

1 A family affair



Listening Part 1

- In Listening Part 1, you listen to people talking in eight different situations, which may be either conversations between people, or just one person speaking.
- You answer one question for each situation by choosing A, B or C.
- This part tests your ability to understand a variety of things, including the general idea being expressed, a detail, a reason or a purpose.

Exam
info

- 1 Work in pairs. You will hear people talking in eight different situations. Before you listen, read questions 1–8 and underline the main ideas in each. The first one has been done for you.
 - 1 You hear a woman talking to her brother about an old family photo. What is she doing?
 - A making fun of his fashion sense
 - B explaining how alike they are
 - C complaining about his pose
 - 2 You hear a man talking to a woman about the sale of his family home. What upsets him about his parents' decision?
 - A leaving behind a piece of family history
 - B having to find a new house
 - C being far away from his friends
 - 3 You hear a woman talking about her childhood. The woman remembers her bedtime routine as
 - A crazy.
 - B irritating.
 - C tiring.

Starting off

Work in pairs. Discuss the questions.

- What aspects of family life does each of the photos show?
- What might the people in the pictures be saying or thinking?
- How are each of these aspects of family life important?
- How important is it for families to spend time together? Why?
- Imagine a photo of your own family life and describe it to your partner.

- 4 You hear a woman talking about her experience of working from home. How does she feel about it?
 A concerned about not seeing her colleagues
 B pleased to be spending less money on travel
 C surprised that she's become more efficient
- 5 You hear a journalist talking about an article he has written on family life. What point is he making about the article?
 A It is based on his own experiences.
 B People's reaction to it surprised him.
 C He hoped it would be beneficial to families.
- 6 You hear a woman talking to her father about her new job. What does the woman feel pleased about?
 A the paid holiday allowance
 B the flexible working hours
 C the working environment
- 7 You hear part of a conversation about buying presents. The man is annoyed because
 A he hasn't bought any presents for his family yet.
 B he has to buy presents for people he may not see.
 C his relatives sometimes surprise him with unexpected gifts.
- 8 You hear two friends talking about a presentation they've just attended. What do they agree about the presenter?
 A He was able to keep the audience engaged.
 B He explained complicated ideas clearly.
 C He displayed good time-management skills.

2 Listen and choose the best answer (A, B or C).



3 Work in pairs. Correct the mistakes in the questionnaire.



4 Take turns to ask and answer questions 1–7 in Exercise 3.

Vocabulary

Phrasal verbs

1 Read the extracts from Listening Part 1 and match the highlighted phrasal verbs (1–6) to their definitions (a–f).

- 1 *It's only a one-hour drive to the city, but it does make it trickier to **hang out with** her friends who live there.*
- 2 *Quite a few people have got in touch to say how helpful they found it, which is what I was **counting on**, really ...*
- 3 *They've caught me off guard a few times, so now I have to have a few extra presents, just in case, to avoid it **turning into** an embarrassing situation.*
- 4 *The data he presented was so surprising; I thought he was **making it up** at first.*
- 5 *My dad would grab a worn-out football made of foam and play with me in the tiny hall of the flat. We'd **carry on** playing for ages!*
- 6 *There are a few people in my family who think it's hilarious to say they're not coming, then **turn up** for lunch and go: 'Surprise!'*

- | | |
|----------------------|---------------------------|
| a rely on; depend on | d arrive; appear |
| b continue | e spend time with someone |
| c become; transform | f invent; lie |

2 Complete the sentences with a phrasal verb from Exercise 1.

- 1 In what situations do children excuses?
- 2 Do you think parents should supporting their children financially when they are adults? Why / why not?
- 3 What do you usually do when you your family over the holidays?
- 4 Do you like it when friends or family at your house unexpectedly? Why / Why not?
- 5 At what points in your life might you your family and friends for support?
- 6 How do discussions between friends sometimes arguments?

3 Take turns to ask and answer the questions in Exercise 2.



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Reading and Use of English Part 6

- In Reading and Use of English Part 6, you read a text of 500–600 words with six gaps where sentences have been removed.
- You choose one sentence from a list of seven sentences (A–G) for each gap; there is one sentence you will not need.
- This part tests your ability to understand the structure of the text, how the argument develops and how ideas in the sentences A–G refer and link to ideas in the text.



