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ISBN 978-1-292-39149-6

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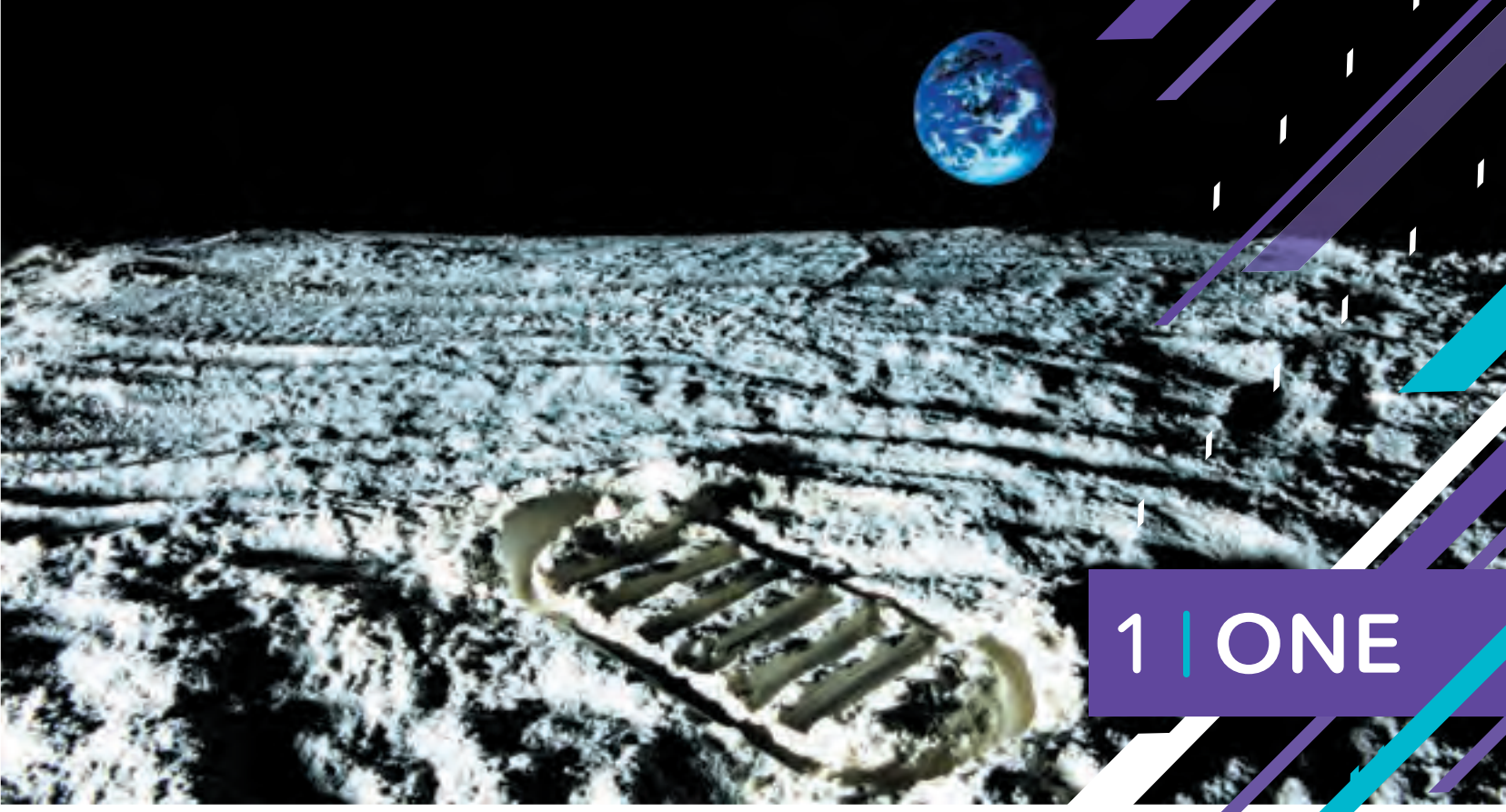
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1 | ONE

VOCABULARY: Phrasal verbs

> "That's **one small step** for man, **one giant leap** for mankind."

1 Why do you think this line from the first Moon landing is so famous? What do you know about the first Moon landing?

2 1.1 Listen to an extract from a news report. What does the reporter say about Armstrong's words after the first Moon landing?

3 How has space travel affected life on Earth since the first Moon landing?

4 1.2 Listen to the rest of the news report. How many of your ideas from Ex 3 does the reporter mention? What else does he mention?

5 1.3 Complete the phrasal verbs from the recordings with the correct preposition. Then listen again and check.

forward into on (x2) to up with (x2)

1 come out _____
2 associate _____
3 move _____
4 devote yourself _____
5 throw yourself _____
6 catch _____
7 put _____
8 spring _____

6 Complete the text about creativity in space with the correct form of phrasal verbs from Ex 5. There are two which you do not need to use.

While many have [1] _____ into protecting our planet and making the way we live more sustainable, some scientists say it's inevitable that one day far in the future, we'll have to move to another planet.

We've [2] _____ from wondering about how to build structures and keep ourselves alive in space, to thinking about actual life in space. How would things like creative pursuits work without gravity?

The Space Exploration Initiative [3] _____ the idea of zero-gravity experiments to see how we'd cope with the challenges. So far, the programme has recruited people who work in fields not traditionally [4] _____ space, including lab scientists, chefs and artists. One designer who's already taken part was fascinated by how weightlessness affects not only the art itself but the artist, too. While creating a 3D 'drawing' in the air using a hot glue gun, she realised that creative people will always find a way to express themselves, and will [5] _____ the invention of new materials and techniques.

New cultures and ways of doing things would undoubtedly start [6] _____ if we lived in a weightless environment. Things like 'Space Art' perhaps!

7 Work in pairs. If you could be the first person to do something, what would it be?

READING AND USE OF ENGLISH – Part 5 Multiple choice

EXAM FILE p11

1 **Complete the travel survey. Then discuss your answers.**

WHEN PLANNING YOUR HOLIDAY, HOW IMPORTANT IS

- **the weather of the destination?**
- **having the opportunity to relax?**
- **it to consider the environment?**
- **the choice of travel company?**

2 1.4 **Listen to one person's response to one of the questions in the survey and answer the questions below.**

1 Which different types of holiday does the speaker mention?
2 What reasons does she give for going on different holidays with different people?
3 Do you agree with her final comment?

3 **Read a comment on a travel site. Why was the trip a disaster?**

Weeks of planning and anticipation and then what happens? The dream road trip with a college friend proves to be a step too far for friendship and ends up with the two of us travelling in utter silence. It wasn't as though we didn't know each other well, but he certainly showed a different side of his character on the trip. He disagreed with every suggestion I made. If I bought croissants for a makeshift breakfast after a night in the tent, he'd go out to a pricey café. We didn't quite come to blows but it was close – and I couldn't wait for him to drop me off at home. I really wished I'd gone on my own!

EXAM FOCUS

Understanding inference and implication

A writer will often not say things directly in a text but will make implications. We might need to use synonyms, paraphrasing, exemplification and logic to interpret underlying meaning.

Text: The kitchen hygiene was quite disgusting and would never have passed any type of inspection.

Implication: Customers risked getting ill after eating there.

Text: Unfortunately, I disregarded the negative customer comments; I assumed the writers had it in for the hotel.

Implication: It was my own fault that we'd chosen a hotel that had a lot wrong with it.

4 **Read the Exam focus. Choose which statements A–G are implied in the comment in Ex 3.**

A The writer had doubts about travelling with their friend before the trip.
B An experience like this tests the strength of a relationship.
C The trip was decided at the last minute.
D The travellers had different opinions and didn't compromise.
E The writer thought their friend's attitude was unreasonable.
F The travellers used camp sites rather than hotels.
G The writer regrets their decision to go on this road trip.

EXAM BOOST p10

Complete Exam file SECTION A on page 10.

5 **You are going to read an article about a solo traveller. Why did the writer end up travelling solo and how did the trip go?**

EXAM TASK

6 **Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.**

1 How did the writer feel about her friends' decision about their planned holiday?
A reluctant to go without her friends
B annoyed by their change in attitude
C dismissive of their concerns about the proposed holiday
D appreciative of their honesty

2 What contributed to the writer's determination to travel alone?
A a certainty that she had the courage to face the challenge
B a fear of missing out on a great opportunity
C a desire to prove her friends wrong
D a previous experience of a similar holiday

3 The writer views the online advice given as
A useful information when considering solo travelling.
B necessary advice for members of a group tour.
C particularly valuable for people visiting China.
D optional reading for the inexperienced traveller.

4 In paragraph 3 we learn that the writer
A had an ingrained fear of flying.
B had regrets about her decision to go on this trip.
C was concerned about some of the other passengers.
D caught the wrong connection at one airport.

5 The writer uses the example of being 'stung by taxis' to
A warn people against travelling solo in certain countries.
B describe an unavoidable occurrence when travelling.
C show how she has profited from experience.
D indicate why people should speak other languages.

6 What point is the writer making in the final paragraphs?
A Solo travellers need to be aware of their vulnerability.
B Travelling solo is more rewarding than in organised groups.
C More unusual travel experiences are the most exciting.
D Attitudes to solo travellers have changed for the better.

Speaking or writing

7 **Discuss the questions.**

1 What does the blog tell us about how the writer's attitude to solo travelling changed?

2 What would you say are the main advantages and disadvantages of doing other things alone?

8 **Write the itinerary for a solo travel experience of seven days to your country or area. Give:**

- reasons for your choice of accommodation, visits, transport, etc.
- advice about what to avoid.

GO ON. GO SOLO.

It was bravado at first, born of a desire to put my friends' backs up. In retrospect, I don't believe there was any real intention of following through on my decision, but there again, perhaps it was my subconscious talking when I announced that I would do the trip solo. I was feeling let down. A lot of time and energy had gone into discussing how best to profit from our hard-earned holiday, and I'd thought it was settled. The three of us had been back and forth over the destination, the timing, and of course the cost, and all that remained was to make the booking. At which point my two travelling companions got cold feet. Walking the Great Wall of China had sounded a fun challenge while it was still a dream, but when faced with the reality they backed down and opted instead for a beach package on a Greek island. I couldn't believe it. My reaction was a grumpy 'Well, I'll go on my own!' And I did.

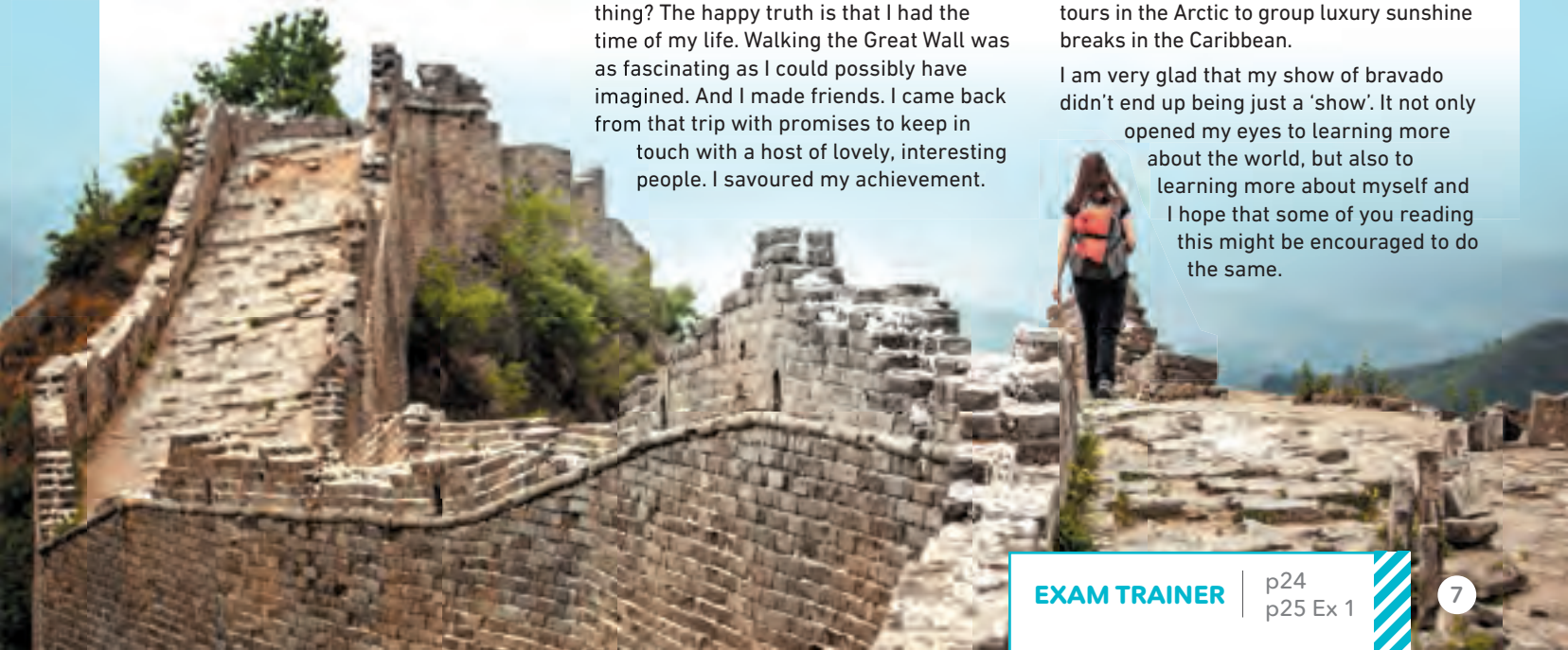
I can't say that I didn't have second thoughts. Yes, I was apprehensive and the 'what-ifs' crowded in the more I thought about it. However, my friends' conviction that I would back down and a weird sense of elation combined to boost my determination to see it through. And determined I was, although lacking the confidence to organise the whole trip myself. I booked on a group tour for solos, relying on the travel company to organise accommodation, meals, guides and any transfers necessary. All I had to do was get myself to the starting point of the trip and dutifully read up on all the advice about preparation. Like, wearing in new walking boots beforehand and not packing them in hold baggage, in case it all got lost; everything being replaceable apart from those boots! The website I found was littered with similarly useful little tips that a potential adventurous solo traveller might hoard away for future reference. My excitement grew.

And then, at the airport, reality hit, and the apprehension took over. I'd never travelled long-haul before or experienced that panic of possibly missing a connection. Struggling to find the right queue in a heaving, noisy sea of passengers was daunting, and the second, third and fourth thoughts were coming thick and fast. Even when successfully boarded on the final leg of the journey, the apprehension didn't subside. I scanned the other passengers, wondering who might be in my group. Would we get along? Was I going to regret the whole thing? The happy truth is that I had the time of my life. Walking the Great Wall was as fascinating as I could possibly have imagined. And I made friends. I came back from that trip with promises to keep in touch with a host of lovely, interesting people. I savoured my achievement. I had ventured out of my comfort zone and survived.

With that confidence I never looked back. It was empowering to realise that I was no longer dependent on the availability or preferences of friends, and I became ever more adventurous. Inevitably there have been the mistakes; getting stung by taxi drivers when I didn't know the language well; having to ditch half my clothes because I couldn't carry my backpack and more … But I've learnt from them. About staying safe, about reading people and knowing who to trust. And knowing that the only person you can **totally** rely on is yourself. There isn't always someone there to lift your luggage! And yes, there might be a few lonely times and no one there to relive the memories with you on your return. But pitch all this against the freedom and the independence, and there's no contest!

I am now a seasoned solo traveller. The stigma that used to be attached to people travelling alone has gone. We are no longer seen as people with no friends, or easy targets for the unscrupulous. And although the more adventurous might choose to organise their own trips in far-flung places, there are many other options out there; travel operators are addressing this growing trend and offer a wide range of holidays for the individual traveller, from group camping tours in the Arctic to group luxury sunshine breaks in the Caribbean.

I am very glad that my show of bravado didn't end up being just a 'show'. It not only opened my eyes to learning more about the world, but also to learning more about myself and I hope that some of you reading this might be encouraged to do the same.



EXAM TRAINER | p24 p25 Ex 1

VOCABULARY: Fixed phrases

1 **What does the expression 'one-hit wonder' mean? What reasons do you think contribute to only having one hit?**

2 1.5 **Listen to someone who became an overnight success by winning a TV talent show. What happened in the year following her win? Why didn't she go on to have a successful singing career?**

3 1.6 **Listen again and complete the sentences containing fixed phrases.**

1 I wasn't convinced my singing would _____ **the public's attention**.
2 It was the live final and I smashed it! I definitely _____ **my expectations**!
3 I was **definitely** _____ **to** my new lifestyle!
4 I really felt like I'd made it, _____ **of the fact that** …
5 I was _____ **of doing** anything about it.
6 I'm _____ **to think** that shows like that are more about creating short-term celebrities.
7 **All things** _____ , my fifteen minutes of fame was an incredible experience.
8 Not many people get to _____ **an ambition** so young!

4 **Match the fixed phrases 1–8 in Ex 3 to their definitions a–h.**

a achieve something that you were hoping to achieve
b not able to do something
c when you weigh up all the parts or events of a situation
d hold a particular opinion, but not very strongly
e make someone feel very interested in something
f without being affected or influenced by something
g be acceptable or convenient for a particular person or in a particular situation
h do better than you hope to do

EXAM BOOST p2

Complete Exam file SECTION A on page 2.

EXAM TASK

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

One-novel wonders

First-time novelists are often one-time novelists. They **(0)** B everyone's attention with a best-selling debut and shoot to literary fame – take *The Great Gatsby* by F. Scott Fitzgerald, for example. Having **(1)** _____ their expectations, many are either boosted by their success or struck by writer's block, **(2)** _____ that the public are expecting a follow-up to hit the shelves almost immediately. This perceived pressure can result in writers feeling **(3)** _____ of repeating their success, sometimes leaving fans waiting decades for their next book.

But there are also writers who have no intention of putting pen to paper – or fingers to keyboard – ever again after **(4)** _____ their ambition to become a published author. **(5)** _____ of their success, these writers are often happy enough to have got their 'own' story out there but do not **(6)** _____ to spending their lives writing. And then there are writers who just **(7)** _____ to produce something that **(8)** _____ with a new trend or philosophy. Timing can be everything, but one thing's for certain: the reasons for having a one-hit wonder are as individual as the stories – and writers – themselves.



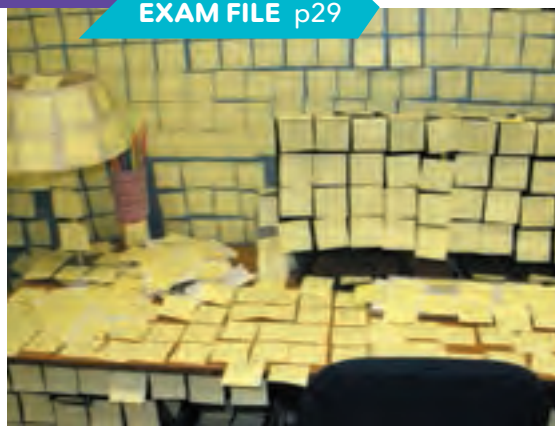
0	**A** fascinate	**B** capture	**C** excite	**D** seize
1	**A** excelled	**B** beaten	**C** exceeded	**D** bettered
2	**A** persuaded	**B** convinced	**C** determined	**D** minded
3	**A** helpless	**B** unable	**C** lacking	**D** incapable
4	**A** attaining	**B** realising	**C** succeeding	**D** performing
5	**A** Albeit	**B** Nonetheless	**C** Regardless	**D** Notwithstanding
6	**A** desire	**B** aspire	**C** inspire	**D** require
7	**A** result	**B** fancy	**C** arise	**D** happen
8	**A** coincides	**B** occurs	**C** equals	**D** coordinates

Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER p7 p8 Exs 1–2

EXAM FILE p29



1 **The photo shows the kind of thing that might happen on 1 April. What do you know about this day? Do you find this kind of joke funny?**

2 1.7 **Listen to a psychologist talking about laughter and jokes. What role do they play in our lives?**

EXAM FOCUS

Understanding attitude and opinion

Speakers don't always indicate that they're about to offer an opinion by using phrases like 'In my opinion' or 'I think'. You may therefore have to listen for the gist of their argument, and work out what the speaker thinks from the whole of what they say. Listen out for synonyms and paraphrasing. The following parts of speech can signal attitude and opinion.

Adverbs

Interestingly, …

Perhaps …

Adjectives

It can be very embarrassing …

Modal verbs

We shouldn't pretend …

3 **Read the Exam focus then match the sentences 1–6 with their paraphrases a–f.**

1 They intended it as a light-hearted joke.
2 It provides an outlet for stress.
3 It would fall short of expectations.
4 Within reason, of course!
5 This poses a real threat.
6 I'd be pretty red-faced at being taken in.

a It could cause serious problems.
b It won't be as good as you thought.
c As long as it's fair.
d It was supposed to be amusing.
e It would be embarrassing to be fooled.
f It helps you deal with pressure.

EXAM BOOST p28

Complete Exam file SECTION A on page 28.

EXAM TASK

4 1.8 **You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

Extract One

You hear two friends talking about April Fools' Day jokes.

1 According to the woman, the spaghetti on trees story shown on TV
A made people who believed the story look silly.
B was not well received by some viewers.
C should have been shown on a different programme.

2 The man thinks that April Fool's Day
A helps us deal with unreleased energy.
B reminds us to be cautious about the kind of joke we play.
C provides us the opportunity to get revenge on others.

Extract Two

You hear two journalists talking about fake news.

3 What does the woman say about fake news?
A It does less damage than people believe.
B It can be divided into distinct categories.
C Its concept is a relatively recent one.

4 How does the man feel about it?
A fortunate not to have been deceived by it
B embarrassed to have repeated incorrect information
C surprised so many people are convinced it is trustworthy

Extract Three

You hear two financial experts talking about avoiding being a victim of fraud.

5 What is the man doing?
A describing some of the latest cons
B highlighting the importance of internet security
C pointing out the challenge of recognising cons

6 The woman suggests that listeners
A pause before taking action.
B learn from previous mistakes.
C seek advice from recognised institutions.

Speaking or writing

5 **Discuss the questions.**

- How sceptical are you about what you read online?
- Have you ever been taken in by fake news items? How did that make you feel?

6 **Some people think fake news is harmful but others see it as a joke. What do you think? Write your opinion, giving reasons, and then compare your ideas with a partner.**

EXAM FILE p5
GRAMMAR FILE pp98–99

GRAMMAR: Perfect and continuous tenses

1 **We're all 'one of a kind', they say. But, what makes each of us unique?**

2 1.9 **Listen to a scientist talking about fingerprints. What, in his opinion, is the most likely reason that we have them?**

3 1.10 **Listen again and answer the questions.**

1 Why have scientists dismissed the idea that fingerprints help us grip things?
2 What happens as our fingerprints glide over surfaces?
3 What does this do?
4 Why doesn't it matter how we hold something?

4 **Complete the sentences from the talk with the correct form of the verbs in brackets.**

1 This is a question that scientists **have** long _____ (ponder).
2 But scientists **have** _____ (dismiss) this theory.
3 Although it was something that **had** _____ (puzzle) scientists for a long time …
4 Scientists who **were** _____ (work) in Paris conducted an experiment …
5 They **had** _____ (work) on their experiment for a while when they finally discovered that …
6 This helps us to sense what we're _____ (hold).

5 **Complete the sentences about unusual animals and their unique characteristics. Use an appropriate form of the verbs in brackets. There may be more than one correct answer.**

1 Manx cats, which _____ (live) on the Isle of Man for at least 200 years, have little or no tail due to a naturally occurring genetic mutation.
2 As we _____ (peer) into the depths of the ocean, we noticed the natural 'headlights' of the pinecone fish, which lights up its prey with its jaw when hunting.
3 I _____ (film) in the mountains of Central Asia for weeks before I finally spotted a snow leopard – unlike other large cats, they can't roar, so you'd never hear one approaching!
4 Leafy sea dragon fish _____ (evade) capture by predators for centuries with their camouflaged form that looks just like seaweed.
5 Fran _____ (just, finish) photographing a horned lizard when it suddenly squirted at her from its eyes – one of the stranger traits of this particular animal!
6 Is that a mimic octopus? What _____ (it, disguise) itself as? I know it can mimic a lot of other sea creatures as a defence mechanism but I've no idea what that is!

