I’ll watch TV after …
Part 7

1. Look at photos 1–4. What do you think a typical day is like for each person? Think about:
   - when they do things like having meals
   - where they go and how they travel
   - who they see
   - what they do to relax
   - how they feel at various times of the day

2. Look at the exam task. Answer these questions.
   1. How many people are there?
   2. Is it one text in sections, or is it several short texts?
   3. What's the topic?
   4. What must you find? (e.g. Which place … ?)
   5. How many questions are there?
   6. Can you use letters A, B, C and D several times each?


4. Look at this Part 7 example question and the underlined words in the text. There are references to this in parts A, B and D. Why is B right? Why are A and D wrong?
   Example:
   Which person never has breakfast?

Exam task

You are going to read an article about four people’s daily lives. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Which person

1. sometimes sleeps in the early afternoon?
2. thinks they ought to do more frequent exercise?
3. says they have their best ideas late in their working day?
4. has to hurry to catch the train to work?
5. does not always get up at the same time every day?
6. dislikes working later than they should do?
7. believes exercise helps them prepare for the day ahead?
8. is now more relaxed at work?
9. chooses not to follow local tradition?
10. enjoys answering questions from customers?
When you have finished, make sure you have answered all ten questions.

Adjectives ending in -ed and -ing

6 Find these words in the text and complete the rules with -ed and -ing.

- exhausted, fascinating (A) interesting, challenging (B)
- refreshed, distracted (C) tired, irritating (D)

1 We use adjectives with __________ to describe how somebody feels about something.
2 We use adjectives with __________ to describe the thing or person which causes the feeling.

7 Complete these sentences with -ing and -ed adjectives formed from the verbs in brackets. Then answer the questions about yourself.

1 At what time of day do you feel most __________ (relax)?
2 What’s the most __________ (amuse) film you’ve ever seen?
3 When do you sometimes feel a little __________ (worry)?
4 What’s the most __________ (depress) news item you’ve heard recently?
5 When do you feel most __________ (motivate) to study?
6 Are you __________ (terrify) of anything, such as spiders or heights?
7 What’s the most __________ (astonish) story you’ve ever heard?
8 What’s the most __________ (puzzle) thing about the English language?

8 Compare a typical day in your life with those of the four people in the text. What are the different times in your day like, and how do you feel? Use words from Exercises 6 and 7.
Part 1

1 In Part 1, the examiner may ask you questions like these. What are they about? Which verb tense would you mainly use to reply?

1 Where are you from?
2 What do you like about living there?
3 Tell me a little about your family.
4 Which time of the year is your favourite? Why?
5 What do you enjoy doing when you are on holiday?
6 What do you use the Internet for?

2 In pairs, read this example conversation from Part 1. What is wrong with Nico’s and Lena’s replies (1–6)? Correct two mistakes. Then study the Quick steps for ways of improving the other four replies.

Examiner: Is your routine at weekends different from your daily routine in the week?
Nico: (1) Yes.
Examiner: In what ways?
Nico: (2) I am staying in bed later, of course. I go out with friends after lunch.

Examiner: And what about your routine at weekends, Lena? Is it different from your daily routine?
Lena: (3) Not really. I have to get up at about the same time.
Examiner: Why?
Lena: (4) Well, I have a job in a shop and I’m going to work early. It’s a long way from my house. And I arrive home late every day.

Examiner: Now tell me, Nico. How often do you read newspapers or magazines?
Nico: (5) Repeat.
Nico: (6) Not often. I don’t like them much.

Lena says I arrive home late every day. Look at these expressions and answer the questions.

every hour or so  from time to time  most weekends five times a week  hardly ever  now and then

1 Where do frequency expressions like every day go in the sentence?
2 Which one means ‘almost never’?
3 Which two mean ‘occasionally’?

Quick steps to Speaking Part 1

• Be friendly to the examiners and to the other candidate.
• Don’t just reply yes, no or I don’t know. Give reasons (because … , so …) or examples (such as … , like …).
• You can politely ask the examiner to repeat a question. Ask: Pardon? Could you say that again, please? Sorry?

Exam tip

Use as wide a range of grammar and vocabulary as you can.

4 Work with a different partner. Ask and answer the examiner’s questions in Exercises 1 and 2.

5 How well did you answer the Part 1 questions? How good were your partner’s answers? Tell each other what you think.

Character adjectives

6 Find out what kind of person your partner is by asking them questions 1–12. Give examples, using expressions like now and then and nearly always in your replies.

WHAT ARE YOU LIKE?