1 Work in pairs. You are going to read an article about a wedding. Before you read, write these adjectives in the correct column below.

~~anxious~~ bad-tempered bossy bright
 considerate dishonest enthusiastic
 hard-working impatient mature
 organised polite quiet reserved responsible
 sensitive unreliable wise

usually positive	usually negative	could be either
	<i>anxious</i>	

2 Add one of the prefixes *dis-*, *im-*, *in-*, *ir-*, *un-* to each of the words to make opposites.

considerate	<i>inconsiderate</i>	concerned
enthusiastic		mature
organised		polite
responsible		sensitive

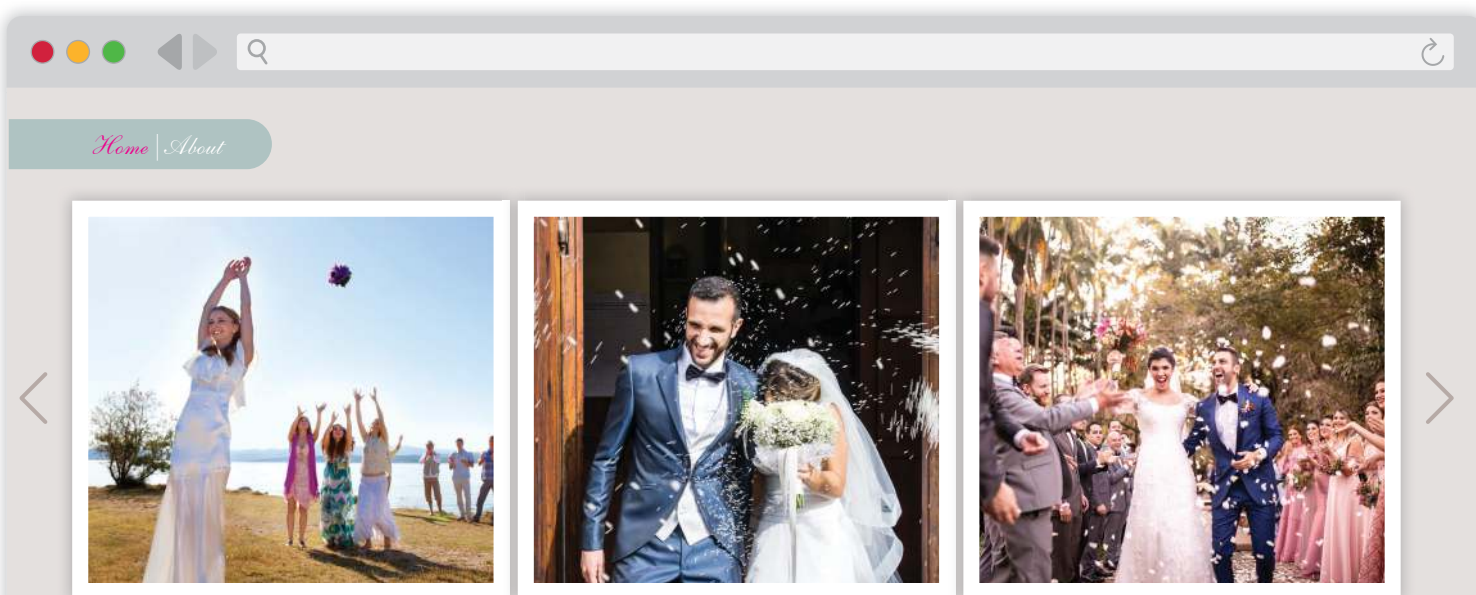
3 Work in groups. Discuss the questions.

- 1 What would the perfect wedding be for you? Think about:
 - food
 - location
 - music
 - number of guests
 - venue
- 2 Some people hire a wedding planner to help them organise their wedding. Using the adjectives in exercises 1 and 2, what are the best and worst characteristics of a wedding planner? Why?
- 3 What kinds of things can go wrong at a wedding?

4 Read the article carefully, ignoring the gaps. What is Sophie's problem?

5 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. Underline the key words and phrases in the sentences before and after each gap to help you. The first one has been done for you.