EXAM BOOST p4

Complete Exam file SECTION A on page 4.

EXAM TASK

6 **For questions 1–8, read the text below 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).**



How ears (or stripes) can identify individuals

Humans are **(0)** NOT the only mammals to have features that uniquely identify individuals. Other primates also have finger and toe prints, no two of which are the same. Scientists **(1)** _____ recently discovered that koalas have fingerprints, too, which are just **(2)** _____ individual. And now, the stripes and spots of animals such as cattle and zebra, which zoologists of the past **(3)** _____ , until recently, only ever thought of as camouflage, are being used in conservation projects to track the movements of individuals.

Perhaps humans will be tracked in future, too. Our faces, heartbeats and even the shape of our ears are also unique, and these features could have wider biometric applications. **(4)** _____ you're anything like most people, you've probably **(5)** _____ using the same passwords for the last few years, and **(6)** _____ now becoming concerned that someone will eventually crack your 'code' and steal your identity. But biometric authentication is likely **(7)** _____ be at the forefront of rapid advances in IT security, and rely on unique personal data to confirm identity **(8)** _____ the use of touchscreens or other recognition devices.



Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER p11 p12 Ex 1

EXAM FILE p37

1 **What impression do you think you might make on someone who meets you for the first time? Is this a true reading of your personality? Why? / Why not?**

2 **Do the quiz and compare your answers with your partner. If you choose 'it depends', explain on what.**

3 1.11 **Listen to two candidates in the speaking test answering a question from Part 1. Which is the more appropriate answer, A or B? Why?**

4 **Read the Exam focus and check your ideas.**

EXAM FOCUS

Answering personal questions

Avoid short, abrupt answers by extending your responses in different ways.

- Explain your reasons: I sometimes get stuck for words …
- Give an interesting example: Like at a social event and we both know the host …
- Give a contrasting idea to show balance: … at other times, like at a work interview …
- Use linkers to clarify what you're saying: Whereas …

EXAM BOOST p36

Complete the Exam file exercises on page 36.

5 1.12 **Work in pairs. Read the Part 1 questions and listen to two candidate responses to questions 1 and 2. Discuss how the candidates could have extended their answers.**

1 Would you say that you lead a healthy lifestyle? (Why? / Why not?)
2 Do you feel that your week includes as much free time as you'd like? (Why? / Why not?)
3 What childhood memory still makes you smile? (Why?)
4 What has been your most interesting holiday experience? (Why?)
5 Where would be your ideal place to live? (Why?)
6 What do you see yourself doing in five years' time?
7 If you could learn another language, what would it be? (Why?)
8 Which of your plans for the next few weeks do you think will prove to be most interesting? (Why?)

FIRST CONVERSATIONS

1 Do you often strike up conversations with strangers, for example when travelling?
a) Yes, I think it's a great way to pass the time.
b) No, I like to keep myself to myself because I'm a bit shy.
c) It depends.

2 When you're introduced to someone for the first time, do you find it easy to maintain a conversation?
a) Very easy. I'm never lost for words!
b) Not really. It's OK if I find some common ground between us.
c) It depends.

3 Would you say that you tend to dominate conversations in general?
a) Perhaps. Once you get me started on something, it's sometimes hard to get me to stop!
b) It's probably the opposite. It takes a while for me to come out of my shell – I think I come over as uninterested in people from time to time.
c) It depends.

4 Do you use humour to break the ice when talking to someone for the first time?
a) Yes, I do. If you can make someone laugh, it makes them feel more relaxed.
b) Wow, no! I can never remember jokes. And if you don't know someone well, the jokes could fall flat!
c) It depends.

5 In a first conversation with someone, are there any topics you would steer clear of?
a) I think most topics are fair game for a first conversation. I can read people pretty well and usually know what to avoid.
b) I'd avoid anything controversial – like politics, or very personal areas, like relationships.
c) It depends.

6 **Read the full set of questions in Ex 5 again. Which questions ask about these topics?**

past experience plans for the future routine

7 **In pairs, think of another question that could be asked about each of these topics. Exchange your questions with another pair and answer them. Then share your questions with the class and find the most interesting question.**

EXAM TASK

8 **Work in pairs and take turns to ask and answer the remaining Part 1 questions in Ex 5. Remember to expand your answers using information from the Exam focus box.**

EXAM TRAINER pp88–90



1 **What do you think is happening in the picture? Which person would you be in this situation?**

2 1.13 **Listen to a teacher explaining a game called Room 101. What does the game involve?**

3 **Work in pairs. Why might people want to put these things in Room 101? Which would you choose?**

cold callers computer viruses English grammar homework plastic packaging queues rudeness social media winter

4 **Write down three more things people might want to put in. Swap with another pair. Choose one item from the list and one of you talk for a minute saying why it should go in. Your partner should talk for a minute about why it shouldn't go in.**

5 **Read the essay task and discuss what you might include in it.**

Your class has had a discussion about aspects of working life today that concern many people. You have made the notes below:

Things that concern many people about working life today:

- constant connectivity
- commuting
- hot desking

Some opinions expressed in the discussion:

'You can never get away from work these days.'

'Sitting in traffic jams is so frustrating.'

'Never knowing where you'll be working is really off-putting.'

Write an essay discussing **two** of the concerns in your notes. You should **explain which concern is the most serious**, giving **reasons** in support of your answer.

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

EXAM FILE p19
VOCABULARY FILE pp114–115
WRITING FILE p130

6 **Read the body of a student's essay and compare your ideas.**

INTRODUCTION

.....

MAIN PARAGRAPH 1

Let's consider constant connectivity. Whether people work regular or flexible office hours, constant connectivity means that they are potentially always available and unable to completely switch off. Work can intrude on free time and personal lives. While the ability to get immediate feedback or answers to questions can be important, people also need space to develop a good work–life balance, which in turn makes workers more productive in the long term.

MAIN PARAGRAPH 2

Another concern is the frustration caused by the daily commute. With increased pressure on both road and public transport systems, delays and traffic jams are inevitable. Driving to work risks encountering hold-ups due to road works or increasingly heavy traffic. And taking trains leaves passengers vulnerable to delays caused by signal failures or weather-related problems.

CONCLUSION

.....

EXAM FOCUS

Structuring an essay

Structure your essay clearly so that the target reader is taken logically through your ideas. Think about:

Introduction: This should engage the reader and outline or give background to the issues you will be dealing with, but not go into details of what you will include in the main paragraphs, or your final decision.

Main paragraphs: These should develop the outline in the introduction and deal with separate points, including your reasons for an opinion, with examples where possible.

Conclusion: This should review or summarise the main points you have made, but not repeat the same examples or use the same words. It should be balanced, but still clarify your point of view, giving a reason for your final decision.

7 **Read the Exam focus and choose which would be a better introduction (A or B) and conclusion (C or D) for the essay.**

Introductions

A A lot of people are not happy with aspects of their working lives. This is because of things like constant connectivity – always being at the end of a phone – and commuting to work, with all the delays there are today. I think both these things are concerning today, but the worst, in my opinion, is constant connectivity.

B Working life has changed significantly over the last few decades. Advanced communications technology has improved efficiency at work and faster transport systems have allowed people to move out of cities and towns and commute to work, giving them a greater choice of where to make their home. But what about the downsides?

Conclusions

C For me, the more serious concern is the intrusion of constant connectivity on people's work–life balance. Whereas commuting can be seriously frustrating, systems can be improved with investment, and journey times can be staggered to spread the congestion. Constant connectivity, on the other hand, seems to have become widely accepted as part and parcel of the working day and needs to be addressed and limited by those in authority before it dominates people's lives completely.

D So, to conclude, I think constant connectivity is the worst issue because people can't switch off and this means they don't have a good work–life balance, which is very important. Commuting to work every day can be frustrating, too, and wastes a lot of time, but overall, it's constant connectivity that is most concerning.

EXAM TASK

8 **Read the essay task and choose which two points to write about. Note down ideas to include for the different paragraphs. Compare your choice and ideas with your partner's.**

You have listened to a radio discussion about factors that people think are important for a happy life.

What is important for a happy life:

- close friends
- good level of health and fitness
- money

Some opinions expressed in the discussion:

'Friends are there to support you whenever you need them.'

'You feel good in yourself if you're fit and healthy.'

'If you haven't got enough money, you worry all the time.'

Write an essay discussing **two** of the factors in your notes. You should **explain which factor is the most important**, giving **reasons** in support of your answer.

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

9 **Write your essay in 220–260 words, remembering the advice from the Exam focus.**

EXAM BOOST p18

Complete Exam file SECTION A on page 18.



PRACTICE TASKS

READING AND USE OF ENGLISH – PART 1

1 **Read the text below and decide which answer (A, B, C or D) best fits each gap.**

BUILDING ON MARS

If NASA's proposed 2030s mission to Mars becomes a reality, astronauts will **(0)** __A__ need a base. All things **(1)** _____ , transporting building materials 225 million kilometres across space would not only be impractical, but phenomenally expensive, too. So, how could living spaces feasibly be created on the Red Planet?

For those who may be **(2)** _____ of the idea, it isn't actually as much of a **(3)** _____ into science fiction as it sounds. Mars has an abundance of regolith, a layer of crushed rock found throughout the solar system. It's certainly useable, but scientists have **(4)** _____ difficulties in developing technology that can bind it together successfully. Doing so would make it more **(5)** _____ to 3-D printing, the proposed building technique that would be carried out by robots.

What also **(6)** _____ a challenge is creating a material that allows structures to stand the test of time. The most likely contender is a concrete-like substance, similar to conventional construction materials used on Earth. Though the **(7)** _____ hasn't occurred yet, scientists are on their way to creating such materials, and life on Mars may not actually **(8)** _____ too far ahead.

0	**A** undoubtedly	**B** nevertheless	**C** indeed	**D** utterly
1	**A** examined	**B** considered	**C** decided	**D** evaluated
2	**A** pessimistic	**B** dubious	**C** sceptical	**D** hesitant
3	**A** leap	**B** spring	**C** fall	**D** skip
4	**A** come round to	**B** come down with	**C** come up against	**D** come out in
5	**A** proper	**B** suited	**C** capable	**D** accepted
6	**A** describes	**B** exhibits	**C** displays	**D** presents
7	**A** breakthrough	**B** discovery	**C** outcome	**D** progress
8	**A** rest	**B** lay	**C** sit	**D** lie

READING AND USE OF ENGLISH – PART 2

2 **Read the text below and think of the word which best fits each gap. Use only one word in each gap.**

HOW TO MAKE THE MOST OF YOUR 'STAYCATION'

If you are **(0)** __NOT__ travelling this summer, you might want to consider a staycation instead: a week or two staying at home **(1)** _____ no contact from work or college. It might sound boring but if you follow our tips, it'll be far **(2)** _____ it. You can have a 'real' holiday in your own home and don't need to spend a penny **(3)** _____ you want to.

The most crucial aspect of any holiday is getting some quality rest and relaxation. You can't completely switch off when your phone's pinging every ten seconds, **(4)** _____ why not unplug and unwind? Catch up on those novels that have kept **(5)** _____ put to one side, or start that craft project you've been planning but never quite got round to.

Once refreshed, go out and about. Expose **(6)** _____ to things you haven't done before: find a new walking route or discover a new place to hang out. Have a break from anyone who gets **(7)** _____ your nerves and seek out those **(8)** _____ company you enjoy. You may never leave home again!





2 | TWO

VOCABULARY: Nouns from phrasal verbs

1 **How many famous mountains can you name in a minute?**

2 2.1 **How do you think the mountain K2 got its name? Listen and check.**

3 **Add the correct preposition to the verbs in brackets to form nouns used in the talk. Complete each sentence with the correct form of the noun.**

1 The _____ from experienced mountaineers has resulted in more accessible routes to the summit. (PUT)

2 Everything had been planned to the last detail, but from the _____ the expedition seemed doomed to failure. (SET)

3 The interview to select climbers to join the expedition was far from a _____ also wanted evidence of our experience and put us through a gruelling 3-day climb to see how we coped.

4 The ascent was halted due to an _____ of a nasty virus in the team. (BREAK)

5 You should never attempt a difficult climb without the _____ of a good team. (BACK)

6 _____ in technology have made mountain expeditions safer, although they will never be risk-free. (BREAK)

7 Having reached the halfway point, the climbers experienced some _____ and had to return to base camp. (SET)

8 They're discussing whether to halt plans for a winter ascent of the mountain at this very moment, but as yet we have no idea what the _____ will be. (COME)

4 **Complete the statements with nouns from Ex 3. Then say whether the statements are true for you. Compare your answers with a partner and give reasons or examples.**

1 If there's an _____ of flu at college, it's inevitable that I'll catch it. I catch everything going.

2 I'm convinced that there'll be a _____ in how to tackle climate change in the near future.

3 I'm interested in the _____ of any international talks about penalties for illegal deforestation.

4 If I have a _____ in the early stages of a project, it can really demotivate me.

5 I think all local people should have some _____ into decisions that could significantly affect their neighbourhood.

6 I have a good friend who I can always depend on for _____ if I'm having an argument with someone.

5 **Work in pairs. Take turns to give your partner one of the nouns from Ex 3. As quickly as possible, your partner should suggest an associated situation when it could be used.**

A: setback

B: career plans

EXAM FILE p13

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

1 What decisions do you remember making today?
2 What's the biggest decision you have made this week?
3 Do you find you make better decisions at different times of the day?
4 How difficult do you find it to make decisions about these things?

buying clothes what to eat what to post on social media when to exercise
when to message or call friends when to spend and when to save

2 2.2 **Listen to three people discussing a question on a TV panel show. Which question from Ex 1 did the presenter ask? Which two speakers agree? Why?**

EXAM FOCUS

Identifying contrasting opinions

When identifying how writers' opinions differ in texts, we need to:

Identify the section of each text that contains the relevant information: scan texts to find references to the topic you need to compare.

Consider use of contrasting linkers, or phrases: While I'm appreciative of the importance of … I feel that …

Consider different ways opinions can be expressed:

- verbs of opinion: I don't believe that … / … for me, it's not worth considering
- statements that illustrate an opinion rather than give it directly: Instead of I think the new design is terrible use I'm appalled at the new design for … , etc.

3 **Read the Exam focus and answer the question.**

Read the posts and decide which writer has a different opinion from the others about the value of seeking help when needing to make an important decision. Highlight the phrases that informed your answer.



A There are those crossroads we come to at various points when a decision can be life-changing. On those occasions I would definitely advise running options past someone, or some people, whose opinions you respect. Two heads are often better than one and although you may not necessarily eventually follow what they suggest, it can sometimes give you a new way of looking at the situation.



B Some people turn to others when they have to make an important decision; they might ask a family member, a friend or even a teacher for advice. While I'm appreciative of other's support when deciding something big, I feel that in the end, it is down to us as individuals, and we shouldn't let ourselves be swayed by others' points of view, however well-meaning they might be. We need to trust our own judgement.



C I was recently offered promotion at work, which entailed working abroad for six months of the year. I spent ages chasing the pros and cons around in my head, wanting to take the responsibility for making the decision myself. Eventually I opened up to a really good friend, who talked the whole thing through with me. I truly believe that people who know you well, with no agenda of their own, can help you look at things from different perspectives, and, while not making the decision for you, help you to decide what's in your best interests.

EXAM BOOST p12

Complete Exam file SECTION A on page 12.

4 **What do you think 'decision fatigue' means? Read the texts on p17 and check your ideas.**

EXAM TASK

5 **You are going to read four reviews of a documentary about decision fatigue. For questions 1–4, choose from the reviews A–D. The reviews may be chosen more than once.**

Which reviewer

has a different opinion from the others about the way the documentary was structured? 1 ☐

shares C's attitude to the credibility of the research for the documentary? 2 ☐

has a different view to B regarding the impact on viewers' habits? 3 ☐

expresses a different opinion to D regarding their anticipation of a subsequent programme? 4 ☐

Speaking or writing

6 **Discuss in pairs.**

1 Do you agree that people are unlikely to change their approach to making decisions because of a documentary like this? Why / Why not?
2 Are there any important decisions you will have to make in the coming months? What will you need to consider? What might be the potential consequences?

7 **Write a comment for the website about how decision fatigue affects or doesn't affect you. Give examples.**

IN TWO MINDS?

A Decision-making is something everyone has to do, every hour, every day of their lives, so a programme that explains what can affect our ability to do this was both educational and potentially helpful for those who watched it. The idea that our brains only have a limited amount of energy to use on decisions was well-explained through a carefully planned and well-filmed sequence of interviews and podcasts from the general public, although I have to say that some of the claims weren't really backed up by any real evidence. It was neither too serious nor too light, and I am sure it will be of help to many people, who, like myself, sometimes leave things like essay writing until late in the evening and then sit looking at a blank screen for ages! I know full well that if I leave it until the next day, the same task will take a fraction of the time. I shall definitely try to alter my work pattern.

B It had been billed as a documentary that could change the whole way we approach decision making, and was produced by an excellent team. As a result, I was expecting something rather special and I have to admit that it didn't disappoint. The attention to detail was impeccable. I followed up some of their survey sources online and they were totally accurate, which cannot be said of all documentaries! As a writer, my whole day is spent making decisions of varying complexity and importance, and I know that late in the day I can struggle to come up with ideas.
The documentary underlined very clearly, through a series of well-linked and logical stages, why this happens and I, personally, shall definitely take on board many of the suggestions. It will be interesting to hear what else they mention in the next programmes. However, I would say that most people are so settled in their own ways that although they may initially profess interest in the ideas put forward, they will eventually fall back into old routines.

C I'd heard about decision fatigue before watching the documentary, possibly because it had come up on a news programme at some point, and I found the idea intriguing. However, I don't think the programme told us anything that was very new, and certainly not life-changing for anyone. In my opinion, the fact that our brains get worse at making decisions as the day goes on, seems to me pretty logical. On the other hand, I was impressed by the way the documentary was put together, and I think the producers got the basic ideas across very well with some pretty sound statistics to back up their theories, in an entertaining way. The lack of an original approach has, unfortunately, put me off watching the rest of the series, although I can understand why other viewers might think differently.

D It's quite incredible that we take so many things that our brains do for granted. Last night's excellent documentary on decision fatigue was a case in point, and I am definitely looking forward to the next instalment. It appears that after a lengthy period of making choices our ability to weigh up pros and cons wanes and we end up taking the easiest and often most reckless options. Apparently, when the mental energy required to make decisions is depleted, so too are our self-control and our willpower.
So, that's why we shouldn't make important decisions or go online shopping late at night – note to self! Great documentary, in spite of all the very technical bits, which I think should have come at the end, rather than the beginning.

EXAM FILE p7

VOCABULARY: Prefixes

1 **What things usually come in twos? Think about:**

everyday objects food people things you wear

2 2.3 **Listen to part of a radio phone-in about losing things. How does the caller feel about losing things? What does the memory expert say about why this happens? What does the expert suggest the caller do?**

3 2.4 **Add the following prefixes to the words in the box to make words from the recording: dis-, il-, im-, in-, inter-, ir-, mis-, re- and un-. Then match the prefixed words with the definitions below. Listen again and check.**

act consider logical miss noticed placing possibly regular significant

1 not sensible or reasonable
2 too small or unimportant to consider or worry about
3 refuse to consider an idea because you think it isn't serious, true or important
4 have an effect on each other
5 not happening at times that are an equal distance from each other
6 lose something for a short time by putting it in the wrong place
7 without being seen
8 extremely
9 think again about a decision or opinion and decide if you want to change it

4 **Look at the root words in the box. Form new words with the prefixes and add them to the table. You may need to change the form of the root word, too, e.g.**
able ➜ ability ➜ inability.

able act comfort deny doubt law lay lead organise person respond sane

dis-	il-	im-	in-	inter-	ir-	mis-	re-	un-
			inability					



EXAM BOOST p6

Complete Exam file SECTION A on page 6.

EXAM TASK

5 **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).**

Why **socks** don't come out of the **wash in pairs**

Researchers claim that the average person **(0)** MISPLACES 1.3 socks every month. We believe our socks disappear in the wash, yet it seems somewhat **(1)** _____ that having put them all into the machine, some still come out without their partner.	PLACE LOGIC
It may appear to be an **(2)** _____ problem, but intrigued scientists have come up with a formula to predict the likelihood of socks going missing: (L (p x f) + C (t x s)) - (P x A).*	SIGNIFY
How attentive we are during our **(3)** _____ with clothes and machine, and how positive we feel about doing the washing, has an effect on how successful it is. Washing at **(4)** _____ intervals rather than a specified time each week could result in sock loss which goes **(5)** _____ , with them straying under beds or radiators in the meantime. And the bigger and more complex the load (the combination of darks, whites and fabric types), the more likely it is we'll **(6)** _____ the fact that some socks were already missing when we loaded the washer.	ACT REGULAR NOTICE LOOK
Washing isn't an **(7)** _____ difficult task, but perhaps we all too often **(8)** _____ the impact of abandoning our socks where we take them off, leading to them 'vanishing'!	POSSIBLE ESTIMATE

*(Laundry size (number of people in household x frequency of washes in a week) + washing complexity (types of wash, e.g. darks and whites x number of socks washed in a week)) – (positivity towards doing the laundry x degree of attention to the task)

Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER p16 p17 Exs 1–2

1 **Look at the statements and decide the extent to which you agree or disagree with them. Then discuss your ideas with a partner.**

1 It's better to win silver than bronze.
2 Second is nowhere.
3 Coming second makes people try harder next time.
4 No one remembers who came second.

2 2.5 **Listen to a young woman called Chloe talking about winning a silver award for business. How did she feel about this? How will this affect her business?**

EXAM FOCUS

Identifying cues

When listening to a long monologue and completing the sentences, it's important to ensure you're focusing on the relevant section of the recording. The information you complete is in the same order as you hear it. There are cues on the question paper which help you follow the recording and identify the word or short phrase you need in order to complete the sentences. This information could come before and/or after the gap, and may use a combination of the words you hear, and paraphrases:

What you hear: … the aim of the awards … / … first and foremost in our company's approach …

What you read: the main objective of the awards / principal business goal

3 **Read the Exam focus and look at the sentences which summarise Chloe's talk in Ex 2. Highlight the words and phrases which you think would help you follow the recording. What kind of word(s) might be missing in each case?**

Chloe explains that the main objective of the awards is to boost the **(1)** _____ of family companies.

Chloe says that **(2)** _____ is their principal business goal, which won her company its award.

Chloe advertises her company's dishes as **(3)** '_____'.

Chloe hopes her business will be involved in **(4)** _____ in the future.

4 2.6 **Listen again and complete the sentences in Ex 3.**

5 **Match the paraphrases (1–5) from the sentences in Ex 3 with words and phrases (A–E) from Chloe's talk.**

1 boost
2 which won her company
3 advertises
4 hopes to be involved in
5 in the future

A 'written on our promotional material'
B 'is on our radar'
C 'going forwards'
D 'what we were recognised for'
E 'raise'

EXAM BOOST p30

Complete Exam file SECTION A on page 30.

EXAM FILE p31

EXAM TASK

6 2.7 **You will hear a sports psychologist called Oscar Wainwright talking on a podcast about the benefits of finishing second in sports events. For questions 1–8, complete the sentences with a word or short phrase.**



THE BENEFITS OF FINISHING SECOND

Oscar says that the person who wins has to deal with **(1)** _____ from the public.

Oscar says runners-up do not miss out on **(2)** _____ from colleagues about their accomplishments.

Research indicates that those who come second do better in terms of **(3)** _____ as well as higher earnings after retirement.