1 Do you think about what other people need or want?
2 Do you usually expect good things to happen?
3 Do you behave in a way that is silly and not adult?
4 Do you like telling other people what to do?
5 Are you good at dealing with problems?
6 Do you get annoyed if things happen too slowly?
7 Do you want to be very successful in life?
8 Are you easily upset and do you know when others are upset?
9 Do you find it easy to make up your mind quickly?
10 Do you do things that nobody expects?
11 Are you sensible and fair with other people?
12 Do you find it difficult to plan things well?

7 Match the adjectives with questions 1–12. Do you think they describe your character correctly? Then use some of these adjectives to say what you think each person in the pictures might be like.

ambitious bossy childish decisive disorganised impatient optimistic practical reasonable sensitive thoughtful unpredictable
Forming adjectives

1. Underline these prefixes and suffixes in the words in Speaking Exercise 7. One word has both a prefix and a suffix.

- able -al dis- -ful -ic im- -ish
- itive -ive -ous un- -y

2. Form character adjectives from these words with the prefixes and suffixes in Exercise 1. Be careful with spelling changes.

adventure aggression anxiety artist caution cheek compete emotion energy enthusiasm fool greed help honest pessimist polite popular rely respect sympathy

Part 3

3. Correct the mistakes in these sentences written by exam candidates.

1. You were a charmful host, as always.
2. Joey can be quite rude and unpolite.
3. I think that going to work or to school by bike is very healthful.
4. We really enjoyed the festival in spite of the disorganising programme.
5. I’m helpful and sociality, so I’d like a job working with people.
6. Sometimes shopping can be a stressing experience.

4. Complete the sentences with the correct form of the words in brackets. In each case add a prefix and/or a suffix.

1. Amelia thinks she’ll win, and her family are quite ___________ (optimism), too.
2. Question 9 in the quiz was quite ___________ (challenge), but I got it right.
3. The team has lost every game, so their fans are feeling ___________ (depress).
4. The staff disliked the boss and they were ___________ (sympathy) when he lost his job.
5. It was a hot day, but Chloe felt ___________ (refresh) after having a cool shower.
6. People seem ___________ (enthusiasm) about the TV show. Few are watching it.

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 FASCINATING

Same family, different people

The three children grew up in the same home, but for friends of the family the ___________ thing is that now, as young adults, they all have very different ___________.

Grace, 23, always has to be busy. Ever since she was a young girl, she has been highly ___________ to succeed, and now that she is working in a business environment she makes no secret of how ___________ she is: her aim is to be Managing Director before she is 30.

Whereas Grace can sometimes appear rather ___________, even cold, her 21-year-old sister Evie can be quite ___________ to what others say, particularly if their comments are unfair. But she is always kind to her friends, and ___________ whenever anyone wants to talk about their problems.

Daniel, just 19, is the ___________ one. He’s mad about sports like rock climbing, snowboarding and motorcycling. He takes too many risks and he gives his family some ___________ moments, but somehow he always manages to get home safely.

Quick steps to Reading and Use of English Part 3

- Read the text quickly to find out its purpose and main points.
- Look at each word in capitals, then the words next to the gap. Do you need a noun, an adjective, or another part of speech?
- Does the word in capitals need more than one change?
Part 2 informal letter

1 Look at the exam task and answer these questions.
   1 Who has written to you?
   2 What does this person want you to do?
   3 What style is the extract from the letter written in? Find examples of the following:
      a contracted forms, e.g. I'm
      b short, common words, e.g. got
      c simple linking words, e.g. because
      d informal punctuation, e.g. dash (–)
      e friendly expressions, e.g. tell me

Exam task

This is part of an email from an English friend, Alex.

I'm lucky because I've got really good friends – especially those I've known since I was a kid. I don't know what I'd do without them! So tell me, how important are friends to you? Who's your best friend and what do you like about him or her?

Looking forward to hearing from you soon.

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

Quick steps to writing a Part 2 informal letter
• Look at the task, including any text, and decide who you are writing to, why, and which points to include.
• Note down ideas and decide how many main paragraphs you will need. Then put your ideas under paragraph headings.
• Begin Dear (friend's first name) and thank them for their last message.
• Keep to your plan and use informal language throughout.
• Close in a friendly way, asking them to write back. End Lots of love, Best wishes, etc.

2 Read the model letter and answer these questions.
   1 Is Lydia's letter the right length?
   2 Has she made any language mistakes?
   3 How does she open and close her message?
   4 What does she talk about in her introduction and conclusion?
   5 Does she answer all of Alex's questions? In which main paragraphs?
   6 What examples of informal language can you find?
   7 What character adjectives does she use?
   8 Which phrases of hers might be particularly useful when you write other letters?