- A I don't think this should be too hard to arrange, but it's yet another thing to have to keep in mind.
- B We love our families dearly, but they're all so different in their own ways that this is proving way harder than we'd anticipated.
- C He has gone to great lengths to ensure he can be there, despite how busy he is with work.
- D Perhaps that's what we should do, considering that they've visited us twice and met my parents.
- E They're a little reserved too, unfortunately.
- F Sampling cakes, buying the perfect wedding dress, endlessly scouting venues and buying flowers are all things we were not looking forward to.
- G They're worried about how unreliable and immature the two of them can be.



A seat at the table

Sophie confesses how her wedding planning is not going so smoothly after all.

Everyone knows how stressful and expensive planning a wedding can be. **1** So straight after we got engaged, we immediately agreed that we'd do our best to avoid all of these ridiculous expenses and to keep things as stress-free as possible. We thought we'd done a good job of it as well. My mum, Ruby, has agreed to make the cake, the reception is in my parents' garden, the dress was €200 online and my fiancé, Bryan, is allergic to flowers. We're getting married in a registry office. Then, after the reception with our families, we're going out with our friends in the evening. It couldn't be easier, right? The one thing we can't possibly put off any longer, however, is choosing how to seat people for dinner at the reception. We've been working on it for weeks, but we still can't figure it out. **2**

We're really keen to mix the relatives because they've never met, seeing as his all live in Australia. My mum and my step-dad, Jack, are extremely polite and considerate but they're also very quiet, especially with people they don't know, so they're a bit anxious about meeting Bryan's parents, Lawrence and Tanya. **3** So you can see why I'm worried the four of them will end up feeling quite awkward. Still, we really want them to get to know each other, and what better opportunity than the wedding reception?

You'd think that adding Bryan's brother, Fred, to the mix would help, what with how friendly and extroverted he is. However, wherever I seat Fred I also have to seat his best friend Steve. They have known each other for so long that they're simply inseparable. The problem with that is that Bryan's parents feel a little uneasy about them attending together. **4** So we're keeping our fingers crossed that they're on their best behaviour!

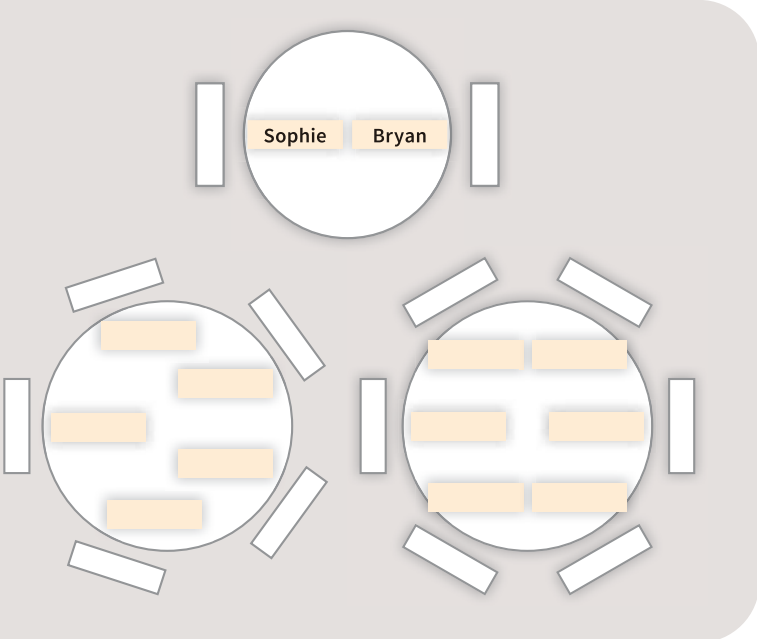
The two people who absolutely must sit next to each other are Laura, my cousin, and her mum, Rebecca. Laura's been studying in the USA and Rebecca hasn't seen her in ten months, so she's been calling me every week for three months to check that they can be next to each other. **5**

Finally, there are people I just don't know what to do with. First of all, there's Mark, my dad, who's obviously very keen to attend. **6** Then there's Rob, Bryan's other brother who I really have no opinion about, although I know he and Steve don't really get along, and Nelly, my sister, who I'm really not concerned about. She's got such a bubbly personality she'll make fantastic conversation wherever we put her.