Though physically similar, those desperate to come first tend to suffer poorer **(4)** _____ .

Second-finishers can feel more **(5)** _____ about not coming first than those who often win.

Oscar says that young people in particular face many **(6)** _____ in life and being the best is important.

Oscar has observed that **(7)** _____ is important for athletes still aiming to reach the top.

Oscar uses the word **(8)** '_____' to describe sportspeople who are influential but have never won.

Speaking or writing

7 **Tell your partner about a time when you came first, second or last in something, such as a sports event or competition. How did you react? How do you feel about finishing somewhere in the middle?**

8 **Oscar says that there are many demands placed on young people to be the best these days. What do you think?**

EXAM TRAINER | p75 p76 Exs 1–3

EXAM FILE p9
GRAMMAR FILE pp100–101

GRAMMAR: Passive forms

1 **What does the phrase 'it's like riding a bicycle' mean?**

2 **Turn to page 94 and read the article about the history of the bicycle. Which bicycle(s)**

1 is thought to have been created by a famous painter?
2 has been in use for around 40 years?
3 inspired others to develop it further?
4 was first to be produced on a large scale?
5 is considered the forerunner of modern bicycles?

3 **Look at the passive forms in bold in the text on page 94. Do they refer to the past, present or future?**

4 2.8 **Listen to a woman called Maddie, who works in a bike shop. What is unusual about the bike shop? Name three things that Maddie mentions which are unusual.**

1 _____
2 _____
3 _____

5 **Rewrite the summary sentences about Maddie's bike shop in an appropriate passive form.**

1 Maddie prices her second-hand bikes for any budget.
2 We have donated hundreds of bikes to overseas communities.
3 No one had ever given these communities access to bikes before.
4 You can have a coffee while someone is fixing your bike.
5 Hopefully people will still be saying the bike shop is the best in the area in another ten years.
6 Maddie heard about a tandem bike ride someone was organising.
7 Sponsors helped participants raise a lot of money for the charity.
8 People have been holding campaigns around the country to make cycling proficiency part of the curriculum.



EXAM BOOST p8

Complete Exam file SECTION A on page 8.

EXAM TASK

6 **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. Here is an example (0).**

0 I didn't learn to drive because I couldn't afford it.
AFFORDED
If I could have AFFORDED IT, I WOULD HAVE LEARNED to drive.

1 I think it's a mistake when schools don't include individual sports in their curriculum.
NOT
In my opinion, it is a mistake when individual sports _____ in school curricula.

2 When people have built exercise into their daily routine, they tend to stick with it.
IT
People tend to stick with exercise when _____ their daily routine.

3 I went and did a bit of shopping in town while the mechanic fixed my moped.
BEING
While my moped _____ the mechanic, I went and did a bit of shopping in town.

4 The bike shop owner will fire Josefina if she makes any more costly mistakes.
DISMISSED
Josefina _____ the bike shop by the owner if she makes any more costly mistakes.

5 People will be talking about the findings of that sports psychology research for years to come.
BE
The findings of that sports psychology research _____ about for years to come.

6 Johanna probably wouldn't be a tennis champion today if she hadn't grown up next to a tennis club.
BROUGHT
If Johanna _____ next to a tennis club, she probably wouldn't be a tennis champion today.

Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER | p20 p21 Ex 1

EXAM FILE p39





1 **Work in pairs and discuss your answers to the questions.**

1 How would you feel if you found someone on social media who
   a) had exactly the same name as you?
   b) looked very similar to you?
   Has this ever happened to you? What did / would you do?
2 Do you believe that each of us has a doppelganger, someone who is a mirror copy of ourselves?
3 Why do you think some people are so interested in finding their doppelganger that they go on special websites to find them?

2 2.9 **How likely do you think it is to find an exact doppelganger? Listen to an expert on facial recognition on a radio programme talking about doppelgangers, and check your answer.**

3 **Look at two pictures of pairs of people who have a similar appearance and read the question. Discuss in pairs what points you might include when answering the question. Your pictures show people who look similar to each other for different reasons. Compare the pictures and say what the relationships between these pairs of people might be like and how the people might be feeling.**

4 2.10 **Listen to a student answering the question and compare the points you discussed.**

5 2.11 **Read the Exam focus. Then listen again and discuss whether the student followed the advice in the Exam focus.**

EXAM FOCUS

Comparing

When comparing pictures, mention both what is similar and what differences there are between the pictures.

Balance your answer with references to both pictures, rather than talking about them one after the other.

Where possible, try to extend the comparisons through your answers to the specific questions asked, in order to make your long turn not appear disjointed.

Useful phrases

Similarities	Differences
Similarly, …	Having said that …
The main focus of both pictures is …	A major/significant difference between the photos is …
What both pictures have in common is …	The pictures differ quite significantly in that …
	On the face of it … but …
	… but, looking more closely
	While …

EXAM BOOST p38

Complete Exam file SECTION A on page 38.

EXAM TASK

6 **Work in pairs. Student A, turn to page 96 and do the task for Unit 2. Student B, listen and answer the question below the pictures. Then go to page 97 and change roles.**

EXAM FILE p27
VOCABULARY FILE pp116–117
WRITING FILE p135

1 **Describe a famous film sequel to your partner. Can they guess the film and name the original?**

2 **How many film sequels can you name in one minute? Compare with the class.**

3 2.12 **Listen to two podcasts about film sequels. Which comment do you most agree with? Why? Give examples.**

4 **Are you ever swayed by film reviews to see/avoid a film? Why? Which of the following would you expect to find in a film review of a sequel which is no longer than 260 words?**

1 brief information about the film, e.g. actors, storyline, without spoiler
2 short reference to original
3 detailed description of plot and locations
4 a summary of positive or negative points about the film, or a balance
5 some behind the scenes gossip
6 discussion of further planned follow-ups and how the characters might develop
7 the writer's clear opinion of the film, with examples
8 indication of potential box office success and future award nominations for film
9 a recommendation to see or avoid

5 **Read a review of *Blade Runner 2049* and highlight examples of the relevant points from Ex 4. Would you be persuaded to see the film? Why? / Why not?**

BLADE RUNNER 2049

Have you ever been totally blown away by a film that you'd been expecting to be a letdown? Well, that happened to me recently. I'd loved the original *Blade Runner*, completely getting why it became such a cult classic, and was convinced that no follow-up could ever match it. So, last weekend I settled down to a possibly entertaining, but not mind-blowing, couple of hours watching *Blade Runner 2049*. How wrong was I?

The film is stunning. Not only does it maintain the underlying menace of the first film with the dark, futuristic city drenched by relentless rain or sleet, but it moves the viewer on 30 years with a storyline that both extends from the original and also stands on its own. The action is generally slow-moving, allowing focus on great performances by Ryan Gosling and Harrison Ford among many others, and includes jaw-dropping visual sequences, created with clever use of colour. The orange landscape of a future LA and the pure whiteness of the snowy final scene are particularly memorable.

The original film explored questions related to developing AI. *2049* takes this interrogation further, dealing with the role and authenticity of memory and what actually makes us human. But what drives the film is a truly compelling story.

Blade Runner 2049, for me, is the perfect film sequel, which I am sure will also become a classic, in its own right. I would encourage both fans of the first *Blade Runner* and those who are new to the concept to watch it, and I defy anyone not to be mesmerised.



6 **Read the Exam focus and find additional examples of the devices 1–6 in the review in Ex 5.**

EXAM FOCUS

Using descriptive and dramatic language

When writing a review, it is important to give the reader a good impression of the subject under review. This will include conveying the writer's reactions as effectively as possible within the word limit.

Descriptive and emphatic devices

1. **Use a variety of adjectives to describe different aspects of the film and your reaction:** The films are **addictive** viewing. There are some **electrifying** moments.
2. **Use synonyms to avoid repetition**: the expanses of wasteland looked **desolate** / we return to this **bleak** scene again and again.
3. **Use compounds to provide variety**: a **spine-tingling** drama / a **tear-jerking** scene
4. **Use a variety of verbs to add drama**: the waves **pour** into the vessel, nearly **crushing** him
5. **Use adverbs to modify adjectives for emphasis**: I was **completely** engrossed for two hours.
6. **Use different sentence lengths to give emphasis**: It is pure escapism. The viewer is transported to a futuristic world, where even the most far-fetched technological inventions seem completely possible. Brilliantly written.

7 **Complete the sentences with the correct adjectives.**

complex dreadful exceptional
high-speed hilarious riveting

1. This actor has _____ talent, and I really admire his work.
2. However, his attempt at a Scottish accent is appalling. His voice coach must have been _____ .
3. The story line is enthralling. The way the plot unfolds is quite _____ .
4. The action is fast-moving. It's very well-paced and the _____ chases are particularly exciting to watch.
5. The script is great – very amusing, and some of the scenes are _____ and will have you laughing out loud.
6. I found the film rather complicated and some of the sub-plots really _____ and hard to follow.

8 **Read the exam task. Think about what the review should include. Has the writer of the review in Ex 5 covered what is asked for in the task?**

You see the following announcement on an international student website.

HOW GOOD IS THE **SEQUEL**?

We're putting together a list of must-see or must-avoid sequels. Send us a review of a film sequel you've seen, recently or in the past, to put on the website.

How did the sequel relate to the original? Did it live up to expectations or was it even better? Would you watch it again?

9 **In pairs complete an exam task for a review. Think of three things you want the reviewers to include.**

ALBUM REVIEWS WANTED!

We're looking for reviews of favourite albums albums to put on our website. Send us ….

EXAM BOOST p26

Complete Exam file SECTION A on page 26.

EXAM TASK

10 **Read the exam task in Ex 8 again. Write a plan for your review. Make notes about what to include in each section of the review. Refer back to Ex 4 and the Exam focus. Think about:**

the structure the content the language

11 **Write your review in 220–260 words. Check your review against the advice in Exam focus and Exam boost.**

12 **Share your reviews with the class. Which review would most encourage you to see the film? Why?**



REVIEW | UNITS 1–2

READING AND USE OF ENGLISH – PART 1

1 **Read the text below and decide which answer (A, B, C or D) best fits each gap.**

Why we shouldn't regret decisions

They say it's better to regret things we've done than things we haven't. While you may be in two **(0)** __A__ about that, there are arguments in support of the idea that we shouldn't regret decisions we've made at all. This may be in our **(1)** _____ interests, as regret is an emotion which can cause a great deal of unpleasant psychological **(2)** _____ . This mental torment can prevent us from **(3)** _____ with our lives, as we get caught in the 'if only' trap.

At certain points in our lives, we seem to be **(4)** _____ of deciding what to do for the best. **(5)** _____ as we may to come to the 'right' conclusion, the truth is there's no way of knowing the **(6)** _____ of an option until we try it. This is where we should be kinder to ourselves: we make choices based on information available at the time, and that's why we shouldn't regret decisions, **(7)** _____ of how things turn out. Releasing ourselves from regret is perhaps one of the most **(8)** _____ things we can do for ourselves.

0	**A** minds	**B** heads	**C** thoughts	**D** opinions
1	**A** highest	**B** first	**C** biggest	**D** best
2	**A** discomfort	**B** disadvantage	**C** disorder	**D** disability
3	**A** going about	**B** moving on	**C** coming along	**D** getting up
4	**A** unable	**B** ineffective	**C** incapable	**D** unfit
5	**A** Exert	**B** Urge	**C** Pursue	**D** Strive
6	**A** outcome	**B** finding	**C** product	**D** conclusion
7	**A** notwithstanding	**B** otherwise	**C** regardless	**D** nonetheless
8	**A** persuasive	**B** empowering	**C** forceful	**D** convincing



READING AND USE OF ENGLISH – PART 2

2 **Read the text below and think of the word which best fits each gap. Use only one word in each gap.**

Double acts

What **(0)** __HAVE__ Laurel and Hardy, French and Saunders and Ant and Dec got in common? Even **(1)** _____ you haven't the faintest idea who they are, the clue lies **(2)** _____ the pairing of names: they are – or were – 'double acts'.

A double act **(3)** _____ also known as a comedy duo, a form of comedy performance traditional in the UK and USA. Two artists perform **(4)** _____ one, either on stage or on screen. Many **(5)** _____ so for their entire working lives, forming a close bond with each other and establishing themselves as a mainstay of TV entertainment. Traditionally, one of the performers is the 'straight' man – or woman – who sets up the jokes for the 'comic', but there are other variations **(6)** _____ less defined roles.

Why has this perhaps odd-sounding form of comedy long **(7)** _____ such a success? Maybe because we see two good mates having a laugh together, and it reminds us of our own friendships. **(8)** _____ the reason, the double act, it seems, is here to stay.



READING AND USE OF ENGLISH – PART 3

3 **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.**

The secret languages of twins

Secret languages have **(0)** UNDENIABLY been around for as long as secrets themselves, with some speakers deliberately playing on the **(1)** _____ of others to communicate with their confidante. Secret languages between twins are different, developing early in childhood. From their first **(2)** _____ , many twins begin to develop what later becomes a language that only they understand. — **DENY** — **IGNORE** — **UTTER**

It may seem **(3)** _____ that toddlers communicate in a language different from the **(4)** _____ they're receiving. It isn't the result of an **(5)** _____ to reproduce their mother tongue, although a not **(6)** _____ number of twin languages begin with a mispronunciation of the language(s) they hear. It's a natural consequence of them developing psychologically and linguistically at the same rate. — **LOGIC** — **PUT** — **ABLE** — **SIGNIFY**

There is no deliberate attempt to **(7)** _____ caregivers as twins grow up, either. But because twins understand each other when their parents don't, errors can be reinforced. Without intervention, this can cause **(8)** _____ in language development, though the vast majority of twins have no difficulty in acquiring their mother tongue while continuing to use their secret language between themselves, occasionally even into adulthood! — **LEAD** — **SET**



READING AND USE OF ENGLISH – PART 4

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

0 The workings of the brain were puzzling for scientists for a long time until research helped them understand it.

HAD

How THE BRAIN WORKED HAD PUZZLED scientists for a long time until research helped them understand it.

1 We really need to determine the cause of this leaking tap!

BOTTOM

We really must get to _____ causing this tap to leak.

2 We discussed at length how to approach the problem of things being mislaid in the office.

DISCUSSION

We _____ how to approach the problem of things being mislaid in the office.

3 Our parents appreciated the time and effort that we put into organising their party.

OF

Our parents _____ the time and effort that we put into organising their party.

4 We hope that customers' enjoyment of our products will continue for many years to come.

STILL

We hope that our products _____ by our customers for many years to come.

5 There was some misinformation surrounding the rescheduling of the event.

ABOUT

We _____ rescheduled.

6 I did far better than I expected in my exams this year!

MY

I _____ in my exams this year!

READING AND USE OF ENGLISH – PART 1

5 **Read the text below and decide which answer (A, B, C or D) best fits each gap.**

Is second-hand fashion the future?

Consumers are on the **(0)** __A__ for clothing which has little environmental impact, though many remain reluctant to **(1)** _____ up their fashionable look.

(2) _____ online retailers have cottoned on to this trend for sustainability, they also have to accept that most shoppers still want originality and won't wear garments that can be bought off the **(3)** _____ . So looking back seems to signpost the way forward, and vintage appears to be the answer. Clever marketing has brought about a **(4)** _____ in the second-hand clothing sector.

Nevertheless, there are potential **(5)** _____ for those who go this route. People's body shapes have changed over the decades, so garment sizing may be inaccurate. Fifty-year old fabrics probably display signs of wear and **(6)** _____ . Consumers are happy to pay for something that's truly vintage, but how can they **(7)** _____ the difference between that and something simply pre-owned? There are few guidelines, though to be classed as vintage a garment should somehow appear iconic.

So for the fashion-conscious, the **(8)** _____ of the game now is recycling. Could throwaway fashion be soon consigned to history?

0	**A** lookout	**B** pushover	**C** lookalike	**D** outcome
1	**A** get	**B** make	**C** do	**D** give
2	**A** Additionally	**B** Conversely	**C** While	**D** Moreover
3	**A** hook	**B** peg	**C** hanger	**D** handle
4	**A** breakthrough	**B** breakup	**C** breakdown	**D** breakoff
5	**A** onsets	**B** setups	**C** setbacks	**D** outsets
6	**A** split	**B** rip	**C** slash	**D** tear
7	**A** pick	**B** tell	**C** allow	**D** give
8	**A** title	**B** word	**C** name	**D** heading

READING AND USE OF ENGLISH – PART 2

6 **Read the text below and think of the word which best fits each gap. Use only one word in each gap.**

The 'step of two'

Ask someone what they know about ballet and they might say 'doesn't it have a pas de deux'? This 'step of two' has **(0)** __BEEN__ part of the art form since the 18th century, but often just acted as an opener for longer performances.

In its original form, two dancers **(1)** _____ mirror each other, performing separate moves and only touching occasionally. Over time this developed into something more complex, involving closer interaction between **(2)** _____ . However, the man's role **(3)** _____ considered secondary; he presented the ballerina to the audience, supporting her **(4)** _____ every sense of the word.

Moving forward to the late 19th century, something closer to **(5)** _____ today's ballet audiences might recognise made its appearance. And by the mid 20th century the 'step of two' had become a spectacle in its **(6)** _____ right, intended to front the skills of both dancers **(7)** _____ than just the woman.

Today, it's a key element of any narrative ballet. **(8)** _____ longer predictable and formulaic, it is impressive, involving spectacular lifts and movements for two equal dancers.





3 | THREE

VOCABULARY: Phrasal verbs

1 **How useful is it to be able to communicate your precise location to others at any given time?**

2 3.1 **Listen to two friends talking about the what3words app. What uses of the app do the speakers mention?**

3 3.2 **Complete the paraphrased sentences from the recording with the phrasal verbs in the box. You may need to change the form of the verb. Then listen again and check your answers.**

come about	do away with	get (sb) out	go into
mess about with	refer to	set (sb) back	stem from

1 Three words _____ your exact location, and you can give these to emergency services.
2 They can then _____ you _____ of there really quickly.
3 How did it all _____ , then?
4 It all _____ one guy getting lost!
5 Going to the wrong place can really _____ you _____ when it comes to reputation.
6 A lot of work must have _____ it.
7 By using what3words, businesses have no need to _____ giving directions to visitors.
8 I think eventually we might _____ stuff like road maps altogether.

4 **Rewrite these sentences using a phrasal verb from Ex 3. You may need to rephrase other words, too.**

1 I think they're going to **get rid of** printed tickets soon – we'll only use electronic ones.
2 I **waste a lot of time** chasing that little blue dot on my mobile when I'm lost!
3 The blue dot is meant to **relate to** your location, but it isn't always completely accurate.
4 My lateness **is a result of** my reliance on map apps. I should look up the route first instead.
5 I **spend a lot of time and effort in** planning cycling routes.
6 A lot of technological progress **has been made** in recent years.
7 My journeys **take so much longer than they should** because I don't plan them in advance.
8 Let's **escape from** this boring dinner and do something more exciting instead!

5 **Answer these questions and compare your answers with a partner.**

- How often do you rely on navigation apps? Why?
- Do you think people have become too dependent on using apps?

6 **What three words describe …**

- where you were last night?
- your favourite place?
- your closest friend?
- your greatest ambition?

EXAM FILE p15

1 **Some people say that 'Good things come in threes.' In pairs, discuss how true you think this is and give examples.**

2 3.3 **Listen to the beginning of a talk. The speaker uses sets of three ideas to exemplify what she talks about. What are they?**

EXAM FOCUS

Using content clues

There will be content and language links between different sentences and paragraphs to establish coherence and guide the reader through a text.

1 Reference devices link back or forward to another sentence or paragraph. Specific items or clauses can be referred to or substituted: them / it / this / this one, etc.

2 Linkers, discourse markers or comment adverbs can help sequence sentences or paragraphs: As a result, / Logically, / Finally, …

3 Words or clauses can be paraphrased in following sentences or paragraphs to avoid repetition: an effective presentation = a talk which achieves its aim

4 Ideas can be expanded or exemplified in following sentences or paragraphs: knowledge is key = read up about a topic and check out as many sources as you can so that you can deal with any queries with confidence.

3 **Read the Exam focus and look at the highlighted sections in paragraph B below. Find the words and/or phrases these sections relate to in paragraph A.**

A It is vital for public speakers to be aware that the effectiveness of the message they are conveying in their talk is not restricted to their words alone, but in their use of the space available, their stance and their gestures. A listener will soon lose interest if a speaker looks uncomfortable, doesn't vary their intonation, stands in the same position and looks down all the time.

B In contrast, one who makes eye contact with their audience and uses notes as a guide and not a reading text will be far more engaging, and body language should be utilised to maximum effect. Facial expressions, open arm movements and a refusal to remain rooted to one spot all help exude confidence and support the words that are uttered. Attention also needs to be paid to vocal delivery. Who wants to be lectured to in a monotone? That is surely one of the quickest ways to bore an audience.

EXAM BOOST p14

Complete Exam file SECTION A on page 14.

4 **Read the article about the Rule of Three, ignoring the gaps, and discuss what might be included in the missing paragraphs.**

EXAM TASK

5 **Read the article again. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.**

A Public speakers like this can take advantage of the Rule of Three in several ways. I recently had to give a presentation to my colleagues and, heeding advice, I focused on three main messages only, with three supporting points for each. It worked. Not a glazed look in the room!

B Going beyond this, with an additional fourth or fifth element could (according to those in the know) mean that such messages would be forgotten or ignored. Our brains have to work harder to remember more than three items and if there's no real need, they won't! Of course, if we have to process longer lists, we can, but it takes a lot of concentration.

C Apparently, there is an extremely good reason for this and it's down to the way we group words, sentences or ideas into sets of three. This can have a powerful impact on multiple aspects of our lives including how we approach persuasion, how we react to storytelling and how we interact with others on a daily basis.

D An example was when I was recently talking about the introduction of closed-door offices. I phrased it thus: 'These mean that employees benefit from increased privacy, better conditions for concentration and [pause for effect] the opportunity to shout as long and loudly at their PCs as they wish.' I got my laughs and kept my audience's attention!

E With this in mind, I decided to note down sets of three in advertising slogans that I encountered during my morning commute. In just one hour, I was exposed to a whole range of subtle techniques – on TV, on social media and on public transport. And without thinking, I've just done that very thing myself.

F It also affects drama. What is a traditional theatre play made up of? Three acts. In children's fiction the hero often has to face three challenges or meets three animals and so on. Once you start looking you can find the power of three nearly everywhere.

G Thankfully without the same possible repercussions, going beyond three elements can also affect everyday conversations. People will listen to a list of events, and even anticipate a third component to complete the pattern. However, if we add more items, they are likely to interrupt. Or their eyes go vacant.



THREE RULES OK?

'Stop, look and listen.' It's the age-old mantra about crossing roads taught to generations of children by parents, teachers and safety campaigners around the world. Imagine instead, if you will, that the mantra was 'Stop, look, listen, think and cross.' Would it be such a successful phrase? Would it stick in young minds? Probably not, but why?

1

If you look at the structure of my last sentence, you'll see an example of what is called 'The Rule of Three', and it's related to the way our brains instinctively search for patterns, three being the smallest number necessary to form one. It's a combination of brevity and rhythm, and as the Latin phrase 'omne trium perfectum' says – anything in a set of three is perfect. Our short-term memories can process and retain chunks of three easily, and this can be used to influence our buying decisions.

2

Viewing them all through my new 'rule of three' mind frame it became clear that the product claims were grouped cleverly, to achieve maximum persuasive effect. This cereal bar will tickle your taste buds, keep your energy boosted and can be eaten on the go! Have one on the train, as a snack at work or add to your packed lunch. Three promises, three situations, three linguistic bullets to the brain and it's in our memory.

3

Another interesting reason that our brains shy away from too much information goes back a long way, to when our ancestors had to make life or death choices in dangerous situations. Their survival was dependent on making the right choice, but an overload of options could have resulted in decision paralysis. Three choices was the maximum our brains could deal with. And so the pattern developed.

