



SPEAKING

GETTING TO KNOW YOUR CLASSMATES

1 Write the questions under the correct topics. The first one has been done for you.

- 1

Where are you from?
- 2

What's your favourite subject?
- 3

What's your favourite hobby?
- 4

How many brothers and sisters do you have?
- 5

What's your favourite part of the day?
- 6

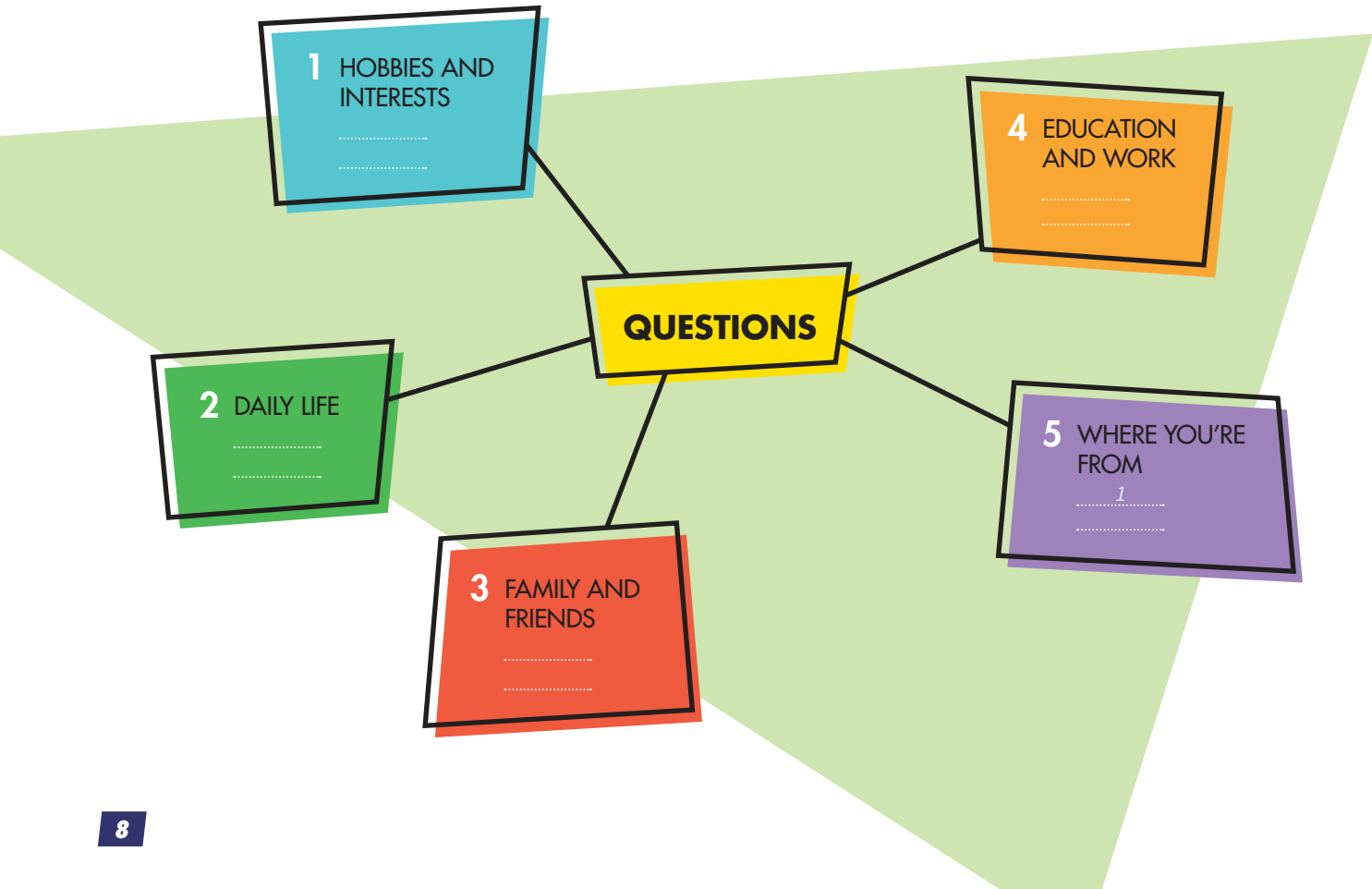
What do you like to do at weekends?
- 7

What job would you like to have in the future?
- 8

What do you like most about your hometown?
- 9

What's your favourite kind of food?
- 10

Who are the most important people in your life?