To sum up, this is definitely harder than it looks!

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6 Work in groups. Use the information in the text to plan a seating arrangement at Sophie's wedding reception.



7 Present your seating arrangement to the class. Justify your choices. Which group has come up with the best arrangement?

Grammar
 Present perfect simple and continuous

▶ Page 162 Grammar reference
 Present perfect simple and continuous

1 Look at the pairs of sentences in *italics* and answer the questions that follow.

- 1 a *My mum has agreed to make the cake.*
 b *Rebecca has been calling me every week for three months.*
 Which sentence (a or b) talks about ...
 1 the result of an activity?
 2 the length of an activity?
- 2 a *We've been working on it for weeks.*
 b *I've met Bryan's parents twice before.*
 Which sentence (a or b) talks about ...
 1 how many times something has been repeated?
 2 changes or developments which are not finished?
- 3 a *Laura's been studying in the USA.*
 b *Fred and Steve have known each other for so long that they're simply inseparable.*
 Which sentence (a or b) talks about something which is ...
 1 temporary?
 2 permanent?

2 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

- 1 I *'ve been visiting* (visit) friends, so I haven't spoken to my parents yet today.
- 2 I (ask) him to tidy his room several times.
- 3 I (clean) the kitchen, so what would you like me to do next?
- 4 My neighbour (play) the violin for the last three hours and it's driving me mad!
- 5 Congratulations! You (pass) the exam with really high marks!
- 6 We can't leave Adrianna to run the shop. She (only work) here for a few days.
- 7 We (spend) every summer in Crete since I was a child, so it'll be sad if we don't go there this year.
- 8 I'm really tired because I (cook) all day!

3 Exam candidates often make mistakes with the present perfect simple and continuous. Correct one mistake with a verb tense in each of these sentences. Ignore the gaps.

- 1 I ~~watched~~ a new TV series recently. *have been watching*
- 2 and I are friends for many years.
- 3 I learnt how to for the past months.
- 4 I never met anyone famous before, but I'd really like to meet one day.
- 5 I've always been wanting to visit
- 6 For a while now, I read a lot about

4 Complete the gaps so the sentences are true for you, then discuss your answers with a partner. Ask follow-up questions.

Reading and Use of English Part 2

- In Reading and Use of English Part 2, you read a text of 150–160 words with eight gaps where words have been removed. You write one word in each gap. You are given an example (0).
- This part tests your knowledge of grammar, e.g. articles (*a, the, an*), prepositions (*to, with, by, etc.*), modal verbs (*can, must, should, etc.*) auxiliary verbs (*do, did, have, etc.*), pronouns (*it, them, which, etc.*), conjunctions (*and, although, but, etc.*), quantifiers (*much, few, a little, etc.*).
- The words must be spelt correctly.

Exam
info

- 1** Work in pairs. You are going to read an article about housework. Before you read, match the verbs (1–7) to the nouns (a–g) to make phrases for common household chores.

- 1 do
- 2 dust
- 3 get
- 4 hang
- 5 lay/set
- 6 make
- 7 sweep

- a the beds
- b the dinner ready
- c the floor
- d the furniture
- e the ironing / the washing up
- f the table
- g the washing out to dry

- 2** Work in groups. Discuss the questions.

- Who does each of the chores in Exercise 1 in your family, and why?
- Which of the chores do you not mind doing? Which would you prefer to avoid?

*We all do our own ironing because we're all very busy.
 My flatmate gets the dinner ready because he says it helps him relax.*

- 3** Read the article quickly. What does the word *gap* in the headline refer to?

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

The housework gap



Nobody looks forward (0) to cleaning the house. That's (1) it's an extremely frustrating task: you do the washing up just (2) you can dirty the plates again the following day, in a never-ending loop. While there are plenty of men in the world who clean the house on a regular basis and plenty of women who do not, a recent study suggests that women (3) average do 60% more housework than men.