4

How often have you seen a similar reaction on the faces of audiences at talks? An awareness of the 'rule of three' is vital for a successful speechmaker to maintain interest. Politicians are masters. A prime minister once said to emphasise a point: 'Education! Education! Education!'. People sat up and took notice. It was a powerful message which would have been diluted had he reduced his 'Educations' by one or added a fourth!

5

Something else I also use in talks is humour, and oddly this also often follows the 'rule of three'. Comedians traditionally set up a punch line by using two elements to build expectation and then thwart this expectation with a twist. If presenters do the same and then deliver something surprising as the third element, they'll get a reaction, and the message will be remembered.

6

Three is definitely the magic number and its effect is felt from the cradle. Can you imagine a fairytale where the hero was granted two wishes, and not three? It just wouldn't sit right, would it? Now, we know why.

Speaking or writing

6 **Answer the questions.**

1 Discuss the questions in pairs. Would the prospect of giving a talk to a large group concern you? Why? / Why not? How would you prepare?

2 Choose a topic you've discussed in class or at work recently. Plan a short presentation on the topic, using the advice on structure and using the rule of three. Using your notes, give your talk to your partner or in small groups.

7 **Write an email to a friend who is worried about giving a presentation in class or at work. Tell him or her about the article you have just read and give some advice about planning the presentation.**

EXAM TRAINER | pp38–39 p40 Ex 3

EXAM FILE p3

VOCABULARY: Collocations

1 What do we mean when we refer to the 'third rock from the sun'?

2 What do you think can be seen on Earth from space?

3 3.4 Listen to part of a radio programme about the things that can be seen on Earth from space. Check your answers to Ex 2. What does the presenter think listeners will be surprised by?

4 3.5 Match 1–8 with a–h to make collocations used in the talk in Ex 3. Then listen again and check.

1	exceptionally	a	symmetrical
2	highly	b	knowledge
3	distinctive	c	matters
4	remarkably	d	difficult
5	deepen	e	mysteries
6	complicate	f	features
7	unsolved	g	beautiful
8	accumulate	h	understanding

5 Complete the short texts with the collocations from Ex 4. You may need to change the form of some of the words.

MYSTERIES OF NATURE

The Bermuda Triangle is no longer an [1]_____. Meteorologists, who have [2]_____ their _____ of the area, believe that air pockets which appear there contain winds strong enough to sink ships.

Crop circles – flattened areas of crops such as cereals – regularly appeared on British farmland in the 1990s, in often [3]_____ patterns. Although it was often suggested that the [4]_____ form of the circles could not have been achieved by humans, they were eventually proven to be an elaborate hoax.

Light pillars are a rather [5]_____ in darkening skies. Vertical beams of light appear to shoot up from light sources, but this is not an [6]_____ 'mystery' to solve: they're simply created by light reflecting from ice crystals in the air.

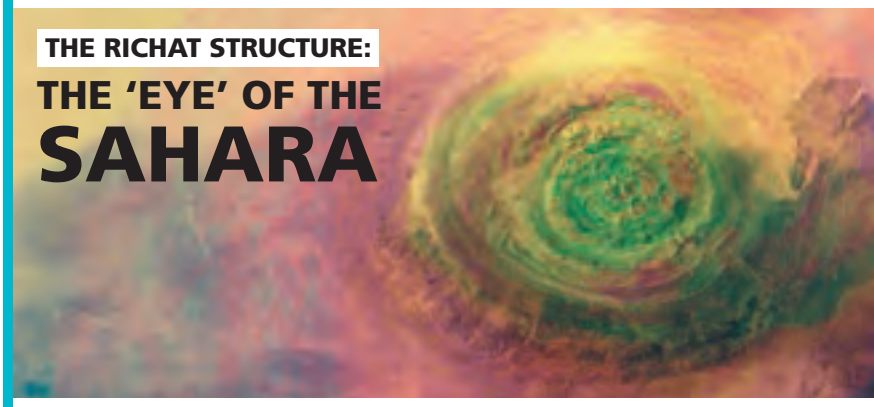
Folklore can sometimes [7]_____ when scientists are trying to prove scientific explanations for unusual phenomena. For example, as they [8]_____ of 'sprites'– curiously spikey lights in the sky – they had to convince people that they were not alien spaceships but a distant relative of lightning!

EXAM BOOST p2

Complete Exam file SECTION B on page 2.

EXAM TASK

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



THE RICHAT STRUCTURE: THE 'EYE' OF THE SAHARA

The Richat Structure is a distinctive **(0)** B in the desert landscape of Mauritania, Africa. **(1)** _____ symmetrical in shape, this circular structure, formed in the rock and 50 kilometres in diameter, is easily visible from space, and, as its nickname suggests, resembles an eye peering out of the desert.

The **(2)** _____ beautiful structure was originally believed to have been caused by the impact of an asteroid, or the result of a volcanic eruption. Both hypotheses have since been **(3)** _____ as geologists have **(4)** _____ their understanding of the area in which the structure lies. They now believe the structure is an eroded 'geological dome': uplifted rock sculpted by erosion.

However, they are finding it exceptionally difficult to **(5)** _____ the structure's exact origins, and what complicates **(6)** _____ is the fact that the 'eye' is so perfectly circular in shape, when most similar geological structures are not. As they continue to **(7)** _____ knowledge on our planet's past, however, they remain hopeful that answers will be found for this as yet **(8)** _____ mystery.

0	**A** element	**B** feature	**C** quality	**D** aspect
1	**A** Deeply	**B** Highly	**C** Vastly	**D** Closely
2	**A** remarkably	**B** comprehensively	**C** intensively	**D** substantially
3	**A** denied	**B** released	**C** discharged	**D** abandoned
4	**A** promoted	**B** raised	**C** deepened	**D** grown
5	**A** distinguish	**B** determine	**C** diagnose	**D** detect
6	**A** events	**B** concerns	**C** points	**D** matters
7	**A** reserve	**B** assemble	**C** accumulate	**D** maintain
8	**A** unsolved	**B** unsettled	**C** undecided	**D** unconfirmed

Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER p8 Exs 3–4

1 **If home is the 'first place', and the place of work or education is the 'second place', what do you think is the 'third place'?**

2 3.6 **Listen to part of a radio chat show about 'the third place'. Check your answers to Ex 1 and answer the question below.**

How does the presenter say she initially felt about the café she goes to?

EXAM FOCUS

Identifying agreement and disagreement

When listening to a long discussion, you may need to decide what the participants agree or disagree about. Both speakers discuss the same point in turn, so you have to keep in mind what the first speaker says in order to decide whether or not the second speaker agrees with what the first speaker says.

Example of agreement

W: I do feel rather claustrophobic in the city at times.

M: It's almost as though the high-rises are closing in on you, isn't it?

Example of disagreement

M: The benefits of moving to a new place are endless – people to meet, places to go. It's like setting out on an adventure.

W: Well, there is homesickness to contend with and feelings of isolation.

3 **Read the Exam focus then read Ex 2 and answer the question.**

The speakers agree that the woman visits the café because she

A enjoys the light-hearted atmosphere there.
B did not have an established friendship group.
C wanted to step outside of her comfort zone.
D feels the need to seek out company.

Read audioscript 3.6 on page 142 and highlight the parts of the text which show the agreement.

4 3.7 **Listen to three extracts from another conversation about third places. What do the speakers agree (or disagree) about in each case?**

EXAM BOOST p32

Complete Exam file SECTION A on page 32.



EXAM TASK

5 3.8 **You will hear a radio programme in which two sociologists called Julia Bernardi and Adam Spright are discussing third places. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.**

1 What does Adam think is the most important shared characteristic of third places?
A their diversity
B their open-mindedness
C their sense of escapism
D their dissimilarity to first and second places

2 What does Julia say about third places?
A People who share them are often unaware of their significance.
B There is no way of determining which places will be popular.
C It can be difficult to define exactly what the term means.
D The concept is sometimes misunderstood.

3 Julia and Adam agree that the most important function of third places is to
A allow people to acquire new areas of expertise.
B help people gain an understanding of others.
C be encouraged to reconsider our world view.
D have a sense of belonging to a unique community.

4 When talking about third places on company premises, Julia and Adam both think that the places
A are more likely to be adopted by larger businesses.
B enable businesses to make the progress they desire.
C are less helpful to people than those outside work.
D give staff much-needed breaks from work.

5 How does Adam feel about social media as a third place?
A He is of the opinion that it does not qualify as a genuine third place.
B He mistrusts the friendships people form on virtual platforms.
C He thinks it can be beneficial for users who are geographically isolated.
D He believes online communities are completely distinct from physical ones.

6 What do Julia and Adam say about the possibility of a fourth place?
A They are keen to carry out research on the theme.
B They do not think it will be of relevance to most people.
C They are not completely sure it is a valid proposition.
D They find it difficult to understand the reasoning behind it.

Speaking or writing

6 **Do you have a favourite 'third place'? Talk about:**

- what's so distinctive/special about it.
- how you feel while you're there / after you've been there.

7 **How do you think people's third places might change over their lifetimes? Write a paragraph offering your suggestions. Then compare ideas with a partner.**

EXAM TRAINER | pp78–79 p80 Ex 4

EXAM FILE p5
GRAMMAR FILE pp102–103

GRAMMAR: Conjunctions

1 **What famous brothers and sisters can you think of? What are they known for?**

2 3.9 **You will hear a student giving a presentation about the three famous Brontë sisters. Listen and answer the question below.**

What is the student doing? Choose A, B or C.

A comparing the sisters' work
B providing a history of the sisters' lives
C explaining which of the sisters' work she prefers

3 **Read the sentences from the talk and look at the conjunctions in bold. Match the conjunctions in sentences 1–6 with their usage or synonym, a–f.**

1 **While** the eldest sister, Charlotte, wrote four novels … only three were published during her lifetime.
2 **Not only** did the sisters write books now considered classics, **but** they were **also** held in high regard for their poetry.
3 **Since** she's an admirable and straightforward character, readers cannot help but identify with her.
4 **Whatever** your preference for the characters of Jane or Cathy, you'll certainly find plenty of people who agree with you.
5 **Either** readers are touched by Jane Eyre's honesty, dignity and triumph over adversity, **or** they prefer Cathy's darker, more passionate and complicated character.
6 For much of *Jane Eyre*, it's **as though** the character is talking to her audience.

a used to give a choice between two things
b used to say more than one thing is true
c regardless of
d as, because
e despite the fact that
f like

4 **Choose the correct conjunctions to complete the sentences.**

1 The three sisters initially felt it was important to use male 'pen names' **nor** / **or** they would not be taken seriously as writers.
2 **While** / **Since** Charlotte believed Anne's novel, *The Tenant of Wildfell Hall*, to be a mistake, it achieved immediate success due to its shocking nature.
3 **Whatever** / **However** much the sisters published as adults, they actually wrote more words as children.
4 **Either** / **Since** Charlotte didn't become a painter as she had hoped because her writing career took off, or she abandoned her artistic ambitions for another, unknown, reason.
5 **While** / **Since** Charlotte spent some of her earnings from *Jane Eyre* on dentistry, it is thought she was embarrassed by the poor condition of her teeth.
6 Because it seemed to Emily **as though** / **but** publishers had no interest in *Wuthering Heights*, she paid £50 to have it published.

EXAM BOOST p4

Complete Exam file SECTION B on page 4.

EXAM TASK

5 **For questions 1–8, read the text below 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).**

How the BRONTËS continue to influence artists

It may **(0)** BE almost two centuries since the Brontës' work was first published, but it still inspires artists in every domain. Musicians, writers and filmmakers have produced memorable songs, poems, books and movies taking inspiration **(1)** _____ the powerful imagery and heartfelt emotion in the novels. It's almost as **(2)** _____ the sisters are modern-day celebrities!

The Brontës' influence extended not only as **(3)** _____ as Kate Bush and her hugely famous Wuthering Heights song, **(4)** _____ Margaret Atwood, author of the critically acclaimed *The Testaments*, is a fan, too. Kate Mosse, who wrote, **(5)** _____ other things, *Labyrinth* and *Sepulchre*, also took inspiration from their work, and many actors, including Tom Hardy, have been keen to play the Brontë anti-hero, Heathcliff.

(6) _____ such artists have achieved themselves, they must still have been intrigued by the Brontë trio who succeeded at a time when women weren't taken seriously in the literary world. And **(7)** _____ the Brontës' work was excellent in itself, **(8)** _____ is undoubtedly the sisters' determination and fearlessness that got the work published in the first place.

Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER | p12 Exs 2–3

EXAM FILE p41

1 **Work in pairs and discuss the questions.**

1 When was the last time you cheered to celebrate a success?
2 What sort of celebrations might get 'three cheers'?
3 Are there any traditional phrases/chants/gestures used to celebrate success in your country? Give examples.

2 **How important is it to celebrate success at work or at school? In pairs, note down as many different ways a company might celebrate success with its employees as you can in two minutes. Share your ideas with the class. Vote on the most creative.**

3 **Read a blog extract about celebrating an achievement. Would you have enjoyed this or not? Why?**

Three cheers!

Brilliant day! Very proud of ourselves at work after the really successful launch of the new soft drinks marketing campaign. Excellent feedback from all quarters and rumour has it that the whole team will be taken off for a weekend in Paris, compliments of the management! Now, that's what I call a celebration. Can't wait!

4 **What factors might have contributed to the achievement in the blog? Think about:**

motivation dedication time

5 3.10 **Listen to two exam candidates discussing two of the factors that might have contributed to a success of this sort. Did the students interact well? Give examples.**

6 3.11 **Read the Exam focus. Listen to the discussion again and check which points are covered and which phrases the candidates use.**

EXAM FOCUS

Interacting in a two-way conversation

Ensure a balanced discussion. Each participant should contribute about 50 percent, and a discussion involves interaction, not a series of long turns.

Ask for and give opinions

Don't you agree that?
… don't you think?
My view is that …
Personally, I'd say that …
So, how do you feel about … ?

Refer to your partner's points

I couldn't agree more.
I don't entirely agree with you there, how about … ?
That's a great way of putting it.
That's true, but on the other hand …
Very nicely put!
When you say … , do you mean … ?
You're right, but …
You've got a point, but …

EXAM BOOST p40

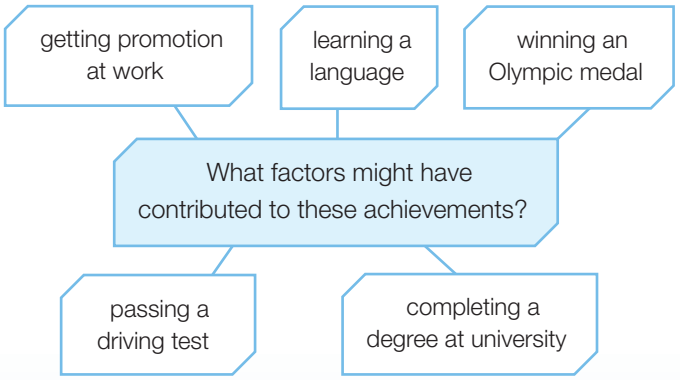
Complete Exam file SECTION A on page 40.

EXAM TASK

7 **Work in pairs and read the task.**

Here are some things people sometimes strive to achieve and a question for you to discuss. First you have some time to look at the task.

Now, talk to each other about the factors that might have contributed to achieving these different things.



Now you have about a minute to decide which of these achievements might affect a person's life the most.

8 **Compare your decision with another pair and explain your reasons.**

Speaking or writing

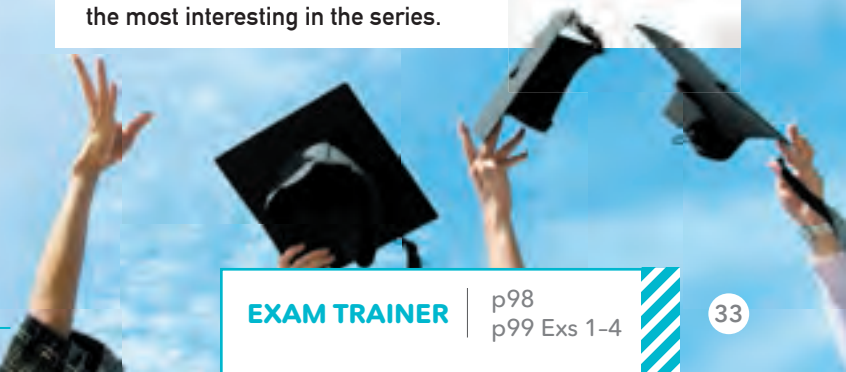
9 **Work in pairs and discuss the questions.**

1 How important do you think it is to celebrate minor achievements as well as big ones? Why?
2 Some people say that a person's upbringing and education play the greatest role in their future success. How far do you agree?

10 **You see this notice on a website. Write your entry.**

We're compiling a series of articles about personal success entitled: 'Three cheers for me!'

What personal achievement in your life so far are you most proud of and why? Send us your entry and we'll include the most interesting in the series.



EXAM TRAINER p98 p99 Exs 1–4

EXAM FILE p21
VOCABULARY FILE pp118–119
WRITING FILE pp131–132

1 **What do you know about these sports? Tell your partner.**

biathlon decathlon heptathlon
pentathlon triathlon

2 3.12 **Do the quiz with a partner. Listen to an extract from a question and answer radio session with a triathlete, and check your answers.**

TRI, TRI, TRI AGAIN!

1 **Which sports are featured in a triathlon? In which order?**

A running
B show jumping
C cycling
D archery
E swimming
F fencing

2 **How many calories does an Ironman triathlete typically burn during a race?**

A 10,000 **B** 15,000 **C** 20,000

3 **What was the age of the oldest person to complete the Ironman challenge?**

A 75 **B** 85 **C** 90

4 **When was the first official Triathlon?**

A 1959 **B** 1966 **C** 1974

5 **Which language does the word 'triathlon' come from?**

A Latin **B** Greek **C** German

6 **Where is the annual Ironman World Championships held?**

A Japan **B** Mexico **C** Hawaii

EXAM FOCUS

Using correct register

Depending on your target reader you will need to write in the correct register. For the email/letter task this will be formal/ semi-formal/informal.

An informal email will or may:

- use abbreviations: e.g. I'm / we didn't
- use idioms, phrasal verbs and colloquial language, e.g. I came up with / it's on the cards that / cool!
- use friendly opening and closing formats, e.g. Hi Katie / loads of love
- have a less rigid structure and include incomplete sentences, e.g. good to see you / Can't wait / And it's raining

3 **Read the Exam focus and answer the question.**

Read two extracts, giving advice to triathletes. Where might you find these extracts?

A So, the big day is coming up! Take it from me, it's going to be shattering. Need some final tips? Well, here's what I try to do before the event gets underway. Remember that the most important night's sleep is two nights before – so no late night or partying. Chill and get an early night. And it goes without saying – watch your food. Cut down on the fibre and sugary stuff the day before and give your body plenty of time to digest your pre-race-day dinner – a good twelve hours!

B When your race day is approaching, ensure that you pay attention to your nutrition. You should reduce your intake of fibre and foods with a high sugar content during the previous 24 hours. In addition to this, it is important to allow sufficient time, a minimum of 12 hours, for digestion of your pre-race-day evening meal. Bear in mind that a good night's sleep for the preceding two nights is extremely valuable. Therefore, avoid going to bed too late.



4 **In pairs, discuss the differences between the extracts. Then underline examples of the points in the Exam focus in extract A. Find the more formal equivalents in extract B.**

EXAM BOOST p20

Complete Exam file SECTION A on page 20.

5 **Read the exam task and a candidate's answer. Has the candidate answered the task well and followed the advice in the Exam focus? How could you improve on it?**

You have received an email from an English-speaking friend.

From: Maggie

So looking forward to staying with you next month! As you know, I've entered the South East Triathlon this year and I'm well into training – but I've got to keep it up. While I'm with you, is there easy access to open water swimming, and some hilly bike riding? And do you know of a local club that could maybe help me with my training? Maybe you'd like to train with me?

Thanks,

Maggie

Write your email in reply. Write your answer in 220–260 words.

From: Jocelyn

Hi Maggie,

Good to hear from you and can't wait for your visit. I've got a load of things for us to do. Seems ages since you were last here. We really mustn't leave it so long next time.

Yes, I remember you saying you'd become a triathlete! The training must take it out of you. I can hardly run around the park without getting breathless! I would offer to keep you company while you train, but I'd only hold you back.

About swimming – yes, we're quite near a lake and there's easy access – you could cycle there in five minutes. The water's relatively warm at this time of the year, and there's a 50-metre pool in the city, too, if the weather gets too bad. We have some steep hills in this area, too! You can either go through a maze of country lanes, or keep to the main roads if you prefer. My sister, Daisy, is really into cycling at the moment, so she might come with you, unless you'd prefer to go by yourself.

Will you be bringing your bike on the train? If so, Jack can pick you up in his four-by-four and the bike can go on the rack.

Really looking forward to seeing you!

Love,

Jocelyn

6 **Read a reply to an alternative task on the same topic. What has the candidate been asked to do? In pairs discuss how the reply differs from the email in Ex 5.**

From: Evelyn Walker

Dear Mr Turner

I shall be staying at your hotel next month for a week. I am currently in training for the South East triathlon and I would like to continue my training during my stay with you. I would be grateful if you could let me know whether there is easy access to open water swimming close to your location. Is your hotel close to some steep hills for cycling training and are there any local sports facilities I could use? I understand that your hotel has a spa and treatment rooms. Is access to this free for guests?

Yours

Evelyn Walker.

7 **In pairs write an email question. Write a short email from an English friend asking about a traditional sport or game in the other person's country for a project that he/she is doing. Think of three questions to include in the email.**

8 **In pairs, read the exam task below and discuss what you might include, and how to structure the email.**

EXAM TASK

9 **You have received an email from an English friend.**

From: Sammy

I'm really feeling unfit at the moment! I know you're into sports so could you recommend something I could take up that I could do a couple of times a week, and that wouldn't cost a fortune in equipment or lessons? It would probably help my motivation if I could do it with other people, too!

Thanks,

Sammy

Write your email in reply. Write your answer in 220–260 words.

10 **Exchange emails with your partner and comment on the structure, content and style.**

EXAM TRAINER p59 p60 Exs 1–3

PRACTICE TASKS

READING AND USE OF ENGLISH – PART 3

1 **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.**

Cold, isn't it?

The British weather, and the British people's **(0)** APPARENT obsession with discussing it has bemused and amused other **(1)** _____ for a very long time. Much research has gone into trying to gain **(2)** _____ into why more than 94 percent of Brits admit to having discussed some aspect of the weather in the previous six hours and nearly 40 percent within the last hour. — APPEAR / NATION / SIGHT

There are actually some valid reasons for this, one being the **(3)** _____ location of the UK which makes the weather extremely **(4)** _____ , and therefore unreliable. If you have **(5)** _____ of a hot, dry summer holiday in the UK, let them go. One **(6)** _____ August day might see people shivering in thick jumpers whereas a November one could see them sporting T-shirts. Little wonder the topic engages the population. — GEOGRAPHY / PREDICT / EXPECT / SEASON

However, discussing the weather also serves another purpose according to psychologists; as an icebreaker it can help **(7)** _____ social inhibitions and as a conversation filler it can ease **(8)** _____ . A mutual grumble can also encourage bonding. Cold, isn't it? — COME / ACT



READING AND USE OF ENGLISH – PART 4

2 **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.**

0 The workings of the brain were puzzling for scientists for a long time until research helped them understand it.

HAD

How THE BRAIN WORKED HAD PUZZLED scientists for a long time until research helped them understand it.

1 It was difficult to pronounce the new words, but they were easy to spell.

WHEREAS

It was easy to spell the new words _____ very difficult.

2 'Who will be giving the presentation?' the teacher asked us.

QUERIED

The teacher _____ giving the presentation.