2 Look at the phrases below. Which questions in Exercise 1 are they answering?

- 1

I come from ... which is in ...

.....
- 2

I have one ... and two ...

.....
- 3

One of my favourite subjects is ... because ...

.....
- 4

One of the best times of the day is ... because ...

.....
- 5

In my city, there is a ... which I love because ...

.....
- 6

I would really like to be a ... in the future because ...

.....
- 7

On Saturdays, I usually ...

.....
- 8

I'm really interested in ...

.....
- 9

My ... is an important person in my life because ...

.....
- 10

One thing I love eating is ...

.....

3 Add one question of your own to each topic. Then talk to your classmates and ask and answer at least one question from each category. Use the phrases in Exercise 2 to help you.

VOCABULARY

ADJECTIVES TO DESCRIBE EMOTIONS

1 Work in pairs and answer the questions.

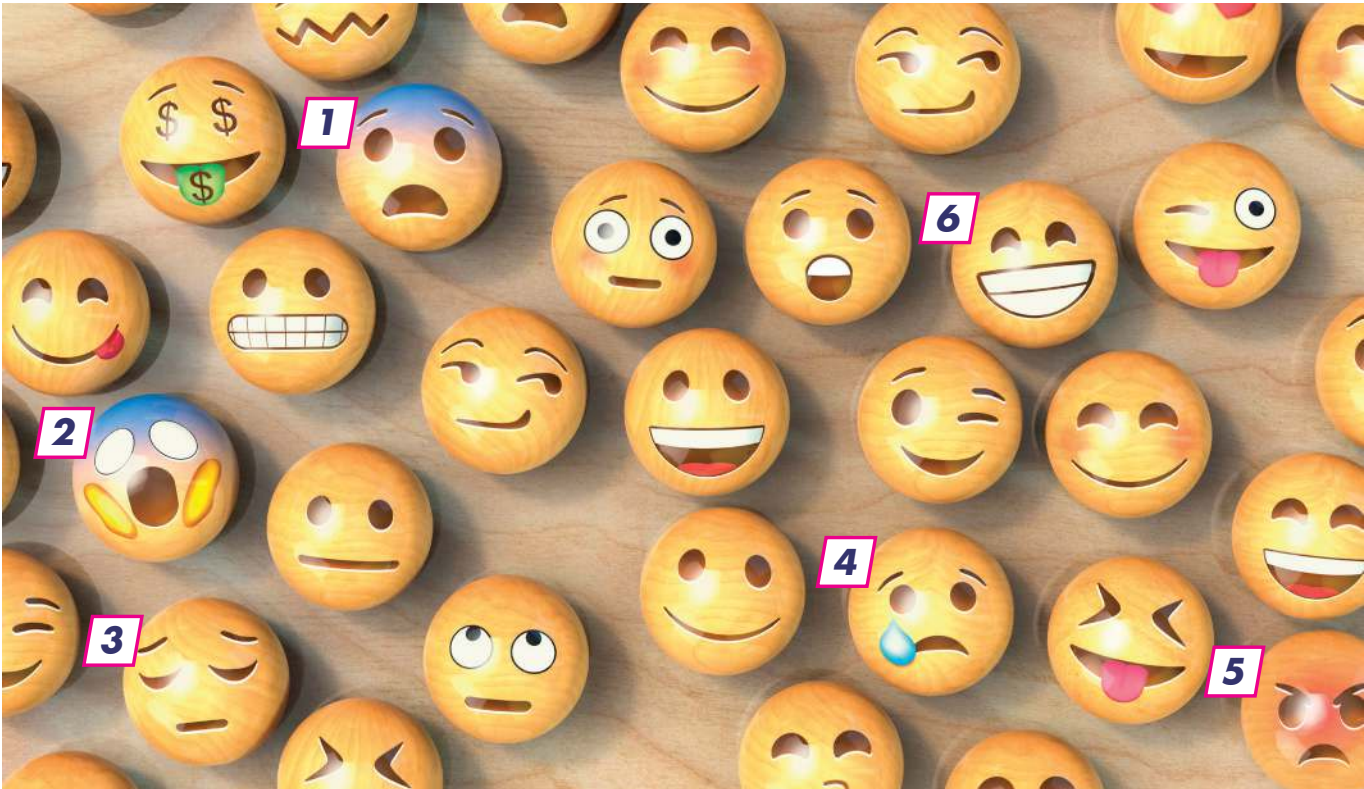
- 1

How often do you use emojis? Do you have a favourite emoji?
- 2

What are the benefits of using emojis?