It has (4) argued that the reason behind this is that some women, deep down, (5) rather do it themselves than trust their partner to do it right. They tend to see the state of the house (6) an indication of their own value, whereas some men do not. So should a partner (7) made to work harder to achieve their spouse's standards? The solution in these cases could be just to accept mess, (8), some suggest, would lead to us having more time to relax. But does anyone really not prefer to live in a clean house?

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- 5 Now check or complete your answers by using these clues.
- This word is used to say why something happens.
 - Just..... (that) means *in order to*.
 - This preposition is used before the word *average*, but also with *purpose, time* and *foot*.
 - It has..... *argued* means *some people have argued*
 - *rather* means *prefer*.
 - This preposition is used with *see* to mean *believe it is*. Other verbs followed by this preposition with a similar meaning are *consider* and *regard*.
 - This word is needed to make the verb form passive.
 - This relative pronoun is used to link the two clauses together.
- 6 Work in pairs. Do you think that accepting mess is the best solution, as the article suggests? Would you be able to do this?



Vocabulary

Collocations with *make* and *do*

1 Decide whether the words and phrases collocate with *make* or *do*. Write *M* (*make*) or *D* (*do*).

- an activity
- an appointment
- an arrangement
- the bed
- business
- a change
- a choice
- the cleaning
- a course
- a decision
- an effort
- an excuse
- (an) exercise
- a favour
- friends
- homework
- housework
- an impression
- a job
- a mistake
- money
- a noise
- a phone call
- a plan
- progress
- a promise
- the shopping
- (a) sport
- work

2 Exam candidates often confuse *make* and *do*. Complete the sentences with the correct form of *make* or *do*.

- I..... a lot more housework than anyone else in my family.
- I always..... my own bed in the morning, but I don't..... any cleaning.
- He had to..... a phone call in order to..... the arrangements.
- Essential changes should be..... so that we avoid..... the same mistake in the future.
- People who..... language courses tend to..... a lot of friends at the same time.
- This weekend, as well as..... the shopping, I'm hoping to..... some outdoor activities.

3 Work in pairs. Each choose five words/phrases from the table in Exercise 1 and think about when you did or made each of these things. Then take turns to tell your partner about them.

I had to make a choice between going away with my family or doing a language course during the summer. Although it was a difficult choice to make, I ended up doing the language course.

Speaking Part 1

▶ Page 204 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, 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



- 1** Look at these two questions, which the examiner may ask you in Speaking Part 1.
- a Where are you from?
 - b What do you like about the place where you live?
- 1** Which question asks you to give your personal opinion? Which asks you for personal information?
- 2** Which question needs only a fairly short answer? Which question needs a longer answer?
- 2** Listen to two exam candidates, Irene and Peter, answering the questions above. Who do you think gives the best answers? Why?
- 3** In the exam, you will get higher marks if you use a range of appropriate vocabulary. Work in pairs. Look at the photos and answer the questions.
- 1 Which of these phrases can you use to describe the photos? Where do you think each photos was taken?
 - 2 Which of these phrases can you use to describe the place where you live?
 - a a large industrial city
 - b a relaxed atmosphere
 - c a busy tourist resort
 - d in the middle of some lovely countryside
 - e a pleasant residential district
 - f an important business centre
 - g some impressive architecture
 - h a lot of historic buildings
 - i a lot of attractive buildings
 - j some pretty good shopping streets
 - k a busy city centre
 - l wonderful beaches nearby

- 4** Which of the phrases (a–l) can you use with these sentence openings? In some cases, both are correct.
- It is ... *a large industrial city*
- It has ...

5 /P/ Pronunciation: word stress (1)

In the Speaking paper, you will get higher marks if your pronunciation is clear. In words of more than one syllable, one syllable is stressed more than the others. If you stress the wrong syllable, the word becomes difficult to understand. In dictionaries the stressed syllable is marked like this: in'dustrial.

5.1 Underline the stressed syllable in each of these words and phrases.

industrial	relaxed
atmosphere	wonderful
important	business
impressive	historic
attractive	residential

5.2 Listen and check your answers. Then work in pairs and take turns to read the words aloud.

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6 How can you extend your answers to the two questions below? Think about Irene's extended answers in Exercise 2, and use the dialogues given to help you.