3 They say that the company was on the brink of collapse last month.

ALLEGED

The company _____ on the brink of collapse last month.

4 The committee members are discussing the issue of funding at this very moment.

DISCUSSED

The issue of funding _____ the committee members at this very moment.

5 So far no one has identified the person in the photograph.

AS

The person in the photograph _____ yet.

6 'I'm really sorry we didn't inform you about the changes in arrangements,' the receptionist told us.

HAVING

The receptionist _____ about the room changes.



4 | FOUR

VOCABULARY: Phrasal verbs

1 **The image shows a British afternoon tea. What time do you think this is traditionally enjoyed?**

2 4.1 **Listen to an extract from a radio phone-in programme and answer the questions.**

1 What is afternoon tea in the UK, and how did it develop?
2 What is the French equivalent, and how does it differ?
3 What unusual meals do the last two speakers mention and what reason do they give for having them?

3 4.2 **Listen again and complete the phrasal verbs in the sentences with the correct prepositions.**

1 The presenter staves _____ his hunger pangs with biscuits.
2 He washes the biscuits _____ with a mug of tea.
3 The custom of afternoon tea dates _____ to when the Duchess of Bedford got hungry mid-afternoon.
4 She needed some food and drink to tide her _____ until dinner.
5 An afternoon tea at a good hotel can set you _____ a lot of money.
6 French schoolchildren work _____ an appetite for le goûter during the day.
7 The presenter's friend often plied him _____ thick bread with butter and cocoa powder mid-afternoon.
8 Jason passed _____ the second breakfast because he didn't realise lunch would be so late.
9 Some food is laid _____ especially for college students who are studying late.
10 The presenter used to rustle _____ an easy meal while he was studying.

4 **Replace the words or phrases in bold with the correct form of phrasal verbs from Ex 3 and answer the questions.**

1 Can you name a food custom in your country that **originated at** a particular time?
2 What do you usually snack on to **keep you going** until the next meal?
3 What meal can you **make quickly** in less than fifteen minutes?
4 Does your family **host** a special meal at any point during the year?
5 How much could a meal at the best restaurant in your area **cost you**?
6 When did you last **refuse** an offer of a free meal? Why?

5 **Take it in turns to give a sentence, or the first part of a sentence, using one of the phrasal verbs from Ex 4. Your partner must add another sentence or complete the sentence you started.**

A: The school laid on a special lunch for the students because …
B: … they wanted to celebrate the end of term.

EXAM FILE p17

1 **How is the year divided into seasons in your part of the world? Have you noticed any natural events recently that do not seem to follow normal seasonal behaviour?**

2 4.3 **Listen to an environmental reporter talking on a documentary podcast about changes in seasons, and answer the questions.**

1 What does the speaker say about traditional seasons in different parts of the world?
2 What examples does she give about humans' dependence on seasons?
3 What are some scientists saying about the seasons?

EXAM FOCUS

Identifying paraphrase

Information in a text is not always phrased in the way we expect. When reading the questions, look out for:

Synonyms

Different verbs/phrases/nouns/adjectives to express a similar idea

believed – was of the opinion that

an extreme weather event – torrential rain that completely flooded the fields

Functional verbs to reflect the underlying meaning

I don't know whether to believe what he said or not.

He questions the truth of the statement.

A change in voice, order or word class

Scientists recorded the results and put them up on the website.

Findings were documented and posted online.

A summary or combination of ideas from different sentences

Let me show you what I mean. We put in a claim for damages in early May. However, we received no payment for six months, which was ridiculous.

He cites the example of late settlement by the insurance company.

3 **Read the Exam focus and answer the questions.**

Read the extracts (a) from the documentary in Ex 2. Highlight the changes to the phrases in bold in the paraphrases (b).

1 a Some experts are now **talking in terms of** two main seasons.
b The reporter refers to changes in the way scientists describe the seasons.
2 a It's down to us – humans have really **messed up**.
b The speaker blames people for creating the current problems.
3 a It is now becoming clear to us all. **We've all seen** unseasonable activity.
b The speaker points out how personal experience is bringing the issues home to us.
4 a The whole **delicate balance maintained in nature** is controlled by the seasons and any changes can have far-reaching consequences.
b The speaker warns of the extensive impact if seasonal shift disrupts natural cycles.

EXAM BOOST p16

Complete Exam file SECTION A on page 16.

4 **A website has asked for online contributions in relation to the way the seasons are changing. Scan the text on page 39 and say which TWO contributors do NOT mention solutions to the problem.**

EXAM TASK

5 **You are going to read the contributions to an online magazine. For questions 1–10, choose from the contributors (A–D). The contributors may be chosen more than once.**

Which contributor

explains how economic reasons have enforced certain changes? 1 ☐
rephrases terminology readers may not understand? 2 ☐
suggests that the public are unaware of the full extent of a problem? 3 ☐
describes a potential solution to a global problem? 4 ☐
refers to terminology which is no longer appropriate? 5 ☐
indicates that nature has helped reduce the rate of climate change? 6 ☐
mentions an unwanted positive effect of climate change on certain wildlife? 7 ☐
exemplifies a phrase by giving a measurement? 8 ☐
points out how current research methods aid learning? 9 ☐
refers to information only recently acquired? 10 ☐

Speaking or writing

6 **Work in pairs. Should our focus be on halting, reversing or accepting and coping with the effects of climate change? Why?**

7 **Discuss with your partner how climate change is affecting your area or country. Then write a short report for an international student website.**

SEASONS COME AND SEASONS GO ... OR DO THEY?

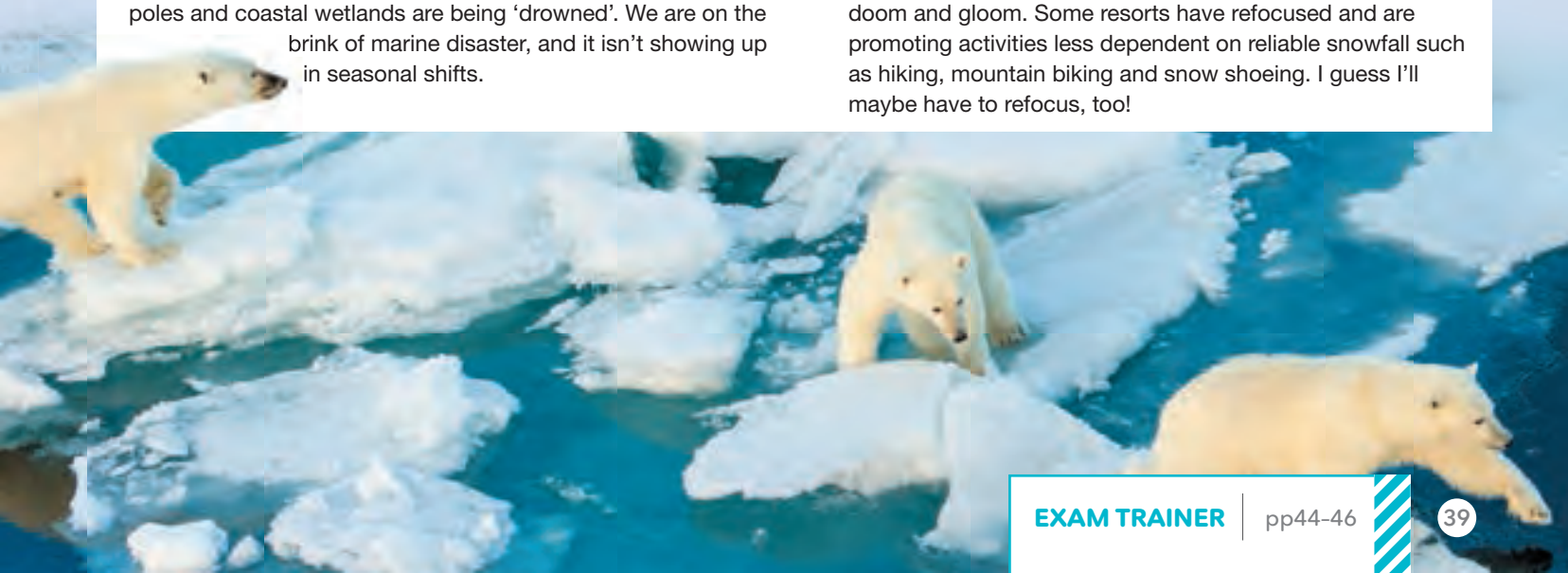
Four readers give us their views on seasonal shift.

A It's a sad news story; groups of cows stranded on small islands of grass during floods; hundreds of sheep drowned. But it's even sadder to realise that this is only the most obvious and well-known indication of the hardship that farmers, both agricultural and dairy, have been facing for decades because of increasingly unpredictable seasons. Think about it. Farmers depend on the seasons to know when to plant, when to harvest, when to let livestock graze and when to bring them in. In parts of Rwanda, for example, farmers used to be guided by the names of the months which were taken from the weather; the name for March meaning hot and dry, for example. Now sadly, that correlation is gone. In many countries we're getting longer and wetter, and longer and hotter periods, with extreme rainfall and drought. The knock-on effect is crystal clear. You don't have to be a former farmer like myself to understand that you can't plant when it's too wet, and that droughts mean smaller crops, ravaged by increased numbers of pests and weeds that thrive in the hot conditions. Animals have less grass to graze on and need to be fed – and that costs money!

B OK, so which biome on Earth (that is – a large region on the planet with its own range of living things) has no really distinct seasons at all? Well done everyone who said the marine biome. You're much better informed than I was before starting a project last month. Of course, conditions do change throughout the year in the oceans as a result of changing weather in different locations, but for the living organisms in this biome it is the wider global climate change that is having an enormous impact. I wasn't aware that the oceans have been taking in extremely high amounts of carbon dioxide, which is a result of human industrial activity, and this has, in effect, slowed down global warming for us. However, it's reaching a limit and salt water on the earth is now showing a 25 percent rise in acidity. This, combined with warmer waters and the more commonly discussed rise in sea levels, is affecting practically all sea creatures. Coral reefs are dying, fish are moving towards the poles and coastal wetlands are being 'drowned'. We are on the brink of marine disaster, and it isn't showing up in seasonal shifts.

C So, what do kids know about the causes of the changing seasons? Actually, quite a lot! The environment has been an important topic for us in education for a long time now. Classroom walls have been decorated with posters about recycling, surveys have been conducted, trees have been planted. Now, with movements such as that spearheaded by climate activist Greta Thunberg, the urgency for action is touching young people all over the world. In my opinion, how teachers address the topic of climate change is all about balance. It's vital to give information but without instilling fear, instead showing how scientists are trying to find ways through the problems – such as Dr Leslie Field's research into sprinkling a particular type of sand over the Arctic ice to prevent the shrinking. The idea of using sand to reflect the sun links ideally to basic physics lessons, too – a real life-changing application of scientific theory! Knowing that there are people actively working on solutions may even encourage some children into scientific research careers themselves. And that will help us all.

D OK, my livelihood is at stake, so I can't be objective here, but believe me, the impact of climate change and seasonal shift on the tourist industry will be devastating. I'm a ski instructor and I'm seeing the results first hand. Snowfall used to be predictable, particularly at 'snow-reliable' resorts. To those not in the know, these are resorts providing a continuous 100-day ski season with at least 30 centimetres of snow on the slopes. But predictions now indicate that the Alps could lose up to 50 percent of these resorts by the 2070s and for some lower-altitude ski resorts it is already a thing of the past. Shorter seasons and the need to 'top-up' with artificial snow obviously involves higher costs, and smaller resorts have had to close; the business is just no longer viable. Those that remain open are looking to raise prices which will make winter sports holidays even more exclusive. Having said that, it's not all doom and gloom. Some resorts have refocused and are promoting activities less dependent on reliable snowfall such as hiking, mountain biking and snow shoeing. I guess I'll maybe have to refocus, too!



EXAM FILE p7

VOCABULARY: Suffixes

1 **Look at the items below. Do you think they are considered to be lucky or unlucky in the UK? What things are lucky or unlucky in your culture?**

- breaking a mirror
- crossing your fingers
- Friday 13th
- the number seven
- a black cat crossing your path
- finding a four-leaved clover
- opening an umbrella indoors
- walking under a ladder

2 4.4 **Listen to a student talking about four-leaved clovers and answer these questions.**

1 What did she research?
2 How have four-leaved clovers been used over time?
3 Why does she think the beliefs around four-leaved clovers have endured over time?

3 4.5 **Match the words to the correct suffixes. Then listen again and check.**

common depend discover distinct
heal prosper ration thank

-al -ent -ful -ing -ity -ive -ly -y

4 **Complete the text about whether luck really exists. Add a suffix from the box to the end of each of the words. There is one suffix that you need to use twice.**

-ent -ful -ity -ive -less -ly -ness

Does luck **really** exist?

Some people seem to have been born lucky, whereas others seem never to get any luck at all. But is luck a real thing or ¹non-exist_____ ? Surely winning a prize draw is lucky but being struck by lightning is not. Or is luck ²subject_____ ? If something matters to you and it doesn't go as planned, ³doubt_____ that would be considered unlucky, whereas if you weren't bothered about the outcome, luck wouldn't even come into it.

Say you're playing football, and you score a brilliant goal. Depending on your ⁴mental_____ , you will either say it was luck or skill. But unless you can do it ⁵count_____ times you were probably lucky. ⁶Similar_____ , you'd be unlucky to be struck by lightning more than once! In our ⁷eager_____ to explain why good and bad things happen, we overlook the fact that if something occurs on a regular basis, then it's nothing to do with luck, and it's therefore ⁸unhelp_____ to suggest that some people are lucky and others aren't.

EXAM BOOST p6

Complete Exam file SECTION B on page 6.

EXAM TASK

5 **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).**

Why athletes have LUCKY CHARMS



If you've ever watched athletes preparing for a race, you'll have **(0)** UNDOUBTEDLY noticed some of them performing unusual-looking rituals. They might touch an item of clothing **(1)** _____ or say some mantra over and over as if their very life was **(2)** _____ on it. — DOUBT / REPEAT / DEPEND

Although these 'twitches' may look odd to spectators, they don't feel strange to athletes. To their mind, failing to observe these **(3)** _____ rituals could result in losing the race. — DISTINCT

This may seem an **(4)** _____ view to take, but there are compelling reasons for the behaviour. An athlete who achieves success in an event will, in all **(5)** _____ , look back on their last-minute preparations and attribute their successes in part to these, rather than congratulate themselves purely on the fact they're so **(6)** _____ in their chosen endeavour. This preparation **(7)** _____ includes things like eating particular foods or wearing certain kit. — RATION / PROBABLE / SKILL / COMMON

(8) _____ , the athletes may not be far wrong: research indicates that recreating rituals before every event may have an impact on success because of the boost in confidence it provides. — ULTIMATE

Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER p17 Exs 3–5 p18 Exs 6–9

EXAM FILE p35



1 **How important is it to have a good sense of direction? Why? Tell your partner.**

2 4.6 **Listen to two friends talking about why some people have a good or bad sense of direction and answer the questions.**

1 Does the man have a good or bad sense of direction?

2 What reason does the woman give for how good someone's sense of direction is?

3 4.7 **Read the Exam focus. Then listen again and answer the question below.**

What is the woman doing?

A adding support to an explanation

B gauging her friend's intelligence

C highlighting the benefits of technology

4 4.8 **Listen to the woman explaining people's sense of direction further. What is her main point?**

Some people

A take a lot of notice of minor details.

B are less aware of their abilities than others.

C have a natural aptitude for direction.

EXAM FOCUS

Understanding the main point

When you listen to each speaker, you have to decide what is the main point of what they are saying, so you can choose the correct option. The options you choose from summarise the whole of what the speaker says, rather than reflecting a single detail.

EXAM BOOST p34

Complete Exam file SECTION A on page 34.

EXAM TASK

5 4.9 **You will hear five short extracts in which people are talking about getting lost.**

TASK ONE

For questions 1–5, choose from the list (A–H) what the unexpected benefit was for each speaker of getting lost.

A gaining employment

B establishing a new relationship

C acquiring a better understanding of a place

D having time for reflection

E being reminded of something in the past

F practising a new skill

G gaining a sense of pride

H resolving a frequent worry

Speaker 1 **1** ☐

Speaker 2 **2** ☐

Speaker 3 **3** ☐

Speaker 4 **4** ☐

Speaker 5 **5** ☐

TASK TWO

For questions 6–10, choose from the list (A–H) how each speaker says they avoid getting lost now.

A I use nature to navigate.

B I plan overseas travel well in advance.

C I never go out unaccompanied.

D I ensure I receive detailed descriptions of routes.

E I never take shortcuts.

F I memorise man-made landmarks.

G I ask people for directions.

H I make sure I have necessary tools.

Speaker 1 **6** ☐

Speaker 2 **7** ☐

Speaker 3 **8** ☐

Speaker 4 **9** ☐

Speaker 5 **10** ☐



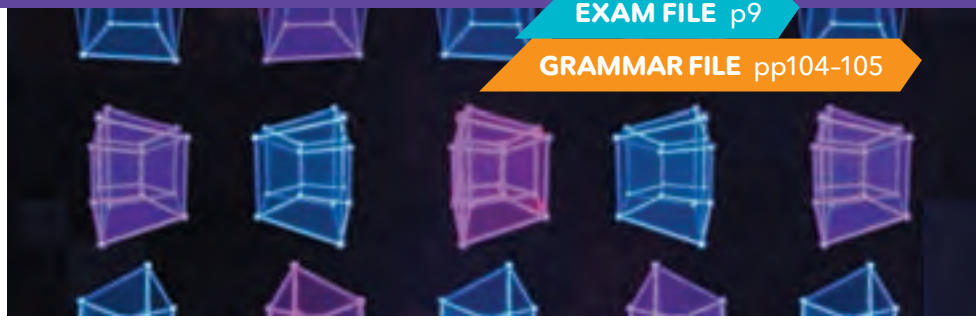
Speaking or writing

6 **Do you generally have a good sense of direction or a poor one? Tell your partner an anecdote about a time you got lost, how you resolved the situation, and what the consequences were, if any.**

7 **Write directions for a friend or classmate to your home from the nearest transport link. Include natural or man-made landmarks rather than road names.**

EXAM TRAINER | pp82–84

EXAM FILE p9
GRAMMAR FILE pp104–105



GRAMMAR: Reported speech

1 **What is the fourth dimension?**

2 4.10 **Listen to a physicist explaining the fourth dimension and check your ideas. What examples does the speaker give of 1-D, 2-D, 3-D and 4-D?**

3 **Complete the summary sentences with the correct form of appropriate reporting verbs from the box. Choose two possible verbs for each sentence.**

acknowledge admit clarify
concede encourage point out
recognise prompt

1 'A dimension is just a direction in which you can go.'
The physicist _____ that a dimension was just a direction in which you can go.

2 'I'm sure you'll be very familiar with the concept of 3-D.'
He _____ the fact that we would be very familiar with the concept of 3-D.

3 'Let's think about what 4-D means.'
The speaker _____ us to think about the meaning of 4-D.

4 'It's difficult to visualise because we can only see things in 3-D.'
He _____ that it might be difficult to visualise 4-D in our 3-D world.

4 **Match the sentences with the reporting verbs in the box. What does each verb mean?**

assert compliment contradict
exaggerate query reassure

1 'Of course it's important to teach geometry at school! I don't know why you think it isn't!'
2 'You've got such a fascinating way of viewing the world. It's very refreshing.'
3 'It's true! Our belongings really are moving! They're travelling through time with us!'
4 'This report's like, a million pages long, and I can't understand a single word of it.'
5 'As long as you keep learning in tiny increments, you'll understand the bigger picture in the end.'
6 'Let me get this straight. You're saying that X always equals Y?'

EXAM BOOST p8

Complete Exam file SECTION B on page 8.

EXAM TASK

5 **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. Here is an example (0).**

0 'Well, it's true that tesseracts are not easy to visualise,' the teacher said.
CONCEDED
The teacher CONCEDED THAT TESSERACTS WERE NOT easy to visualise.

1 'Do you think time travel will ever be a possibility?' said Tim.
WONDERED
Tim _____ to travel through time at any point in the future.

2 'Why can't we travel backwards and forwards through time?' asked Florence.
UNABLE
Florence wanted to _____ travel backwards and forwards through time.

3 'So, the report says that the drug is safe to use,' the pharmacist said.
CONCLUDED
The pharmacist told us that the report had _____ safe.

4 'It really isn't as difficult as it sounds!' our maths teacher told us.
REASSURED
Our maths teacher _____ as difficult as it sounded.

5 'Can I just ask why you're setting the experiment up in that way?' the professor asked us.
QUERIED
The professor _____ setting up the experiment.

6 'You've produced a sound hypothesis – well done,' he said to her.
COMPLIMENTED
He _____ up with a sound hypothesis.

Speaking and writing

Go to page 92 for these exercises.

EXAM TRAINER p21 Ex 2

EXAM FILE p43

1 **Do the online survey for a charity website. Discuss your choices with a partner and give your reasons. Which challenge do you think might be most popular and raise the most money for the charity?**



Twenty-four-hour charity challenges: tick those that you would accept!

Add three more ideas.

Spending twenty-four hours …

1. in the gym.
2. offline.
3. going vegan.
4. producing zero waste.
5. dancing.
6. silent.
7. saying 'yes' to everything.
8. _____ .
9. _____ .
10. _____ .

2 4.11 **Listen to a reporter talking about a recent challenge undertaken by a TV presenter. How many jobs can you remember? Why did she take on the challenge?**

3 **Think about the last twenty-four hours in your life. In pairs, discuss the amount of time you spent:**

doing a sport or hobby
on your phone or tablet studying
with your family with your friends working

4 **Work in pairs and discuss the question.**

How difficult would you say it is to get a good work-life balance for students or workers these days? Think about these things:

ambition constant connectivity deadlines
home pressures money relationships

5 4.12 **Read the Exam focus and listen to three responses to the question. Decide which answer (A–C) is the best and discuss why.**

Some people say that we focus too much on getting a good study or work-life balance these days. What's your opinion?

EXAM FOCUS

Justifying your opinions

Always justify your opinion and add details, including examples and short anecdotes where appropriate, to extend your answers.

Justifying

The thinking behind this is / the reason I say this is …

Giving examples

Let's say for instance / a perfect example of this would be … / you've only got to look at …

Adding anecdotes or personal experience

Speaking from experience / I once saw … / There was this time when …

EXAM BOOST p42

Complete Exam file SECTION A on page 42.

EXAM TASK

6 **Work in pairs. Take turns to answer the first 4 questions individually. Discuss questions 5–7 together.**

1. Do you think that these days we are too pressured into filling each day with activities and we don't have enough time to simply relax? Why?
2. What is the busiest twenty-four hours you can remember recently? What was the experience like?
3. Do you think it's necessary for people to put in a lot of hours in order to become successful at something? Why? / Why not?
4. How important is it for schools or colleges to enforce regular breaks during the day? Why?
5. Do you think that people will work longer or shorter hours in the future? Why?
6. Some people say that children shouldn't have to do a lot of homework in the evenings. How far do you agree? Why?
7. Do you think it's important for people to spend part of the day completely on their own? Why? / Why not?

7 **What examples, anecdotes or personal experiences did your partner mention during the task? Share with the class.**

Speaking or writing

8 **Work in pairs. Describe a typical day in the life of someone famous, without giving the name. How long before your partner guesses?**

9 **Write a paragraph describing a memorable 24 hours in your life.**

EXAM FILE p23
VOCABULARY FILE pp120–121
WRITING FILE p133

1 4.13 **What national celebration do you think the picture on page 45 relates to? How much do you know about it? Listen to a podcast about attending a celebration and check.**

2 4.14 **Listen again and list the different things the speaker experienced.**

3 **In pairs, do the quiz about annual celebrations in different countries.**

WHERE IN THE WORLD?

Match the festivals and countries.