DID YOU KNOW?

The word *emoji* comes from the Japanese *e* (meaning "picture") and *moji* (meaning "character").



2 Match the emojis (1-6) in the picture with the adjectives (A-F).

- A

annoyed

.....
- B

delighted

.....
- C

disappointed

.....
- D

shocked

.....
- E

upset

.....
- F

worried

.....

3 Work with a partner. When was the last time you felt the emotions in Exercise 2? Explain what happened.

The last time I was annoyed was when I missed the bus. I arrived one hour late for my English lesson!

READING

EMOJIS

1 Look at five text messages (A–E) that Miranda sent in reply to her friends' questions (1–5). Match the questions with the text messages.

- 1

What have you been up to?
- 2

What did you do last night?
- 3

Is everything ok?
- 4

Have you been shopping?
- 5

It's Mum and Dad's wedding anniversary this weekend.

A

We  all evening.
It was  .

B

Yes! I've just bought
 .  ?

C

Thanks for the reminder. I 
they've been  for 30 years!

D

I've been  all day.
I'm so  !

E

 ! I've lost my  and now
I can't get into my  .

2 Look at the emojis (A–E) in Exercise 1 again. Replace the emojis in the answers with words.

3 Read Miranda's blog post about using emojis and choose the best summary.

- 1

Using emojis has had a negative impact on our written communication.
- 2

There are a lot of benefits to using emojis.
- 3

It's better to express yourself with emojis than with words.

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A NEW WAY OF COMMUNICATING

OK, I admit it. I'm a big fan of emojis. You can't stop me! There's hardly a text I send out or a comment I post on social media which doesn't have a big smiley face, a stylish flamenco dancer or a cute little puppy!
Initially, I was a bit sceptical. When emojis appeared a few years ago, my best friend used them all the time. My first impression was that they were a bit, well, childish. Why was she putting pictures all over her messages to me instead of expressing herself in words like the rest of us? But then whenever I was looking through social media, I realised I was always looking at her posts first! These bright red broken love-hearts and freshly sliced cucumbers, or whatever emoji she used, were working because I was looking at them!

These days, I can't stop using emojis! Why? I hear you ask. *Can't you express yourself in words?* Of course I can! But when you're writing messages or responding to comments on social media, emojis help you to get your message across much quicker than writing out full sentences. What's more, they're universal, meaning that people who speak different languages to me can still understand how I'm feeling. They also make your message seem friendlier. That's true even when you're giving bad news, like refusing an invitation to see friends. Somehow people don't seem to mind when you cancel plans with an emoji of a bunch of flowers! It doesn't mean that every word can be replaced by an emoji, though, so it's important to find a balance between the two forms of communication.

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- 4 Read the text again. Decide if the statements are true or false.**
- 1 At first, Miranda loved emojis and used them all the time.
 - 2 Miranda didn't understand why her friend used emojis instead of words.
 - 3 Miranda noticed her best friend's social media posts because she used emojis.
 - 4 Miranda thinks it's harder for people who speak different languages to understand emojis.
 - 5 Miranda believes that emojis can make a message less unfriendly.
 - 6 Miranda thinks that people should always use emojis instead of words.

- 5 Work in pairs and answer the questions.**
- 1 Do you agree with Miranda that emojis 'help to get your message across much quicker than writing out full sentences'?
 - 2 Do you think emojis have a negative impact on written communication? Why? / Why not?

- 6 Work in groups and complete the task.**
- Think of a message in English, then decide how you could say this using emojis.
 - Write the message for one of the other groups.
 - Exchange your messages with other groups. Decide what the other group's message means.

GRAMMAR

PRESENT PERFECT REVIEW



GRAMMAR ON THE MOVE
Watch the video



- 1 Look at Miranda's text messages (A–E) in Reading Exercise 1 on page 10 again. Match the rules with the correct text messages.**
- 1 We use the past simple for completed actions in the past.
 - 2 We use the present perfect simple to focus on the result of a recent event.
 - 3 We use the simple form (not continuous) with stative verbs.
 - 4 We use the present perfect continuous to emphasise the action rather than the result.
 - 5 We use the present perfect with the phrases *just*, *already* and *yet* (UK English).