Dear Alex,

Many thanks for your message. It was great to hear from you!

The first thing I want to say is that I completely agree with you about friends. I see some of mine almost every day and I really miss them when they're away.

My closest friend is Nicole, who's also a student, is the same age as me and lives just down the road. We've been best mates for many years and we tell each other everything, but I think we've got quite different personalities.

For instance, I can be a bit indecisive at times, but she's very practical and gets everything done quickly. She's not bossy, though. In fact she's really thoughtful. Whenever I get upset she's always sympathetic and then she finds a way to cheer me up – she's got a wonderful sense of humour!

I hope one day you can get to know her, and that I have the chance to meet your friends, too. Please tell me more about them in your next letter. Write soon!

Best wishes,

Lydia

3 Think about these questions and note down some ideas for your own letter to Alex.
   1 What does friendship mean to you?
   2 How often do you see your friends?
   3 Who are you going to write about?
   4 How long have you known each other?
   5 Which character adjectives best describe your friend?

4 Make a plan for your letter. Put your best ideas from Exercise 3 under these headings: 1 Friends in general, 2 Best friend: who, 3 Best friend: why. Then add some details, such as the person's age or job. You could put the points under each heading into main paragraphs 1, 2 and 3.

Exam tip

Make sure you leave enough time at the end to check your letter for mistakes.

5 Write your letter. When you have finished, check it for the following:
   • correct length
   • all the content asked for in the instructions
   • good organisation into paragraphs
   • correct grammar, spelling and punctuation
   • suitable style of language
1 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

1. This summer, I \( \underline{\text{stay}} \) at the seaside and I \( \underline{\text{work}} \) in a local shop in the mornings.
2. My friends usually eat at home, but this evening they \( \underline{\text{have}} \) dinner in a restaurant.
3. Hi, I \( \underline{\text{wait}} \) to get onto the plane, but there \( \underline{\text{seem}} \) to be a delay.
4. The climate \( \underline{\text{change}} \) all the time and the temperatures here \( \underline{\text{get}} \) higher every year.
5. Natalie is quite annoying. She always \( \underline{\text{complain}} \) about something.
6. My grandparents own a house in the village, though they \( \underline{\text{not live}} \) there any more.
7. This far north, it \( \underline{\text{get}} \) dark very early at this time of year, so I think of spending the winter in Australia.

2 Add a prefix or suffix to these words and complete the sentences.

1. Martin always eats too much food. He’s really \( \underline{\text{greedy}} \).
2. It’s \( \underline{\text{urgent}} \) to take things from a shop without paying for them.
3. The quality of these drawings and paintings shows how \( \underline{\text{anxious}} \) Alexia is.
4. If someone helps you, it’s \( \underline{\text{duty}} \) not to say ‘thank you’.
5. Paola is usually quite \( \underline{\text{energetic}} \), but she doesn’t feel like doing sports today.
6. Jerry likes to take risks, but his brother Anton is a much more \( \underline{\text{careful}} \) boy.
7. I’m sorry to be so \( \underline{\text{bored}} \), but I just know we’re going to lose this game.

3 Complete the sentences with the correct form of the words in brackets.

1. Terry is quite \( \underline{\text{predictable}} \). You never know what he’s going to do next.
2. I thanked my friends for being so \( \underline{\text{sympathetic}} \) when I had to go into hospital.
3. It’s \( \underline{\text{reasonable}} \) to expect people to do all your work for you.
4. Going up that mountain is quite \( \underline{\text{dangerous}} \), even for an expert climber.
5. It was \( \underline{\text{thoughtful}} \) of you to remember my mother’s birthday.
6. To succeed in business, you have to be \( \underline{\text{decisive}} \) and not keep changing your mind.

4 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.

In the morning I normally take the underground. At that time of day it’s crowded, you have to stand, and it’s certainly not a \( \underline{\text{practical}} \) way to travel. But the service is quick, frequent and \( \underline{\text{reliable}} \), which makes it by far the most \( \underline{\text{dependable}} \) way to get across the city in the rush hour.

Occasionally, though, I travel into town in a friend’s car to go shopping and, quite honestly, I often find it an absolutely \( \underline{\text{enjoyable}} \) experience. Every time we get onto the ring road, I’m \( \underline{\text{terrified}} \) by the way people behave when they drive a car. Some are extremely \( \underline{\text{brave}} \), driving straight at you to make you get out of their way, while others are \( \underline{\text{childish}} \), trying to have races with other drivers all the time. They just seem \( \underline{\text{stupid}} \) to me.