Canada Finland Hong Kong Russia South Korea Spain

1 The mud festival in July celebrates the properties of mud, and people slop about in a huge mud pool!

2 The bun festival in early May remembers food shortages and has great towers of buns in the streets that people climb.

3 The Air Guitar World Championships festival in August claims to promote peace and celebrates great rock music.

4 The Scarlet Sails event during the White Nights festival in early summer celebrates the end of the school year.

5 The Flour Fight Festival on 28 December is filled with craziness and finishes with a fun and messy battle with flour and eggs.

6 The International Hair Freezing Contest happens annually when the air and water is cold enough to freeze hair into fantastic shapes.



4 **Tell your partner about a national celebration or festival you know about – either from your country or another. Talk for a minute and include:**

- the name of the occasion.
- the reason for the occasion.
- the manner of the celebration.
- your own experience or participation.

5 **Discuss in pairs.**

1 Do you find big public celebrations enjoyable? Why? / Why not?

2 How important do you think it is for a region to maintain its traditions? Why?

6 **Read the task and discuss what could be proposed.**

Your college for international students is celebrating 50 years since it opened and wants to celebrate the day with an open-air summer event for students and local people. The students have been asked to offer suggestions as to what the theme for the event should be with possible activities, giving reasons and outlining the benefits of such an event.

1 Activities

2 Reasons

3 Benefits

7 **Read the proposal and check if your ideas have been included. Do you think the college will agree? Why?**

Introduction
The aim of this proposal is to suggest how the college's 50-year anniversary could be celebrated. The proposal will describe a possible theme for the day and outline activities that could be included.

Theme
As the college is proud to welcome students from countries all over the world, it would be appropriate to hold a multicultural event that could involve students from several nationalities. As well as giving current students the opportunity to showcase various aspects of their culture according to their abilities, it would also be educational for other students and the local people who attend the event. Promoting knowledge of other cultures has been one of the college's main focuses over the last half century.

Activities
The event would be held in the college grounds and include a garden party with stalls where visitors can taste samples of dishes prepared by the students. There would be live performances of traditional music and dancing displays throughout the day. In the evening there would be a party for the guests and students with night-time lights and lanterns designed by the students, typical of those used in festivals in their own countries. The event would finish off with a fireworks display.

Conclusion
I would urge you to consider this proposal favourably as it would be both a fitting celebration for the college and promote cultural understanding. The preparation would involve a cost to the college, but I am convinced this would be worth it because of the goodwill and enthusiasm the event would create.



8 **If you were a student at the college, what would you contribute in terms of ideas for food or performances from your country?**

9 **Read the Exam focus. In pairs, discuss how well the writer of the model proposal has followed the points.**

EXAM FOCUS

Writing an effective proposal

A proposal is written to offer suggestions to solve a problem or for a project, and the desired outcome is for the proposal to be accepted by the target reader.

To achieve this:

Use appropriate language depending on the reader, usually formal or semi-formal.

It would be great if you could see your way to agreeing … =
We would appreciate your considering the proposal …

Follow a clear structure that clearly lays out the relevant points for the reader.

1 Start with an introduction that sets out your proposal.
2 Divide it into clear sections and use headings.
3 Finish with a summary or conclusion.

Use persuasive language

I would urge you to consider …

It would be of great benefit to all involved.

I am convinced that these plans would be successful in …

We would be extremely grateful if you could agree to …

EXAM BOOST p22

Complete the Exam file exercises on page 22.

10 **Read the Exam task and discuss in pairs what points you might include.**

EXAM TASK

Your local council has decided to fund the organisation of a day of activities in your town to celebrate a national festival. It has asked local people for proposals for activities on the day, which would benefit inhabitants and attract visitors to the town.

Write a proposal outlining activities you think would be popular, giving your reasons for your choice and mentioning the benefits for the area.

11 **Plan and write your proposal in 220–260 words.**

12 **Share your proposal with the class. Whose proposal is the most interesting? Which might the council choose and why?**

REVIEW | UNITS 1–4

READING AND USE OF ENGLISH – PART 1

1 **Read the text below and decide which answer (A, B, C or D) best fits each gap.**

The wonder belt

Do you despair that you have absolutely no **(0)** __A__ of direction whatsoever? You are not alone. It appears that a significant number of us find **(1)** _____ problematic, even when we're not completely off the beaten **(2)** _____ . Whereas some of us might not be overly concerned about the issue and use sat-navs or smartphone apps, **(3)** _____ to maps or simply ask for directions, others find it so **(4)** _____ that they actually avoid going to unfamiliar locations.

The answer might be an intriguing new type of belt which **(5)** _____ a compass and Bluetooth connection and can be linked to smartphones. The belt, when worn, vibrates to indicate to the wearer which direction is north. The **(6)** _____ of this innovation is considerable. **(7)** _____ with such a device, getting about could be much more **(8)** _____ . It could relieve the demands on the eyes and ears of a sightseer or a cyclist by taking people's focus off their phone or map and guide them through vibrations around their waists!

0	**A** sense	**B** feeling	**C** indication	**D** sign
1	**A** locating	**B** navigating	**C** directing	**D** pinpointing
2	**A** road	**B** path	**C** way	**D** track
3	**A** look	**B** refer	**C** exploit	**D** employ
4	**A** unrelenting	**B** irrational	**C** intimidating	**D** illogical
5	**A** brings	**B** amasses	**C** unites	**D** incorporates
6	**A** potential	**B** expectation	**C** availability	**D** breadth
7	**A** Enabled	**B** Acquired	**C** Attached	**D** Armed
8	**A** straightforward	**B** immediate	**C** plausible	**D** viable

READING AND USE OF ENGLISH – PART 2

2 **Read the text below and think of the word which best fits each gap. Use only one word in each gap.**

Cheers!

A decade or so **(0)** __AGO__ , cheerleading was generally associated with entertainment at American sporting events. It had come **(1)** _____ originally as a form of encouragement for the sports teams involved and cheerleaders performed smart, synchronised dance routines with catchy chants, echoed by the crowds. Today, however, cheerleading **(2)** _____ acquired different associations. Its popularity **(3)** _____ a sport in its own right is rapidly increasing, and clubs are springing up everywhere with national and international competition entries at an all-time high.

Cheerleading has **(4)** _____ own distinctive style and is a unique combination of group gymnastics, acrobatics and a touch of glamour. It's **(5)** _____ sport that demands a combination of strength and coordination in **(6)** _____ to solid teamwork. Participants point out **(7)** _____ the benefits of getting involved in cheerleading include improved fitness and a sense of great camaraderie. Safety measures are also considered paramount in a sport which is thought **(8)** _____ be one of the riskiest sports around, so do bear this in mind if you're thinking about joining a squad.



READING AND USE OF ENGLISH – PART 3

3 **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.**

Hot desking? No way.

With a large number of **(0)** EMPLOYEES opting to accept their company's offer of flexible working hours in order to beat the rush hour traffic or spend quality time with their families, it would not be **(1)** _____ of those companies to impose a hot-desk policy. Indeed, there are **(2)** _____ reasons for such a move, not least that of maximising the **(3)** _____ of office equipment.

The practice has been in place for many years at some **(4)** _____ but its popularity is questionable. The need for a dedicated office space that is one's own and contains that person's **(5)** _____ is deeply rooted in many people and is linked to an almost **(6)** _____ fear of being unsettled, rather like a wanderer or traveller who has no base. There is a sense that not being given a personal space implies that the employee is **(7)** _____ . For others, however, the very lack of dedicated office space brings a **(8)** _____ element of freedom.

EMPLOY

REASON
COMPEL

AVAILABLE

ESTABLISH

BELONG

PRIME

VALUE

DEFINE



READING AND USE OF ENGLISH – PART 4

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.**

0 The workings of the brain were puzzling for scientists for a long time until research helped them understand it.

HAD

How THE BRAIN WORKED HAD PUZZLED scientists for a long time until research helped them understand it.

1 In addition to loving rock bands, he was also a fan of classical music.

LOVE

Not _____ rock bands, but he was also a fan of classical music.

2 'You're right, I underestimated the seriousness of the problem,' the director said.

CONCEDED

The director _____ the seriousness of the problem.

3 From his appearance I thought he'd had a sleepless night.

THOUGH

He looked _____ all night.

4 People think that settlers brought this type of vegetable here centuries ago.

TO

This type of vegetable is _____ here by settlers centuries ago.

5 You've made a lot of careless errors in the report,' my manager said.

POINTED

My manager _____ a lot of careless errors in the report.

6 After completing three questions I realised that I was looking at the wrong section.

BEFORE

I _____ that I was looking at the wrong section.

READING AND USE OF ENGLISH – PART 3

5 **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.**

The four humours

Five hundred years ago people's understanding of medical issues was **(0)** UNDOUBTEDLY far more primitive than it is today. In fact, it was believed that everything in the body revolved around just four **(1)** _____ fluids, known as humours. Each of these, namely blood, yellow and black bile and phlegm, played their part in an individual's emotional life, appearance and **(2)** _____ . If someone became unwell, it was believed that these humours had become **(3)** _____ .

However, the origins of these four humours are rather vague and **(4)** _____ . They were linked to physical organs, the four elements of fire, water, earth and air and even to the galaxy. This was probably a **(5)** _____ of how people at the time believed that everything was intertwined and people were merely part of this pattern.

Maybe it also exposed the rather **(6)** _____ nature of superstition, and beliefs people held about the stable and **(7)** _____ nature of the world. Shakespeare mentioned the humours in his plays, so learning about them makes his work more **(8)** _____ to modern audiences.

DOUBT

BODY

PERSON

BALANCE

MYSTERY

REFLECT

RATION

CHANGE

ACCESS

READING AND USE OF ENGLISH – PART 4

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.**

0 The workings of the brain were puzzling for scientists for a long time until research helped them understand it.

HAD

How THE BRAIN WORKED HAD PUZZLED scientists for a long time until research helped them understand it.

1 I don't think theatres will produce paper tickets in future - they'll just send out e-tickets.

RID

In future I _____ paper tickets and just send out e-tickets.

2 `You did very well in your project Clara,' said the teacher.

COMPLIMENTED

The teacher _____ in her project.

3 I'll finish class early today unless anyone objects.

LONG

I'll finish class early today _____ objections.

4 The singer was one of his favourites, so Jack enjoyed the show just as much as he'd expected.

UP

The show _____ because the singer was one of Jack's favourites.

5 If you're not looking directly at people in an interview, you won't be very successful.

EYE

You won't be very successful if you don't _____ during an interview.

6 Sometimes in winter there's so much snow that we can't leave our house.

IMPOSSIBLE

Sometimes the amount of snow in winter _____ leave our house.





5 | FIVE

VOCABULARY: Body idioms

1 **What does the 'high five' in the picture represent? When might people do this? Do you ever do this? When? Who with?**

2 **How many of the emojis do you recognise? Work in pairs. You have two minutes to decide what they all mean!**



3 **What gestures are used in your culture to:**

- greet someone you know well / are meeting for the first time?
- congratulate someone?
- say goodbye to someone you know well / have just met for the first time?

4 5.1 **Listen to a linguistics student talking about why we use gestures when talking to other people. What overall reason does she give?**

5 5.2 **The speaker uses three idioms which include parts of the body. Listen again and identify them. What do the idioms mean?**

6 **Complete the body idioms and match them to their meanings.**

eye (x2) face (x2) head neck

1 take at _____ value
2 turn a blind _____
3 lose your _____
4 keep an _____ out for someone/something
5 be a pain in the _____
6 _____ the music

a be annoying
b accept something without thinking about it
c stop being calm in a difficult situation
d accept punishment / criticism for something you know you did wrong
e choose to ignore something you know is wrong
f watch carefully to see if they / it appears

7 **Work in pairs and discuss these questions.**

- Would you like to be in the public eye? Why? / Why not?
- What everyday things do you find a pain in the neck?
- What might make you lose your head?
- Do you think it's ever OK to turn a blind eye to something?
- How important do you think it is to face the music?

EXAM FILE p11

1 **Discuss what you know about a big city in your country, or one in a different country. Think about:**

buildings culture history parks shopping

2 **Using the same points, discuss what you know about Paris.**

3 5.3 **Listen to a teacher talking about how the districts of Paris were numbered and answer the questions.**

1 How are the arrondissements arranged?
2 What's the history behind this?
3 What does the teacher say about the fifth arrondissement?

EXAM FOCUS

Understanding purpose and attitude

Purpose of text, words and phrases

Identify the target reader: students, tourists, website users?

Ask yourself how a reader would feel at the end of the text: informed, encouraged to do something, impressed by something, etc. This can help work out the writer's intention.

Do not ignore single words or phrases which can give us additional meaning: "I thought that might happen," he said smugly. Think why the writer used the word 'smugly'.

Understanding attitude and tone

At times we need to understand the writer's attitude or opinion when it is not clearly stated. Look for synonyms, paraphrases, words, actions and examples that show their feelings: It's a fascinating area. = 'The writer is interested and curious about the area.'

4 **Read the Exam focus and the extract. Answer the questions.**

1 What is the writer's attitude to the bookstore?
   A We don't know because the writing is impersonal.
   B He admires the previous owner.
   C He thinks the ethos of the place is outdated.
2 What is the purpose of the paragraph?
3 Why does the writer use the word 'refuge' in line 10?

The name is misleading. You'd be forgiven for thinking it could be a shop found in Stratford-upon-Avon in England, or the name of a theatre group. Shakespeare & Company is, in fact, a remarkable bookstore in the Latin Quarter of Paris. This, one of the most famous bookstores in the world, looks quite ordinary. But Shakespeare's, since it first opened in 1919, has had the reputation of being rebellious. It was the first bookstore to publish James Joyce's controversial 'Ulysses' in its full form. In 1951, another bookstore within sight of Notre Dame took on the name (the original having closed in the 1940s). The owner George Whitman was legendary for his eccentricity, allowing the shop to become a **refuge** for wandering writers. Anyone who turned up could stay, sleeping on one of the tiny beds stored between the stacks of books. Their payment was to work two hours a day, read a book and write a one-page autobiography on the shop's special blue paper. Whitman may no longer be with us but the store is still open and attracting visitors.

EXAM BOOST p10

Complete Exam file SECTION B on page 10.

5 **You are going to read an article about a visit to Paris. Read the definition and the article and say why you think the article was given the title.**

EXAM TASK

6 **Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.**

1 When talking about memory in paragraph 1, the writer is
   A sure that individual memories fade too quickly.
   B confused about its unreliability.
   C concerned that some events disappear forever.
   D aware that he remembers what he's seen rather than heard.
2 What does the writer say about his reaction to the taxi driver outside the station?
   A He was conscious of reacting uncharacteristically.
   B He was surprised to learn about the difficult transport situation.
   C He resented the man's assumption that he was rich.
   D He was reluctant to consider taking a taxi.
3 Why does the writer mention the 'cases' in line 30?
   A to emphasise how much luggage they had
   B to illustrate how he was trying to get a lower fare
   C to point out how unhelpful the driver was
   D to indicate how the weather was changing
4 What does 'that' refer to in line 37?
   A the route the taxi driver takes
   B a return journey through the centre of Paris
   C the reason he had brought Ellie to Paris
   D a potentially difficult experience
5 The writer mentions a bookstore to show that
   A buildings reflect the people who have used them.
   B his memory had sadly failed him again.
   C the essence of the area was the atmosphere.
   D places like this had to move on and not live in the past.
6 In the final paragraph the writer suggests the scaffolding
   A hid the worst of the structural damage
   B was an ugly reminder of the power of fire
   C was the sign of a hopefully positive outcome
   D provided an interesting subject for photography



THE PERFECT FIFTH.*

It was snowing. Nothing unusual there, really – snow in Paris in February. It was simply that in my memory Paris had always been bathed in a spring sunshine that dappled the waters of the Seine and warmed the neck of my guitar. I've recently found myself reflecting a fair amount on the nature of memory. Why, for instance, do our memories usually hold on to the best images, idealising events and scenes, and push the darker ones into the shadows, where they lie, undeleted and only ready for scrutiny should we wish to go there? My mental image bank of Paris didn't quite go so far as to completely idealise my student year in the city, but it got close.

The cold and the icy rain met us head on as we exited the Gare du Nord station. One Paris illusion gone. Not an inch of blue sky.

'Are we getting the Métro?' Ellie asked, her voice rising above the noise of the surging crowd.

'Métro on strike – all day. Here, over here!' a loud voice insisted, and a blue gloved hand grabbed Ellie's arm, another lifted her bag. I would normally have reacted to this unwanted contact, but wrongfooted by the weather and wiped out by the journey from the UK, I followed the taxi driver and Ellie to his small car, its windows hardly visible through the settling snowflakes.

My first sight of Paris had been from a taxi. The driver had dropped me at my lodgings in the fifth arrondissement after taking me on a 'Paris by night' sightseeing tour, entertaining me all the while with anecdotes and information about the various sights; he'd wanted to show off the city he loved. Might this driver do the same for Ellie, on this her first visit? No. We ended up having a tremendous argument about his proposed
30 inflated fare, in the road, in the snow, with our **cases** lifted in and out of the boot as the negotiations progressed. Another memory compromised.

A crawl through the heart of the city to the beat of car horns and the steady swish of wipers on the windscreen, and then we were crossing the Seine and onto the Boulevard Saint-Michel.

I purposely kept my eyes straight ahead, not quite yet ready to see the damage. **That** would 37 be faced later. In the meantime, my spirits lifted; we were on familiar territory, the fifth arrondissement. My breath caught, and neither the snow nor the taxi driver could stop the smile I felt creep onto my face. We offloaded our luggage at the hotel and I practically dragged Ellie around the corner and into the evening world of the Quartier Latin.

Time had passed since I'd last been here, and familiar landmarks had been replaced; my favourite musty old bookstore, where chemistry books used to rub shoulders with books of poetry, was now a souvenir shop selling mini Eiffel Towers and bright T-shirts. But nothing can erase an atmosphere, and the narrow lanes were still buzzing with an underlying edge of nonconformity.

Before, the sound of different accents used to come from the competing invitations of waiters outside the many small restaurants. Now, it came from the tourists who shared the streets with locals and students. The various intonations created an exciting soundtrack to a whole new language. Great artistic and literary rebels had talked controversy in these cafés and streets. A sense of anarchy and chaos still echoed, and I imagine always will at some level. It's at the heart of the quartier. My memory hadn't cheated me on that.

Then it was time, and as we rounded the last corner to bring us back onto the banks of the Seine, I looked up at the Notre Dame Cathedral, blackened from the terrible fire in 2019. However well you prepare, the initial shock of seeing scaffolding rising over the roof and partially obscuring the dark eyes of windows is sharp. I'd photographed the glorious building in the spring sunshine all those years ago. Today I raised my camera to record another view. I'd expected my heart to be heavy, as it had been when the first news images of the fire raced round the world, but what I actually felt was a strange relief. The scaffolding wasn't symbolic of destruction, but it held a promise that the cathedral would recover. I was glad I had returned. My memories may have been dented a little, but not irreparably. The fifth was still the most fascinating arrondissement in Paris for me. Not perfect, but nearly.

***The perfect fifth** is a musical term describing an interval and is often believed to be the basis of harmony.

Speaking or writing

7 **Work in pairs and discuss the questions.**

1 Talk for a minute about a landmark or building in a city you know or have heard of. Would you recommend visiting it to a tourist? Why? / Why not?

2 Discuss your current location and the advantages and disadvantages of living there.

8 **Think of something in the area you live in that could be improved. Write a short proposal to the relevant authority saying what needs to be done. Share your proposals with the group. Which is the most likely to be accepted?**

EXAM TRAINER | p25 Ex 2 pp26–31

EXAM FILE p3

VOCABULARY: Phrasal verbs

1 **What do the five rings of the Olympic flag represent? What else do you associate with the Olympics and Paralympics?**

2 5.4 **Listen to a short talk about how Olympic sports are chosen. How are they chosen? Make notes and compare with a partner.**

3 5.5 **Choose a preposition or particle to complete the phrasal verbs in the sentences below which summarise the talk. Then listen again and check.**

1 Now, around 30 or so sports are usually lined **on** / **in** / **up** for inclusion in the Games each time.
2 They certainly can't rush **to** / **into** / **onto** making decision.
3 Once an activity has been put **forward** / **through** / **over** by a sports organisation for consideration, …
4 … the committee takes **in** / **on** / **to** the job of making sure it's recognised internationally as a sport.
5 The sport must thereby comply with all rules drawn **around** / **up** / **under** in the Olympic Charter.
6 Another rule forbids sports which come **under** / **over** / **beneath** the heading of 'mind sports'.
7 The opportunity for a new sport to be admitted to the Games only comes **over** / **up** / **through** when the decision to drop something else that year is made.
8 It's also important that the sport fits **in** / **by** / **on** with the Games' values.
9 The IOC is keen to cater **for** /**around** / **towards** young people in the sports it selects.
10 Events that come **up** / **in** / **off** well will likely be included next time round.

4 **Turn to page 94 and read the text about the benefits for a country of hosting the Olympic Games. Complete the text using some of the phrasal verbs from Ex 3. You may need to change the tense of the verb.**

EXAM BOOST p2

Complete Exam file SECTION C on page 2.

EXAM TASK

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

A HISTORY OF THE OLYMPIC MASCOT

In recent times, many Olympic Games have been represented by a mascot, a cultural figure, often in the form of an animal or cartoon character, which often **(0)** B on event merchandise.

While Schuss, a cartoon skier, wasn't **(1)** _____ to as a mascot when he first appeared on souvenirs for the 1968 Winter Games in France, he was the first character used to **(2)** _____ interest in merchandise sold at Olympic events.

In 1969, the Organising Committee for the 1972 Games attended a party, where they were invited to come up with a concept for an official mascot. One attendee **(3)** _____ the idea of Waldi the dachshund, and the cute little dog was elected to represent the Games. This **(4)** _____ well, and Olympic committees have never **(5)** _____ .

Since Waldi, mascots have included everything from squirrels to superheroes. Not only do they help sell souvenirs, but they often **(6)** _____ an appearance at events, rousing the crowd and **(7)** _____ spectators who want a memorable selfie by **(8)** _____ a pose.



0	**A** covers up	**B** pops up	**C** looks up	**D** stores up
1	**A** attended	**B** related	**C** cited	**D** referred
2	**A** introduce	**B** build	**C** catch	**D** tempt
3	**A** put forward	**B** put together	**C** put back	**D** put about
4	**A** came up	**B** came under	**C** came off	**D** came around
5	**A** bounced back	**B** looked back	**C** come back	**D** got back
6	**A** make	**B** turn	**C** put	**D** take
7	**A** drawing on	**B** lining up	**C** holding on	**D** catering for
8	**A** bumping	**B** hitting	**C** striking	**D** coming

Speaking or writing

Go to page 93 for these exercises.

EXAM TRAINER p9 Ex 5

1 **Do people in your country work or study 'nine to five'? Do they do a five-day week? How productive do you think the typical hours worked in your country are?**

2 5.6 **Read the Exam focus and then listen to part of a radio programme about productivity. What is the woman doing?**

EXAM FOCUS

Identifying purpose and function

In this part of the exam you may have to identify the purpose or function of what the speakers say. You need to listen to the whole text before choosing your answer.

Example function question

1 What is the speaker doing?
- A **advising** workers to …
- B **warning** people against …
- C **recommending** that employees …

Example purpose questions

1 Why does the speaker mention …?
- A to **persuade** managers that …
- B to **suggest** that managers …
- C to **encourage** managers to …

2 The speaker talks about … in order to …
- A **exemplify** a possible cause of …
- B **define** the concept of …
- C **acknowledge** the idea of …

EXAM BOOST p28

Complete Exam file SECTION B on page 28.



EXAM TASK

3 5.7 **You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

Extract One

You hear two colleagues discussing the number of hours in the working week.