➔ **GRAMMAR REFERENCE** / *Present perfect: Page 204*

- 2 Find and correct the mistakes in the verbs in the following sentences.**
- 1 I've been knowing Richard for about ten years.
 - 2 I've sent him a message yesterday.
 - 3 **A** You look really tired.
B Yes, I am. I've painted the flat all afternoon.
 - 4 I've got my first phone when I was eighteen years old.
 - 5 I didn't see the new film yet.
 - 6 Have you watched the documentary on TV last night?
 - 7 I lived in London for the past five months.
 - 8 I've already been drinking three cups of coffee this morning.

- 3 Change the second sentence so that it has a similar meaning to the first, using the word given.**
- 1 I moved here six months ago.
LIVING
I for six months.
 - 2 What have you been up to recently?
DOING
What recently?
 - 3 I'm eating sushi for the first time.
EATEN
I sushi before.
 - 4 It's been two years since I saw Robert.
EACH
Robert and I haven't two years.
 - 5 Paulo and Antonia are married. They got married in 2016.
BEEN
Paulo and Antonia since 2016.

- 4 Make questions using the present perfect simple or present perfect continuous.**
- 1 best film / ever / see
What's the best film you've ever seen?
 - 2 how long / learn / English
 - 3 ever / visit / another continent
 - 4 how long / live / present home
 - 5 blogs / read / recently
 - 6 most exciting thing / ever / do
 - 7 ever / meet / a famous person
- 5 Work with a partner. Ask and answer the questions in Exercise 4.**

LISTENING

A BREAKDOWN IN COMMUNICATION

1 Read the information about Poland. How similar or different is Poland to your country?

NAME: Poland
CAPITAL CITY: Warsaw
POPULATION: approx. 38 million
LAND SIZE: approx. 312,679 km²
AVERAGE TEMPERATURE IN WINTER (WARSAW): -2 °C
HIGHEST PEAK IN POLAND: approx. 2,500 m (Rysy Mountain)
BORDER COUNTRIES: Russia, Lithuania, Belarus, Slovakia, Ukraine, Czech Republic and Germany
NATIONAL SYMBOL: White eagle
NATIONAL SPORT: Football (other popular sports include basketball, volleyball, ice hockey and cross-country skiing)
FUN FACT: 30% of Poland is covered by forest.



2 002 Listen to Andrew talking about buying a tram ticket in Poland. Answer the questions.

- When Andrew was in Poland, he was
A living alone.
B living with other people.
- Why didn't he ask for help to buy a tram ticket?
A His flatmates were busy.
B He didn't need any help.
- Andrew thought the woman at the kiosk couldn't understand him because
A she couldn't hear very well.
B he wasn't saying the words correctly.
- How many items did the woman give to Andrew?
A Two
B Three
- Why did Andrew laugh?
A because the woman gave him the wrong items
B because the woman finally understood what he was saying

3 Work with a partner. Ask and answer the questions.

- Have you ever been in a similar situation to Andrew? What happened?
- How would you communicate with someone if you couldn't speak each other's language?



GRAMMAR

COMPARATIVES AND SUPERLATIVES

GRAMMAR ON THE MOVE
Watch the video



1 Read about Alice's experience of taking the train in Germany. Have you ever been in a similar situation to Alice?



The funniest thing happened to me and my friend on a recent trip to Germany. We went to Berlin, which is the biggest city in Germany. Actually, it's as big as my home city in terms of land area, but it has a smaller population.

After a few days of exploring the city, we wanted to take the train to Hannover, which is about an hour and a half away from Berlin. My friend is much more confident than me and actually speaks better German, so she went to the ticket office to buy two train tickets. We decided to take the express train as it was faster than the regional train. It was nicer and more relaxing, too. We sat down in our seats and the train departed. We chatted the whole way and admired the beautiful view from the train window.

After an hour and a half, we arrived at our final destination. Hamburg! We realised then that we had somehow got on the wrong train. I couldn't believe it! We ended up having a great time, even though we had originally planned to visit Hannover.