What I find most \( \underline{\text{puzzling}} \) about this is the fact that by the time they actually get to their offices, they’re probably too \( \underline{\text{tired}} \) to do a proper day’s work.

See the CD-ROM for more practice.
Many people start cooking for themselves if they move away from their family home to study. Look at the pictures and discuss these questions with a partner.

1. Which picture (A or B) probably shows a student’s kitchen? Why? Which is more like the kitchen in your home?
2. Do you often make your own meals? If so, what meals do you cook? What meals cooked by your family do you like most?
3. Which of the objects in the pictures, e.g. pots and pans, oven, freezer, do you or your family use? How?

Look at the exam task instructions. Answer these questions.

1. What kind of text do you have to read?
2. What do you have to put in gaps 1–6?
3. Do you have to use all of sentences A–G?

Quickly read the text, ignoring sentences A–G for now. Answer these questions.

1. Why did Matthew change his cooking and eating habits?
2. What was the result of this change?
3. Quickly read the text, ignoring sentences A–G for now. Answer these questions.

4. Question 1 has been done as an example. Look at sentence C and the first two paragraphs of the main text. How do the underlined words link sentence C to gap 1? Why can’t sentence C fit gap 2?

Quick steps to Reading and Use of English Part 6

- Study the instructions, read the main text for gist, then look quickly at sentences A–G.
- Study the words next to each gap, then look for similar or contrasting ideas in sentences A–G.
- Look for: vocabulary links; grammatical links, such as verb tenses; reference words, e.g. these; and linking expressions, e.g. but, after, too, ones, so.

Make sure you have chosen an answer to every question. There will be one letter you haven’t used.

Find words and phrases in the text that mean the following.

1. make food hot so that you can eat it (paragraph 1)
2. eating small amounts of food (paragraph 2)
3. food which is unhealthy but is quick and easy to eat (paragraph 2)
4. not having your usual breakfast, lunch or dinner (paragraph 2)
5. eating only a particular type of food (paragraph 2)
6. healthy mixture of different types of food (paragraph 5)
7. amounts of food for one person (paragraph 5)
8. very hungry (paragraph 5)
9. making you feel full after you have eaten only a little of it (paragraph 5)
10. find and buy something on sale for less than its usual price (sentence G)
You are going to read an article about a student who learns to cook for himself. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use. Make sure the extra sentence doesn’t fit any of the gaps.

For university student Matthew, getting to grips with cooking for himself on his first time away from home was a real learning curve. Now totally at ease in the kitchen, he looks on the experience as literally life-changing.

‘To be honest,’ Matthew says, ‘when I left home for university, I didn’t give a great deal of thought to how I would feed myself. At that time I was more concerned with all the other challenges ahead of me, particularly the academic ones, and anyway I knew how to heat up ready meals. Especially as I was trying to keep up with difficult new work, and socialising into the small hours with new friends.

‘At first I couldn’t believe that snacking on nothing but junk food and sometimes skipping meals altogether could have serious effects. I had much less energy than before.’ And, worryingly, he was in bad shape. ‘That did it,’ he admits. ‘After a lifetime of healthy home cooking, I was suddenly living on junk food. My diet and lifestyle were harming my system and I desperately needed to turn things round.’

He returned to university equipped with a new pan or two and some cooking lessons from Mum under his belt. ‘I decided to eat as much fresh food as possible – not difficult, since I’ve always enjoyed fruit and vegetables,’ says Matthew. ‘I took time to seek out the best and cheapest places to shop.

‘These changes, though, didn’t cut me off from student life. I wanted to enjoy everything about my experience of university – the friends, the new interests and the social side as well as the study that would hopefully mark out my career. But it took some reorganising and a commitment to set aside time to eat more healthily.

‘Within weeks of changing to a balanced diet of healthy, freshly cooked food, my concentration powers, my energy and my appearance were all improving. Getting organised brings benefits. I got into the habit of preparing double portions for the fridge or freezer. I would buy fish or chicken portions, add vegetables and throw the whole thing in the oven. It’s also good to keep a stock of frozen vegetables to save time and to eat wholegrain foods which fill you up for longer. At exam time, when time is really short, and I’m starving, I can make a filling omelette in minutes.’

What were the reactions to his new lifestyle? Matthew explains: ‘Well, these days it’s cool for guys to be interested in cooking. True, there were jokes that I’d let the side down and abandoned student traditions. But I learned that if you are on an intensive course – I’m doing engineering – you need to have the strength for study and, hopefully, a social life too.’