1 What is the man doing?
- A promoting a concept he has recently come across
- B reflecting on changes that have occurred at his workplace
- C praising an action that appeared to achieve success

2 What is the woman doing?
- A highlighting the drawback of a plan the man mentions
- B explaining how an idea would work in practice
- C acknowledging the difficulty in establishing the best hours

Extract Two

You hear two programmers talking about a new computer game they're working on.

3 Why does the woman mention a previous version of the game?
- A to encourage the man to learn from its errors
- B to convey her feelings about the latest edition
- C to complain about how challenging it was to work on

4 What is the man doing?
- A explaining his reasons for asking to work on the game
- B describing the features he would like to see included
- C clarifying what he thinks makes the game so special

Extract Three

You hear two friends talking about Mondays.

5 Why does the man mention birthdays?
- A to make a comparison with his least favourite day
- B to point out the reason for people's feelings about Mondays
- C to explain why people seem to enjoy them so much

6 Why does the woman mention the seminar she attended?
- A to suggest an alternative to having set days of work and leisure
- B to recommend a way in which people could approach work
- C to support an argument the man has made

Speaking or writing

4 **Look at the jobs. What are the most and least positive aspects of them? Discuss your ideas with a partner.**

app designer emergency doctor make-up artist
politician professional athlete

5 **Are you as productive as you could be? Think about work, study or chores. Write down areas in which you could improve. Exchange ideas and write some advice for your partner which would help them increase their productivity.**

EXAM TRAINER | pp73–74

EXAM FILE p5
GRAMMAR FILE pp106–107

GRAMMAR: Conditional forms

1 **How often do you eat your 'five a day'? Are there any recommendations in your country for how much fruit and veg to eat each day?**

2 5.8 **Listen to a nutritionist explaining the benefits of 'going vegan'. What benefits does she mention?**

3 5.9 **Complete the sentences from the recording. Then listen again and check.**

1 If you _____ yet embraced a plant-based diet, perhaps you'll _____ come round to the idea by the end of this brief talk.
2 If we _____ all to go vegan, the environment _____ be better off.
3 If you _____ one of the people who believes vegans don't get enough calcium or protein, you _____ want to think again.
4 Should you stick to a vegan diet for long enough, your risk of getting diabetes, heart disease or other serious conditions _____ drop.
5 'If you _____ only been fed vegan food from birth, you might even _____ healthier now.
6 If we all _____ to a plant-based diet, we _____ smell better, too.
7 If you should _____ to see a vegan dish on the menu one day, _____ it a go.

4 **Complete the text by choosing the best conditional form in bold.**

Q: How do I know if I [1]**would / could** like being vegan?

A: Well, you'll never know if you [2]**don't / won't** try it! Make sure you get yourself a good recipe book, or you [3]**would / will** probably keep trying to make the same style of dishes you've been used to – and that might not work out.

Q: If I have to go out and buy all this new food, [4]**won't / shouldn't** that cost a fortune?

A: If you didn't have a budget for food shopping, you [5]**might / would** be a very lucky person! Fortunately, many vegetables are inexpensive. Whole grains, potatoes and beans are all really affordable, so if I [6]**were / weren't** you, I'd start with those.

Q: [7]**Won't / May** I miss out on essential vitamins only found in meat if I go vegan?

A: You [8]**had / should** better get this on your shopping list or you might suffer: buy a vitamin B12 supplement! That's one of the few nutrients you can't get from many plants and you need it for brain health.

EXAM BOOST p4

Complete Exam file SECTION C on page 4.

EXAM TASK

5 **For questions 1–8, read the text below 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 **SUPERFOOD** MYTH

We're so used to hearing it that we don't even question it anymore: some foods are superfoods. Even **(0)** IF you rarely eat blueberries, spinach or kale, you will certainly know that they're *really* good for us: better, they say, than everything else.

But **(1)** _____ you be thinking of switching to a superfood diet, you **(2)** _____ want to think again. Scientists say that 'superfoods' don't have their own food group. If it **(3)** _____ down to them, they wouldn't use the word at all **(4)** _____ connection with this small number of foods widely believed to be so good for us.

It isn't that the foods don't have health benefits: they do. But if **(5)** _____ wasn't for marketing, the term would not exist. Scientists believe that it is simply a marketing tool, and that **(6)** _____ there are studies out there which prove otherwise, there is **(7)** _____ to say this particular set of foods does anything more 'super' than other healthy ones. If **(8)** _____ we'd known that before filling our shopping carts with expensive superfood items!



Speaking or writing

Go to page 93 for these exercises.

EXAM TRAINER | p12 Ex 4

EXAM FILE p39

EXAM BOOST p38

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

1 Without looking, what information or visuals can you find on a coin, either British or from your own country?
2 What different coins are used in your country? Do you know what coins are used in the UK?
3 What is a commemorative coin? Do you know of any that have been produced in your country?

2 5.10 **Listen to a podcast by a coin collector. Which two British coins does he mention? What differences are there between them?**

EXAM FOCUS

Speculating

There will usually be a need for speculation when comparing the pictures and dealing with the questions. You may need to speculate about:

- **what is shown in the pictures**: they look as if …
- **what might have happened before**: they may well have …
- **what might happen later**: it's a possibility that they could …
- **reasons for an activity**: my guess would be that they're doing this as a result of …
- **the people's emotions, feelings and opinions**: they're looking expectant, as though they're hoping for …

3 5.11 **Read the Exam focus. Listen to a student comparing these two pictures and complete the sentences (1–6).**

Why are coins being used in these situations? How might the people be feeling?

1 I _____ imagine he's been busking.
2 In all _____ the guy has an official space.
3 It _____ well be that his time is up.
4 There's no _____ that is payment of any kind.
5 I would _____ that they're about to toss the coin.
6 I _____ the children are feeling pretty excited and _____ hoping their side wins the toss.

Complete Exam file SECTION B on page 38.

EXAM TASK

4 **Work in pairs. Student A, turn to page 96 and do the task for Unit 5. Student B, listen and answer the question below the pictures. Then go to page 97 and change roles.**

Speaking or writing

5 **Work in small groups. Take a random coin and imagine where it has been and what it has been used for. Take turns to hold the coin and tell the coin's story. Compare your group's story with other groups. Which coin had the most interesting journey?**

A: I was first given to a shop to be used as change …

6 **Discuss: How would life change if all cash was replaced by digital payments? Who might benefit or lose out as the result of such a change?**

7 **Prepare a plan and then write a for and against essay entitled: Should cash be kept in circulation?**





EXAM FILE p25
VOCABULARY FILE pp122–123
WRITING FILE p134

1 **Do you usually leave an online review when prompted after a purchase or using a service? Why? / Why not? What would make you leave a five-star review?**

2 5.12 **Listen to a marketing expert talking about the current trend in rating. What does he think about the importance of rating? Do you agree?**

3 **Look at the two extracts. Which is from a review and which is from a report? How do you know?**

A If the opportunity presents itself, grab it and you won't be disappointed. The fish specialities are to die for. But I'd advise against going on a Saturday evening. Understaffing was a bit of a problem and although the service was good and friendly, it took a long time to get served.

B The food is locally sourced, well cooked and presented by clearly talented kitchen staff. However, delays in service were significant and this needs to be addressed before the star rating can be given. See my recommendations below regarding other aspects in need of improvement.

EXAM FOCUS

Structuring a report

A report is usually written in response to a request from someone in authority.

Remember to use formal or semi-formal language: … problems need to be addressed …

Use headings to divide your report neatly and clearly for the reader to follow your reasoning: Introduction / Facilities / Recommendations / Conclusion

Clearly state the purpose of the report at the beginning: The aim of this report is to evaluate …

Make clear recommendations: It would benefit those involved if …

Summarise your opinion in the final section: Overall, the experience was beneficial in that it …

Be objective and impersonal throughout, although you may be referring to personal experience: The décor was impressive.

4 **Read the Exam focus, the task and the report. Which point(s) in the Exam focus has the writer not addressed?**

A hotel chain has commissioned you to stay at one of their hotels and write a report about your experience, without the hotel staff being aware of the purpose of your stay.

Your report should describe your stay at the hotel, outline any problems and make recommendations for improvements.

★★★★☆

Report on Beech Hotel

Introduction

The purpose of this report is to give an overview of the facilities and services provided by the Beech Hotel, from a guest's perspective, outlining any areas in need of improvement.

Staff

At the start of my overnight stay I was greeted warmly by the receptionist and checked in quickly and efficiently. I was given full information about the various services offered and personally shown to my room. Unfortunately, other members of staff were not so accommodating. When querying the lack of options for a vegetarian in the restaurant, I was treated abruptly. And on checking out the following morning there was a long delay while a different receptionist struggled with tech issues, giving no apology or explanation. My room was clean, well equipped with basic necessities, and tastefully designed and furnished. What was unacceptable was the fact that the windows would not completely close and it was freezing. I was unable to change rooms as the hotel was full. The room information folder was also outdated.

Facilities

The indoor pool was closed for repairs and some parasols in the gardens were broken. However, the gardens themselves were well tended and I loved the guest lounge.

Recommendations

There needs to be more attention to detail, such as updating room information and carrying out general repairs systematically in order to maintain a good standard. From my conversations with the staff it appears that there is a high turnover, for whatever reason. More should be done to retain staff, with additional training being offered.

Conclusion

The hotel runs well and offers good accommodation, grounds and facilities. If the issues outlined above are addressed, there is no reason why the Beech Hotel should not regain its status as one of the popular hotels in the locality.



5 **Quickly read the report below and answer the questions.**

1 Who requested the report?
2 What is its purpose?
3 What rating (out of five) do you think the writer would give?

6 **Complete the gaps 1–5 in the report with the correct sentences A–E.**

Report on local parks

Introduction

As requested by the council I am submitting this report on the state of our local parks from a local resident's point of view. I have considered how well they are maintained and include recommendations for any aspects that require improvement. [1]_____

Plants and trees

The parks have been well designed and the choice of flowers, trees and shrubs in these areas is generally good. [2]_____ It also appears that trees that had come down in the gales last winter have not yet been completely removed or replaced. Branches still block a few park paths. The amount of park space given to grass is satisfactory, in my opinion.

Maintenance

In general park maintenance seems to be appropriate and efficient. [3]_____ I noticed that the fence bordering the river in Laine's Gardens is falling into disrepair and this could possibly present a danger to children playing close to it.

Recommendations

It would be appreciated if more brightly coloured flowers could be planted to keep parks colourful throughout the year. [4]_____ The riverside fence must be repaired as a matter of urgency because of the potential danger it presents.

Conclusion

Overall, the current state of the parks and gardens in the area is impressive.

[5]_____

A If the above recommendations are implemented, it will ensure that the public can continue to profit from the relaxing open spaces offered.
B However, I was somewhat concerned about the lack of colour in the south of Kennett park.
C Grass is cut regularly, and litter collected and cleared every day.
D Fallen branches should be removed and replaced as soon as possible to unblock the paths.
E It is based on interviews conducted with members of the public who use the parks on a regular basis.

EXAM BOOST p24

Complete the Exam file exercises on page 24.

7 **Read the Exam task in Ex 8 then look at the ratings below. In pairs, discuss what things could be mentioned in each of the categories and what the details might be in relation to the ratings.**

1 Location and amenities: ★☆☆☆☆
2 Basic services: ★★★★☆
3 Décor and furnishings: ★★★★★

EXAM TASK

8 **A company that rents out city accommodation for short breaks has asked you to stay in one of their apartments for a few days and to write a report on your experience. The owner will not know the reason for your stay.**

Your report should describe your stay at the property, outline if and when it fails to meet expectations and suggest any improvements that could be made.

Write your report in 220–260 words.

9 **Exchange your reports with another pair and compare the points you commented on in Ex 7. Do the reports follow the points in the Exam focus?**



PRACTICE TASKS

READING AND USE OF ENGLISH – PART 1

1 **Read the text below and decide which answer (A, B, C or D) best fits each gap.**

Small town living

The small town often gets overlooked in the debate about whether city living or country life is better. But they are by no **(0)** __A__ second best, and in fact, there are some excellent advantages to living in one.

On the **(1)** _____ of affordability, for example, small towns can be relatively cheap to live in. As a **(2)** _____ of thumb, shopping and accommodation are significantly cheaper than **(3)** _____ city prices. This means your salary, especially if you earn it in a nearby city, goes a lot further.

It **(4)** _____ to reason that there's a slower pace of life in smaller places, too, with shorter rush hours and lower pollution levels. There's often a reduced crime rate, and there are other **(5)** _____ , too: you'll rarely be competing for a table at a restaurant or seat at the cinema.

But if you're **(6)** _____ to think small-town life sounds boring, think again. Smaller towns often have an increased sense of community, friendships are **(7)** _____ easily, and there's often a **(8)** _____ social life.

0	**A** means	**B** accounts	**C** ways	**D** times
1	**A** field	**B** concern	**C** detail	**D** subject
2	**A** rule	**B** test	**C** case	**D** point
3	**A** expanded	**B** heightened	**C** inflated	**D** extended
4	**A** comes	**B** stands	**C** makes	**D** gives
5	**A** perks	**B** additions	**C** premiums	**D** assets
6	**A** decided	**B** persuaded	**C** convinced	**D** inclined
7	**A** brought up	**B** struck up	**C** caught up	**D** drawn up
8	**A** living	**B** succeeding	**C** thriving	**D** profiting



READING AND USE OF ENGLISH – PART 2

2 **Read the text below and think of the word which best fits each gap. Use only one word in each gap.**

The paleo diet

The paleo diet is what we believe our ancient ancestors ate. If it hadn't **(0)** __BEEN__ for agricultural progress, we might still be eating this way today. Many think that if we **(1)** _____ to follow it ourselves, we'd be less likely to develop certain health conditions.

So, what does the diet consist of and **(2)** _____ we better adopt it in order to keep ourselves healthy? It **(3)** _____ assumed that before farming, people only ate what they **(4)** _____ hunt, fish or gather. This would **(5)** _____ included meat, fish, poultry, eggs, vegetables, fruits, berries and nuts. Dairy, sugar, salt and grains weren't consumed.

It sounds good, but **(6)** _____ you be thinking the paleo diet must be better for us since it includes no processed foods, you'd only be partly right. It can have detrimental effects, warn nutritionists. Without dairy, for example, it can be difficult to get enough calcium, and **(7)** _____ you ate more meat to replace pasta, say, you might unwittingly **(8)** _____ consuming more 'bad' fats. The bottom line? Balanced diets rule.



6 | SIX

VOCABULARY: Fixed phrases

1 **What are the attractions of playing traditional games as opposed to playing popular computer games? Describe a traditional game from your country without giving the name, for your partner to guess. Think about pieces, board, instructions, etc.**

2 6.1 **You are going to hear a researcher of traditional games on a podcast about dominoes. What might you expect him to mention? Listen and compare your ideas. Which information was new for you?**

3 **In what context does the speaker use the following words and phrases?**

all accounts first glance loose end my element
no means no time stretch

4 **Complete the sentences with the correct prepositions.**

1 She looked everywhere on the hard drive _____ **vain** for the assignment and had to start again from scratch.

2 I posted a comment about the new game and _____ **no time** it went viral.

3 _____ **no means** can I come to the gaming convention _____ **such short notice**.

4 The word game asks the players to solve a clue which _____ **turn** leads on to the next.

5 David reached the final of the competition _____ **default** because his opponent in the semis was ill and pulled out.

6 My dad is _____ **his element** when we get out board games. He usually wins and never lets us forget it!

5 **In pairs, complete the B sentences by choosing the correct alternative. Then write a possible A sentence for each pair.**

1 A I try to fit in at least half an hour's aerobic exercise every day.
B In **theory** / **theme** it's really good for your health, but it takes a lot of dedication!

2 A _____
B At a **length** / **stretch** I can keep going for about 30 minutes!

3 A _____
B At first **look** / **glance** it looked easy, but it certainly wasn't.

4 A _____
B I usually do that when I'm at a(n) **loose** / **extra** end.

5 A _____
B I would really love to see him in **action** / **movement**!

6 A _____
B I wish I'd seen it. By all **summaries** / **accounts** it was excellent.

6 **Do you think computer games will outlive traditional games like dominoes? Why? / Why not?**

EXAM FILE p13

1 **Work in pairs. Discuss the question. Then share your ideas with the class.**

Some people believe that humans have a sixth sense. How many examples of what is sometimes considered to be a sixth sense can you think of?

2 6.2 **Listen to extracts from listeners to a radio programme inviting comments about a sixth sense. Were any of your ideas from Ex 1 mentioned?**

EXAM FOCUS

Identifying similar opinions

It may not be immediately clear whether one writer agrees with another's opinion.

1 Look for synonyms for different words: hunch = intuition

2 Check for paraphrasing of verb phrases: The argument was difficult to follow = I was confused about the writer's opinions

3 Read beyond one sentence

a to look at exemplification which clarifies an opinion.

b to see whether the writer backtracks (returns to a previous point) to change an opinion.

3 **Read the Exam focus and answer the question.**

Do the writers of these comments agree about intuition? Highlight synonyms and paraphrases that support your answer.

A As far as having a 'gut feeling' about something implying that some sort of sixth sense is concerned, I have my reservations. While I would go along with the possibility that we can pick up clues from people's behaviour about how they're feeling and maybe what they're going to do, I wouldn't go so far as to say this is something extraordinary.

B People talk about having hunches or being intuitive, and I don't want to disagree completely. There may be something in the idea that body language or voice inflections can subconsciously alert us to certain things but for me, this is something quite natural and I can't see it being linked to the idea of a sixth sense.



EXAM BOOST p12

Complete Exam file SECTION B on page 12.

4 **Read the definitions for empathy and sympathy. In pairs, think of an example situation for both words. Share your ideas with the class.**

sympathy
is when you understand and care about the feelings of another

empathy
is when you understand the feelings and can imagine yourself in the same situation.

EXAM TASK

5 **You are going to read four reviews of a book about how empathy might be considered a sixth sense. For questions 1–4, choose from the reviews A–D. The reviews may be chosen more than once.**

Which reviewer

holds a different view from the others regarding whether empathy may be considered a sixth sense? 1 ☐

disagrees with reviewer C about how the book develops? 2 ☐

has a similar view to reviewer D about the proof offered in the book for the theories stated? 3 ☐

has a similar view to reviewer C about the book reflecting current public interest? 4 ☐



EMPATHY – our SIXTH SENSE?

A The belief that humans possess a sense in addition to the five we are aware of is by no means new or revolutionary. Far from it. The proponents of a 'Sixth Sense' have a conviction that since scientists cannot yet understand the function of a significant part of our brains, that there must be a sixth sense hiding in there somewhere. In this, they are rather similar to those who insist that because the universe is so vast, there simply has to be life beyond Earth. In her book 'Empathy – sixth sense?' Anna Dawlish deals with the possibility that the ways human beings understand and identify with others' emotions may potentially hold the answer to the question of that extra sense. In that, I applaud her thinking. However, for me the research was not sound, and I found myself confused by a sea of anecdotal evidence. Her link between intuition and empathy could have been better made, and the logical structure of the book seemed flawed to me. I remained unconvinced that reading the book had been a good investment of my time.

B My immediate reaction to reading 'Empathy – sixth sense?' was one of relief. It appears that there might be a specific reason for what people have labelled 'my extreme sensitivity'. I've long mocked my own tendency to cry easily, described my discomfort in crowds and preference for solitude as phobic, and considered my physical reactions to others' injuries as squeamish and a weakness. Dawlish has allowed me to reconsider this self-assessment by maintaining that we all have a threshold for empathising with others, and that some, like yours truly, have a low one – basically, I identify with others' feelings, etc. more than most people do. It is good to read about a topic that people actually haven't considered before, and the book is well-constructed and easy to follow, but I do wonder however whether she goes too far (certainly out on a limb as far as other psychologists are concerned) when she speculates that this characteristic is in some way linked to a sixth sense. It seems to me that although offering some convincing evidence for her claims that this is something slightly more than a personality trait, to give extreme empathy this title is awarding it too much significance.

C There seems to be a fashion these days to attribute certain behaviour to our genetic make-up and while I admit that there are some conditions that warrant this, for the most part, giving scientifically official sounding names to things that are simply elements of people's characters irritates me considerably. 'Empathy – sixth sense?' by Anna Dawlish is an example of one such trend in my estimation. We all know the meaning of empathy but to suggest that it could be considered a sixth sense is simply, in my view, a clear-cut attempt to get a book on the best-sellers list. I would perhaps be less irritated if Ms Dawlish had written a book that clearly presented her ideas, with a logical progression. Instead, her writing takes the reader off on tangents and, in particular, her chapter on hunches seems disconnected from the main thrust of her arguments. In spite of my being an overly sensitive person, there is no way I could consider myself to have a sixth sense. The idea is, unfortunately, laughable.

D 'Empathy – sixth sense?' takes us through some fascinating interviews with people who have a high level of empathy, and who, according to the writer, are ultra-sensitive to the feelings and intentions of others. This publication is just the most recent in a long line of many on the popular topic of empathy, but differs from the rest in terms of its central premise that extreme empathy can be considered a sixth sense. While I can understand that empathy can explain in psychological terms the idea of hunches and intuition and removes the psychic element, the book has been compiled without any proper scientific studies and as such cannot be seen as adding anything relevant to that search for a sixth sense which intrigues so many of us. While doing little to satisfy this quest, I found the book engaging which was mainly due to the colourful characters whose experiences are documented.

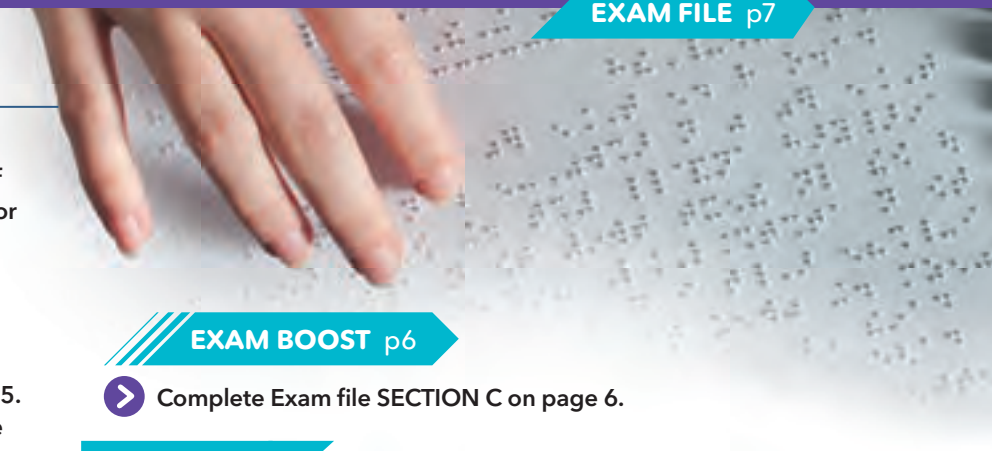
Speaking or writing

6 **Work in pairs. Have you ever had a hunch or a feeling about people or situations?**

7 **Write a post for the website detailing your opinions about whether, in your opinion, humans have a sixth sense, and what it is, or not, giving your reasons.**

EXAM TRAINER | pp34–37

EXAM FILE p7



VOCABULARY: Internal word changes

1 **What do you know about the six-dot braille system? Tell your partner. What other means of communication are there for those with visual or hearing impairments?**

2 **Turn to page 95 and read the text about the modern applications of braille. What are they?**

3 **Look at the words in bold in the text on page 95. What are their root words? What changes have taken place to create the new word?**

	Word	Root word
0	invaluable	value
	Remove the 'e' and add the suffix -able	
1	variation	_____
2	simplify	_____
3	inability	_____
4	undeniable	_____
5	visible	_____
6	comparable	_____
7	assurance	_____
8	reliably	_____

4 6.3 **Listen to two people talking about using braille. Then complete the sentences.**

Speaker 1

1 Blind people don't have a better sense of touch or better hearing than _____ (sight) people.
2 We have to work hard at braille … and use the same _____ (memory) techniques.
3 Braille has a huge _____ (signify) for me.
4 Unfortunately, braille _____ (literate) is on the decline, as younger blind people have a high _____ (depend) on note-takers and mobiles to get by.