➔ **GRAMMAR REFERENCE** / Comparatives and superlatives: Page 205

2 Read the text again. Underline the comparative and superlative adjectives.

3 Match the comparative and superlative adjectives you underlined in Exercise 2 with the rules (1–7) below.

- 1 For one-syllable adjectives, add *-er* to form the comparative and *-est* to form the superlative. For example: and
- 2 For one-syllable adjectives that end in the letter *e*, add *-r* to form the comparative and *-st* to form the superlative. For example:
- 3 For two-syllable adjectives that end in the letter *y*, remove *-y*, and add *-ier* to form the comparative and *-iest* to form the superlative. For example:
- 4 For adjectives that have two or more syllables (that don't end in *-y*), add the word *more* before the adjective to form the comparative and add the words *the most* before the adjective to form the superlative. For example: and
- 5 For one-syllable adjectives that end in a vowel (*a*, *e*, *i*, *o* and *u*) and one of the consonants *-b*, *-d*, *-g*, *-n*, *-p* or *-t*, repeat the last consonant and add *-er* to form the comparative and *-est* to form the superlative. For example:
- 6 Some adjectives have irregular comparative and superlative forms. For example:
bad → worse → the worst
good → → the best
- 7 We use *as* + adjective + *as* to compare two things that are the same. For example:

4 Correct the mistakes in each of the questions.

- 1 What is the better film you have ever seen?
- 2 What is the difficultest thing about learning English?
- 3 Would you prefer to live in the coldest or hottest place on earth?
- 4 Is it easier to learn a musical instrument or learn a new language?
- 5 Do you think that nurses should be paid as much money than footballers?
- 6 What's the more expensive thing you have ever bought?

5 Work in pairs. Ask and answer the questions in Exercise 4.



THE LOST SUITCASE



While I was walking back home, I came across a brite blue suitcase just behind a café next to my house. It was quite large and had a pink ribbon on the side of it. I looked for a label to see who it belonged to but it didn't have one. As I only lived next door, I desided to take it home, open it up and see if there was a name or adress, anything that would help me to find the owner. The first thing I noticed when I opened it was a gorgous green dress. It was beautiful. So beautiful, in fact, that I tried it on!

I went back out, still wearing the dress. I was just turning the corner **when** I bumped into an old frend, who I hadn't seen for a while. She was in town visiting her sister.

"Hey, nice dress!" she said. "I have one just like that. Well, actualy, I had one just like that."

"What do you mean?" I asked.

"I left my suitcase here about 15 minutes ago. I walked off and just completly forgot about it. I don't know where it is!"

"I think I know where it might be." I said, feeling extremely embarassed.

WRITING

A STORY

- 1 You are going to read Sarah's story about a lost suitcase. Before you read, look at the four pictures. Put them in order and predict what you think happens in the story.
- 2 Read the story and check your predictions. Then find and correct the eight spelling mistakes.

3 Study how Sarah uses the highlighted words **while** and **when**. Complete the sentences below with the correct form of the verbs in brackets.

- 1 While I (watch) TV, the phone (ring).
- 2 I (sit) on the sofa when suddenly there (be) a knock at the door.
- 3 When I (walk) into the shop, the sales assistant (talk) to a customer.
- 4 I (break) a plate while I (prepare) dinner.

4 Write a story using 140–190 words. It must begin with the sentence below.

While I was walking down the street, I found a small, gold ring on the pavement.



GETTING STARTED

- 1 Look at the headlines of the magazine articles. What do you think the articles are about? Which would you be most interested in reading?
- 2 🎧 003 Listen to two people talking about health and fitness. Which headline are they discussing?
- 3 🎧 003 Listen again. Complete the sentences with one or two words from the recording.
 - 1 ... sit down and enjoy our lunch. We've got time.
 - 2 I get a bit of heartburn if I eat too much
 - 3 Well, research suggests there's a link between and eating quickly.
 - 4 Therefore, the quicker you eat, the more you'll
- 4 Work with a group and answer the questions.
 - 1 Is there a problem with unhealthy eating in your country? Why / Why not?
 - 2 Should there be a ban on junk food for people under 14 years old? Why / Why not?
 - 3 Do you think about the calories in your food before you eat? Why / Why not?