Examiner: Where are you from?
 Student: I'm from ... It's a ... which ...
 Examiner: What do you like about the place where you live?
 Student: Well, it's ... , so ... , but ... and ... Also ...

7 Work in pairs. Take turns to ask and answer the questions in Exercise 6. Use some of the vocabulary from Exercise 3.

8 Read questions 1–8. Think about how you can give extended answers. Then work in pairs and take turns to ask and answer the questions.

- 1 Do you come from a large family?
- 2 What do you like about being part of a large/small family?
- 3 Who does the housework in your family?
- 4 What things do you enjoy doing with your family?
- 5 Tell me about your friends.
- 6 What things do you enjoy doing with your friends?
- 7 Who are more important to you: your family or your friends? Why?
- 8 Do you have similar interests to your parents?

Writing Part 1

▶ Page 192 Writing bank
 An essay

- In Writing Part 1, you write an essay in which you discuss a question or topic. After the essay topic, there are some notes which you must use.
- You must also include an idea of your own.
- You must write between 140 and 190 words.
- This part tests your ability to develop an argument or discussion on a topic, express your opinion clearly and support your ideas with reasons and examples.

Exam info

1 Work in pairs. Look at the two images below and discuss how technology has impacted families in recent years.



2 Read the writing task and underline the points you must include in your answer.

In your English class, you have been talking about technology and family life. Now your English teacher has asked you to write an essay. Write an essay using **all** the notes and give reasons for your point of view.

Technology has a largely positive impact on families. Do you agree?

Notes
 Write about:

1. Ways of spending free time
2. Talking together
3. (your own idea)

Write your **essay**.

3 Work in groups. Discuss and make notes on your ideas from Exercise 1. Do any relate to the first two points in the essay question? Which one could you use as your own idea in the third point?

4 Read Julia's answer to the task, ignoring the gaps. Which of her ideas do you agree with and which do you disagree with?

(1) it would be easy to say that the technological developments of the last few decades have had a positive impact on our lives, as far as I'm concerned, it would be a mistake to ignore the downsides.

First of all, the invention of entertainment devices has definitely had a harmful effect on the quality and quantity of time families spend together, in my opinion. (2) families used to sit together after dinner and chat or play, children now tend to play on their computers the whole evening.

(3), there are some upsides to these technological developments. In my view, the ability to video call one another is extremely helpful for long distance communication. For instance, when children go to university, they can easily stay in touch with their parents.

Finally, in my view, technology is having a negative impact on people's sleep patterns. Both parents and children often look at their phones or tablets before going to bed and this has been shown to affect the quality of their sleep.

(4) the fact that developments in technology have dramatically increased in recent years, I believe that, overall, the impact of this on families has been mostly negative.

5 Complete this plan for Julia's essay by matching the notes (a–e) to the paragraphs (1–5).

Paragraph 1: intro:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5: conclusion:

- a more negative than people think
- b long distance communication
- c effect on sleep
- d quality of family time has decreased
- e despite the benefits, impact is generally negative

6 It is important to express your opinions in an essay. Find four phrases which Julia uses to introduce her personal opinions.

7 When you write an essay, you should try to present contrasting points of view. Complete Julia's essay by writing *although*, *despite (the fact that)*, *that being said* or *whereas* in each of the gaps (1–4).

8 Complete the sentences with *although*, *however*, *on the other hand*, *despite* or *whereas*. In some cases, more than one answer may be possible.

- 1 Adults tend to worry more about their health, young people are more concerned about money.
- 2 I am happy for you to play video games, I don't want you to spend the whole evening doing that.
- 3 My parents are quite strict about how late I can come home., they do let me go out as often as I like.
- 4 my parents call me every week, I still miss them.
- 5 Young people often spend many hours a week enjoying their social lives, older people are often too busy.
- 6 I enjoy watching TV., I'm not at all keen on video games.
- 7 the fact that we live 2,000 km apart, we manage to talk every day.

9 Write your own answer to the writing task in Exercise 2. Before you write, use the notes you made in Exercise 3 to write a plan. Write between 140 and 190 words.

- Use Julia's answer in Exercise 4 as a model, but express your own ideas and the ideas which came up during your discussion.