HEALTHY LIVING

APPS TO SHAPE UP

THINK YOURSELF FIT

THE RISE OF HEALTH HOLIDAYS

NO PRIZE FOR FINISHING FIRST

NO AGE, NO LIMIT

P WEAK FORMS: THE SCHWA /ə/

One of the most common vowel sounds in English is the schwa /ə/. It is an unstressed (weak) sound that can typically be found in connected speech when pronouncing articles, prepositions, conjunctions and auxiliaries. For example:
*We've got plenty **of** time.*
*I get a bit **of** heartburn.*

5 004 Look at the sentences and underline the schwa sounds. Then listen and check your answers.

- 1 It's time for dinner.
- 2 It's a health and fitness book.
- 3 How long has she worked there?
- 4 I can play tennis on Saturday.
- 5 We've got quite a lot of work to do.

VOCABULARY

HEALTH AND FITNESS

1 Read an extract of Mauro's blog. Does he lead a healthy or unhealthy lifestyle?

I love eating junk food and for years I **overdid** it. I mean, I used to eat junk food every week and was about five kilos **overweight**. Not quite obese, but I was getting there. Anyway, I went hiking with some friends, and I just couldn't **keep up**. My legs were **aching** after the first day and it was a bit embarrassing to be honest! So, when I got back, I decided to start **keeping track** of what I ate by recording it in a food diary. I realised I needed to **cut down** on processed food, like all those burgers I was eating! I monitored the amount of salt I was consuming too – just to make sure I kept it within a reasonable limit. And, I started exercising: walking to work instead of taking the bus, that type of thing, and then, after about 12 months, I decided I'd like to run a marathon. Yeah, I know! It was hard work, all that training, but I was really pleased with my **rate** of progress and, well, I ran my first one last month in under four hours!

2 Match the words in bold in the blog with the definitions (1–7).

- 1 reduce the amount of something you consume
- 2 stay level or equal with someone
- 3 recording something over a period of time
- 4 too heavy
- 5 did or used too much of something
- 6 the speed at which something happens
- 7 having a continuous pain that is unpleasant but not strong

3 Decide what type of word is needed for each gap (1–7). Then complete the sentences using the words in bold in Exercise 2. You may need to change the tense or word form.

- 1 You're training too hard at the gym. If you keep _____ it, you may get injured.
- 2 He decided to go on a low-fat diet as he was a little _____.
- 3 I went jogging with my brother yesterday. He ran too fast and I couldn't _____.

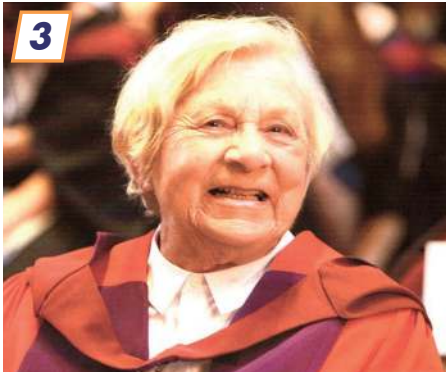
- 4 After a few hours of playing basketball, your muscles can really start to _____.
- 5 After _____ on the amount of coffee I was drinking, I started to sleep much better.
- 6 I use an app to _____ of how many calories I consume each day.
- 7 The _____ at which he recovered from his illness was quite remarkable.

4 Imagine you are going to interview someone who has recently made a healthy lifestyle change. Using the health and fitness vocabulary to help you, write five questions to find out about this change.

Why did you decide to make a healthy lifestyle change?

5 Work with a partner. Student A is the interviewer and asks Student B their questions from Exercise 4. Student B, imagine you have recently made a healthy lifestyle change. Answer Student A's questions. Then swap roles.

READING AND USE OF ENGLISH PART 7 TRAINING



- 1** Work with a partner and answer the questions.

1 Look at the photos. In what ways are the photos similar or different? How would you describe the people's lifestyles?

2 Do you know anyone who has a similar lifestyle to the people in the photos?
- 2** Read the short texts quickly. Match the photos (1–3) with the texts (A–D). Which person isn't shown in the photos?
- 3** Read the texts again. For questions 1–5 on page 17, choose from the texts (A–D). The texts may be chosen more than once.

4 In what ways do you admire the people in the texts?

5 Choose a person from the texts. Research them online and note down a few interesting facts. Tell your group. As a group, decide who you most admire and why.

NO AGE, NO LIMIT

A Dr Peggy Styles

At 86, Peggy Styles has become the oldest ever person to graduate from Bristol University. To say it was an uphill struggle at times is an understatement. Midway through her program, Peggy needed to take a few years out to rest after suffering severe kidney failure. At one stage, it was **touch and go** whether she'd make it. Although Peggy's physical health suffered and she even had to learn to walk again, it appears her brain continued to function effectively. The title of her dissertation for her doctorate was, "Changing perceptions: higher education amongst elderly populations" and, although it took eight years to complete, Peggy has confessed that she's now hooked on writing and research.

B Dr Allan Stewart

Australian born Allan broke his own age record when he successfully completed his degree at the advanced age of 97. Alan, who has now completed his fourth degree, returned to education in his 80s after retiring from work in order to **keep his brain sharp** and stay mentally active. While he's more famous for his mental rather than physical agility, Allan keeps himself in shape by walking, fishing and swimming. Allan says this will be his last degree as he's getting bored with studying, although he has said that at least once before so who knows – perhaps he's obsessed!

C Doreen Pechey

Doreen, who had to rethink her diet and fitness plan when she took up ballet at 61, became the oldest ballerina in Britain to pass the Royal Academy Grade 6 dance exam just ten years later. The semi-retired electrical engineer, who despite recently having knee replacement surgery, **is now back on her feet** and claims to have more agility than ever. In fact, she believes without ballet she'd have been out of action for some time. Not only that, Doreen has dropped two dress sizes too. Although in her 70s, Doreen has chosen to train with teenagers who don't appear to mind the age difference at all. And, why should they?

D Lou Batori

Although he's never taken an exam, Hungarian born Lou Batori, 106, has been skiing for over 96 years. He puts his good health down to a healthy diet, a love of good food and drink and a healthy marriage. Nevertheless, the risk-taking grandfather, who can be seen speeding down the slopes in the USA, clearly **keeps in shape** by doing tough physical exercise. Although he still skis regularly, Lou has slowed down to **recharge his batteries** and enjoys reading to relax. After all, he doesn't want to get injured, does he?

Who

- takes time out to relax? 1
- tries to keep their brain and body in good health? 2
- is the most senior person to have graduated from university? 3
- has become addicted to what they are doing? 4
- recovered more rapidly because of what they're doing? 5

VOCABULARY

IDIOMS

1 Match the expressions in red in the texts with the correct definitions.

- A to be well again after an illness
- B to stay physically healthy
- C an uncertain situation
- D to rest for a period of time
- E to stay mentally active

2 Complete the second sentence with a phrase from Exercise 1 so that it has a similar meaning to the first sentence. Use between two and five words for each sentence, including the word in bold. The first one has been done for you.

- 1 He's now well again after his recent operation.
BACK
He's now back on his feet after his recent operation.
- 2 I've been doing a lot of puzzles to stay mentally active.
SHARP
I've been by doing a lot of puzzles.
- 3 She feels much better after resting for two weeks in Italy.
RECHARGE
After for two weeks in Italy, she feels much better.
- 4 I stayed physically active by running in the local park.
SHAPE
I ran in the local park

SPEAKING PART 2 TRAINING

1 Work with a partner and answer the questions.

- 1 What's the difference between mental and physical health?
- 2 What are two ways someone might stay mentally active and two ways they might stay physically active?
- 3 Why is it important to stay in good physical and mental shape?



2 005 Listen and decide which question Maria is answering.

- 1 What do you think these people like about these types of food?
- 2 Why have these people chosen to eat these types of food?
- 3 What are the advantages and disadvantages of eating in these different ways?

3 005 Look at the words and phrases in the box. Listen again and tick the words and phrases Maria uses.

both looks as though the same as even though
looks like though instead of neither
unlike looks as if rather than while

4 Read the responses from candidates completing Part 2 of the Speaking exam. Correct the mistake in each response.

- 1 At the first photograph, you can see a picture of two people eating in a restaurant.
- 2 The second photo appears to show a woman eat on a bus.
- 3 It looks as two people are enjoying a meal together in the first photo.
- 4 I think the woman eats a burger or a sandwich in the second photo.
- 5 A lot of people tend being quite busy at work, so they don't have much time to eat.

5 Work in pairs.

Student A: Answer the Speaking Part 2 question on page 199.
Student B: Answer the Speaking Part 2 question on page 198.