Speaker 2

5 When people who know little about being blind see me holding one of my _____ (technology) gadgets, they _____ (vary) want to know how it works.
6 I don't mind their _____ (curious).
7 It's the perfect opportunity to educate people about what life's like for blind or _____ (vision) impaired people, and that promotes understanding and _____ (tolerate).
8 New technology's currently in development … so that people like me can read _____ (continue) with a stationary finger.

EXAM BOOST p6

Complete Exam file SECTION C on page 6.

EXAM TASK

5 **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).**

URBAN ART: graffiti for the blind

Although he is **(0)** SIGHTED himself, the graffiti artist known as 'The Blind' produces urban street art in braille for people with **(1)** _____ impairments.	SIGHT VISION
Using oversized braille letters created from plaster, The Blind's tactile art can be found on public walls everywhere from his home town of Nantes, France, to Saint Petersburg in Russia. His **(2)** _____ appeal both to those who can see and those who can't. They are also **(3)** _____ amusing: 'Do not touch' reads one **(4)** _____ .	INSCRIBE DENY COMPOSE
Since graffiti is prohibited in many public spaces, The Blind's graffiti is actually **(5)** _____ . It all started after he was thrown out of a museum in an **(6)** _____ manner after touching an exhibit which he thought had a fascinating-looking texture. A favourite anecdote of his is the time he told police he was carrying out an **(7)** _____ for blind people by making public signs for them. They thought it was a great idea and left him alone.	LAW DIGNITY INITIATE
Nowadays, The Blind makes a living from his braille graffiti and is considering his most **(8)** _____ work yet: a graffito on the Great Wall of China.	PROVOKE

Speaking or writing

Go to page 93 for these exercises.

EXAM TRAINER | pp18–19 Exs 10–12

EXAM FILE p31

1 **What do you know about Route 66? What other famous routes or roads do you know of? Are there any famous routes people travel in your country?**

2 6.4 **Listen to a tour guide talking about Route 66 and answer these questions:**

- Why did the road become popular?
- What contributed to its decline?
- What is happening to the road now?

EXAM FOCUS

Understanding specific information and stated opinion

In this part of the exam, you need to process and understand specific information and the speaker's stated opinion in order to complete the gaps with the right word(s).

Here are some examples of sentences which express the speaker's opinion:

- Victor uses the word 'overwhelmed' to describe how he felt on arrival at his destination.
- Victor thought that the history behind the road was especially fascinating.

Here are some examples of sentences which state specific (factual) information:

- Victor was invited to attend a car auction at his first stop on the route.
- Victor's sole companion on the boat talked about his work as a lighting technician.

3 **Read the Exam focus. Now look at some information from the recording in Ex 2. Which sentences are factual (F)? Which include opinion (O)?**

1 Route 66 was established on November 11th, 1926.
2 Road signs weren't erected until the following year.
3 The road served as the main – and what's more, crucial – route for migrants to the west during the 1930s.
4 The highway became increasingly popular and, understandably, businesses sprang up along it to cater for travellers.
5 Numerous roadside attractions were built, such as museums, animal farms and drive-in movie theatres.
6 Although many sections of the new roads followed alongside the old route, it was eventually replaced in its entirety.
7 It ultimately fell into disrepair, and sadly, multiple business died with it.
8 The road was officially decommissioned from the U.S. Highways System in 1985.
9 Those who wanted to travel the old Route 66 for nostalgic reasons found it frustratingly difficult to navigate.
10 Now people can drive parts of the Historic Route 66, and there is a route for bicycles, too.

EXAM BOOST p30

Complete Exam file SECTION B on page 30.

EXAM TASK

4 6.5 **You will hear a woman called Nadine talking on a radio programme about her experiences of travelling Route 66 in the USA. For questions 1–8, complete the sentences with a word or short phrase.**

Travelling Route 66

Nadine and her friend did a lot of research before travelling in case of any **(1)** _____ they took.

Nadine enjoyed trying some **(2)** _____ at their first stop at a diner.

Nadine describes her experience of staying the night in a motel as a(n) **(3)** '_____' one, due to its historic past.

At the Hall of Fame Museum, Route 66 **(4)** _____ caught Nadine's attention.

Nadine took some great shots of what she and her friend called the **(5)** _____ when they got lost one day.

Nadine thinks some listeners will be interested by a stretch of road known most commonly as the **(6)** _____ .

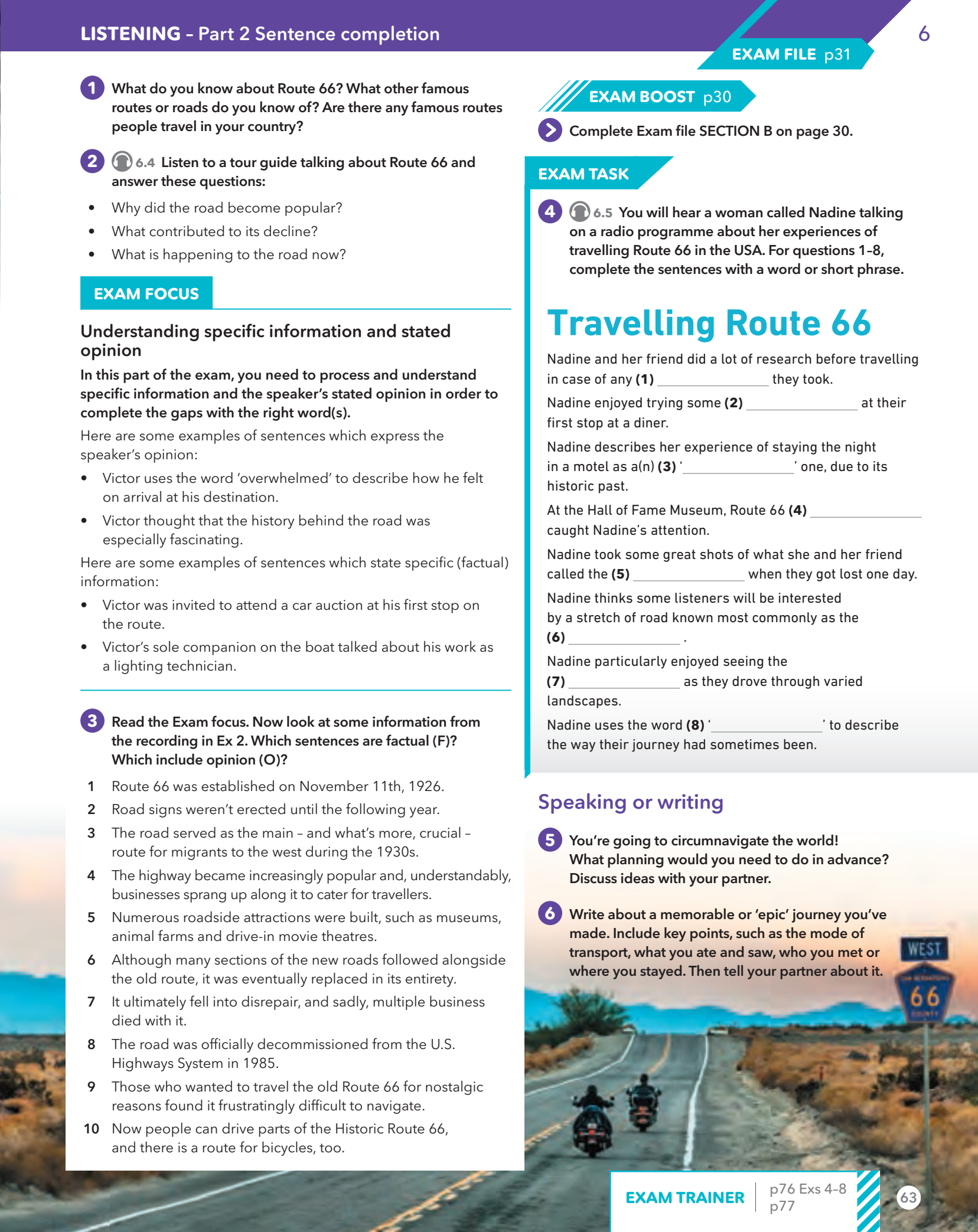
Nadine particularly enjoyed seeing the **(7)** _____ as they drove through varied landscapes.

Nadine uses the word **(8)** '_____' to describe the way their journey had sometimes been.

Speaking or writing

5 **You're going to circumnavigate the world! What planning would you need to do in advance? Discuss ideas with your partner.**

6 **Write about a memorable or 'epic' journey you've made. Include key points, such as the mode of transport, what you ate and saw, who you met or where you stayed. Then tell your partner about it.**



EXAM TRAINER p76 Exs 4–8 p77

EXAM FILE p9
GRAMMAR FILE pp108–109

GRAMMAR: Verb and noun phrases

1 **Snowflakes naturally have six points. Can you think of any other examples of six-sided shapes in nature?**

2 6.6 **Listen to a science student giving a talk about six-sided shapes in nature. What six-sided things does she mention?**

3 **Look at the sentences from the talk in Ex 2. Replace the words in bold with a noun (n) or verb phrase (v) to complete the second sentence.**

1 Honeycomb provides **storage** for honey.
Honey _____ (v) in honeycomb.

2 Honeycomb hexagons soften into **interlocking** shapes.
Honeycomb hexagons soften and _____ (v + adj in different form) in different shapes.

3 Dragonflies **experience** colour in a far superior way to any other known creature.
The _____ (n) dragonflies have of colour is far superior to any other known creature.

4 It is in inorganic structures that we might **expect** to find hexagons more frequently.
There is _____ (n) that we will find hexagons more frequently in inorganic structures.

5 Water molecules **form** hexagons when they are arranged just right.
The _____ (n) hexagons takes place when water molecules are arranged just right.

6 This hexagon is an **unchanging** feature of that planet.
This hexagonal feature of the planet does _____ (v).

4 **Turn to page 95 and read the text about the use of hexagons in everyday life. Transform the phrases in bold in the text using the words given in capital letters below and any other necessary words. You will need to change the form of the word in capital letters, using the part of speech shown in brackets.**

0 CIRCLE (n) If nuts and bolts were formed as circles , it would be hard for tools to grip them.

1 TIGHT (v) When nuts and bolts are screwed together, they _____ as a result.

2 PREVAIL (n) The _____ of the shape of nuts and bolts throughout the centuries is due to this.

3 DENSE (adv) Individual pieces can _____ together.

4 CREATE (n) The _____ takes place when they are stitched together.

5 PREVENT (v) The pencil's hexagonal shape _____ rolling.

6 MANUFACTURE (v) While they _____ , they can be stacked together without wasting space.

EXAM BOOST p8

Complete Exam file SECTION C on page 8.

EXAM TASK

5 **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. Here is an example (0).**

0 Circles cannot be packed as densely together as hexagons.
COMPARISON
Circles have a low packing DENSITY IN COMPARISON WITH hexagons.

1 It is the rigidity of triangles that makes them one of the strongest shapes.
ARE
Triangles _____ what makes them one of the strongest shapes.

2 The square is not a particularly strong shape as it can easily be flexed into a rhombus.
DEAL
There is not a great _____ the square as it can easily be flexed into a rhombus.

3 Circles are measured by circumference, diameter and radius.
OF
The _____ consist of its circumference, diameter and radius.

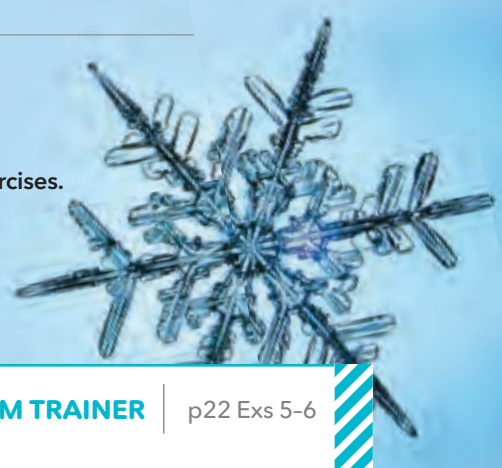
4 Triangles aren't commonly used in home construction – imagine walking through a triangular door!
COMMON
It isn't _____ using triangles – imagine walking through a triangular door!

5 The majority of man-made diamonds are used for industrial purposes.
USAGE
The _____ man-made diamonds is industrial.

6 In maths, symmetry can have a very precise definition.
BE
Symmetry can _____ in mathematics.

Speaking or writing

Go to page 93 for these exercises.



EXAM TRAINER | p22 Exs 5–6

EXAM FILE p41

1 **Look at the picture and discuss what it might tell us about the character of the person whose workspace this is. If we say that this person is 'at sixes and sevens', what do you think the phrase might mean?**

2 6.7 **Listen to an exchange on a radio programme about organisation between the owner of the workspace in the picture below and a psychologist and answer the questions.**

1 What examples of disorganisation does the speaker give?
2 What reassurance does the psychologist give him?

3 **Answer the survey questions and compare your answers with a partner, giving examples. How similar are you?**

Do you (or someone you know …)

1. usually write 'to-do' lists? If so, do you tend to do the things on the lists or not?
2. have a special place for everything?
3. ever double-book yourself, or forget appointments?
4. usually plan things or leave them to the last minute?
5. make a daily schedule for when you're on holiday?
6. usually arrive on time, well before time, or late for arranged meetings?



4 **In pairs, write down some problems there might be when living with a very disorganised person. Swap with another pair and discuss the different problems.**

5 6.8 **Listen to two candidates discussing which of several problems about living with a disorganised person might be most difficult to deal with. Which problems do they mention?**

6 6.9 **Read the Exam focus. Listen again to the discussion from Ex 5. Which phrases from the Exam focus did they use?**

EXAM FOCUS

Evaluating, referring, reassessing

After a Part 3 discussion task you will be asked a decision question related to your discussion. When discussing this question, you will need to revisit the points you discussed, evaluate them, perhaps reassess and work towards a decision or choice.

So, looking again at these …

Taking everything that we said into consideration, I'd go for …

I know we talked about these two points as being important, but if we have to choose the most … which would you go for?

I appreciate that we said that … but … on reflection

OK, to summarise – if I remember rightly, we agreed that these two points were … because …

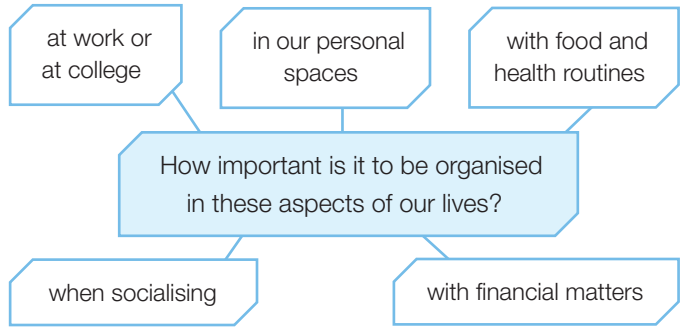
EXAM BOOST p40

Complete Exam file SECTION B on page 40.

EXAM TASK

7 **Here are some aspects of our lives where we need to be organised to some extent, and a question for you to discuss. First you have some time to look at the task.**

Now, talk to each other about how important it is to be organised in these aspects of our lives.



Now you have about a minute to decide which aspect of our lives is most important to be organised.

Speaking or writing

8 **Do you think multitasking or dealing with one task at a time is the more efficient way of working? Why?**

9 **A friend has emailed you complaining about their lack of organisation and asking you for your advice on how to become better organised. Reply to their email, either sympathising with them, explaining that you have similar problems, or giving them some tips.**

EXAM TRAINER | p99 Ex 5

EXAM FILE p19
VOCABULARY FILE pp124–125
WRITING FILE p130



1 Write down as many important dates from history as you can remember in one minute. Compare with your partner and see if they know what happened on the dates you've written. Do you think it's important to learn dates in school history lessons? Why? / Why not?

2 Match the important dates in world history with the events.

HOW'S YOUR WORLD HISTORY?

MATCH THE YEARS TO THE HISTORICAL EVENTS.

☐ ☐ 3 ☐ ☐ ☐ ☐ ☐ ☐ ☐

2560 776 BCE | 1066 CE 1564 1789 1891 1945 1953 1969 1989

1 Invention of World Wide Web
2 First man walked on the moon
3 Norman invasion of Britain
4 French Revolution began
5 Great Pyramid of Giza completed
6 Discovery of DNA structure
7 First Olympiad
8 United Nations formed
9 Shakespeare was born
10 Invention of basketball

3a Read the essay title in Ex 4 and discuss what points you might include and related opinions. Complete the notes below in Ex 4, using your own ideas.

3b 6.10 Now listen to a podcast from a writer talking about history lessons. Does he mention any of your points or opinions?

4 Your class has watched a TV discussion about the best ways to teach history to children at primary school. You have made the notes below:

What's the best way to teach history to children at primary school?

_____
_____
_____

Some opinions expressed in the discussion:

_____
_____
_____

Write an essay discussing **two** of the best ways in your notes to teach history to children at primary school. You should **explain which way you think is the more important**, giving **justifications** for your answer.

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

UNIT 1 GRAMMAR FILE

REFERENCE

PERFECT AND CONTINUOUS TENSES

Simple aspect

The action is viewed as a fact. We use this for routine or regular repeated actions, habits and for permanent situations.

I **don't eat** meat.

I usually **got** the tram to work.

They will **live** in a side street off the Ramblas.

Continuous aspect

The action is continuous. We use the present continuous when we use dynamic (action) verbs to talk about:

actions happening at a particular moment.

A: Where's Terry?

B: She's in the kitchen – she**'s making** a cup of tea.

When Sam called, I **was eating.**

changing/developing situations.

Inma **was improving** her English.

temporary situations.

He **will be working** as a cleaner until he can find a better job.

annoying or surprising habits with **always**.

I**'m always forgetting** to charge my mobile.

present plans and arrangements for the future.

Are you **doing** anything next weekend?

PERFECT ASPECT

Simple

The action happened at some unknown time between then, the past, and now, the present time of speaking; a point before a time in the past; the present and a point of time in the future.

I **have eaten** a lot today.

I overslept because I **had forgotten** to set my alarm.

We**'ll have finished** eating by the time you get here.

We use the perfect simple:

to talk about states, single or repeated actions over a long period of time up to the present (often with **ever** / **never**, **often** / **always**).

I**'ve always dreamt** of visiting New York

It was only the second time I **had travelled** by plane.

He **will have missed** at least ten of the classes this term.

to talk about recent single actions with a present or past result (often with **just**, **already**, **yet**).

I**'ve already started** making spaghetti for dinner, so I don't want to go out.

I**'d just got back** from Australia so I was tired.

to talk about an unfinished period of time up to the present, past or future (often with **for** / **since**, **this week** / **month** / **year**).

Irene **has lived** in Abu Dhabi for just over a year.

They **had been married** since early that year.

We **won't have seen** him for a couple of months.

Continuous

We use the perfect continuous:

to talk about a recent activity when the effects of that activity can still be seen in the present or past.

A: Why are you crying? **B:** I**'ve been chopping** onions.

to emphasise the length or repetition of an action.

I**'ve been trying** to get through to Max all morning, but he doesn't have his phone switched on.

In January **he'll have been working** there for six years.

I**'d been working on** the essay for over two weeks.

to suggest the short-term nature of an activity.

I**'ve been working** in advertising for the past ten years but now feel it's time for a change.

to suggest that an action is not complete.

I**'d been trying** to teach myself to play the piano but I'm still pretty terrible.

We tend to prefer the perfect simple for talking about more permanent situations.

She**'s lived** in Rome since she was a child.

We prefer to use the perfect continuous for more temporary situations.

She**'d been living** out of suitcase for months, so she was glad to get home.

STATIVE AND DYNAMIC VERBS

There are two categories for verbs in English: stative verbs and dynamic verbs.

Dynamic verbs can be used in simple and continuous aspects. Stative verbs cannot normally be used in the continuous.

Some verbs have both stative and dynamic meanings. We only use them in continuous forms with their dynamic meaning, but not with their stative meaning.

I was **feeling** a bit rundown. (dynamic; feel = experience a feeling or emotion)

I **feel** that the situation will improve in the near future. (stative; feel = have an opinion)

PRACTICE

PERFECT AND CONTINUOUS TENSES

1 **Complete the sentences using the correct present form of the verbs in brackets.**

1 I _____ a lot of headaches over the last couple of months. (get)
2 Karl _____ from home at the moment. (work)
3 Rafaella _____ in Sweden for six months next year because of her job. (live)
4 My neighbours cut down two tall trees last month because people _____ that they were dangerous. (always complain)
5 They _____ the results of the survey by the end of next week. (publish)
6 I _____ the strangest message from Karen about her plans for the summer. (just have)
7 Where _____ of travelling to next? (you / think)
8 I _____ revising but I still went out with my friends. (not finish)

2 **Five of these sentences contain errors. Find the errors and correct them.**

1 I'm loving living in London at the moment. It's great.
2 They're having three children: Hanna, Charlie and Aurora.
3 She denies having had anything to do with the robbery.
4 This soup tastes a bit strange.
5 He's not understanding anything about technology.
6 I have a break at the moment in the garden, so I'll get back to you a bit later.
7 We were thinking about whether to visit you while in London, but decided there wasn't enough time.
8 I'll believe it when I am seeing it!



3 **Choose the correct alternatives.**

Working freelance

Before going freelance, I [1]**was / 'd been travelling** to work for over a decade. I [2]**was trying / 'd tried** doing the journey by train. There was a lot of staring out of windows and waiting because signals [3]**had failed / been failing** or other trains [4]**had broken down / been breaking down**. Once we [5]**were waiting / waited** for the train to leave when the station announcer said, 'No trains at all [6]**will be running / have run** for the next four hours!' Fury all round! But now, for at least the forseeable future, I [7]**work / am working** from home. I [8]**think / am thinking** that being alone, without distractions, [9]**has benefitted / benefitted** me considerably over the last few weeks. I am more productive and I feel that friends and family respect the fact that I [10]**have / am having** certain hours in the day when I am 'at work' so to speak, and they [11]**don't always ask / aren't always asking** me out. By the end of this week I [12]**'ll have been working / 'll work** from home for two months and I'm guessing I[13]**'ll have got through / 'm getting through** 20 percent more work by then than I used to get through in the office. So, I [14]**'m not returning / won't be returning** to the daily commute any time soon!

Pronunciation

4 **Mark the three main stresses in each sentence.**

1 What have you been doing since I last saw you?
2 How have you been feeling over the last few days?
3 Where had you been working before coming here?
4 How will you be commuting when the job hours change?
5 What's been the most important thing you've learnt today?
6 How much will you have earned by the end of the year?

5 1.1GF **Listen and check. Then listen again and repeat the sentences.**

6 **Make questions from the prompts. Put the verbs in the correct forms.**

1 What you / work on / when / the computer / crash?
2 How long / plane fly / before / they serve / dinner?
3 How much / report / you complete / by the time / you leave / later today?
4 How / you / commute / when / train strike / happen / next week?
5 How long / you / not sleep / well?
6 How many people / you / discuss / the problem with / last week / before / you / get a result?
7 Why / he / always complain / about the food in our canteen? It / usually be / fantastic.

UNIT 1 VOCABULARY FILE

WORDLIST

Phrasal verbs
associated with
back down
catch on
come out with
devote (yourself) to
fall for (nonsense)
follow through on
move on (with)
pay someone back for
put (yourself) forward for
put forward
read up on
spring up
take (someone) in
throw (yourself) into

Nouns
bravado
camouflage
fingerprint
leap
outlet
practical joke
primate
ridge
segment
stigma
(someone's) take on (something)

Adjectives
apprehensive
credible
daunting
empowering
makeshift
misleading
sceptical
unscrupulous

Adjectives + prepositions
incapable of
regardless of
suited to

Verb + noun collocations
boost your determination
dismiss a theory
exceed (your) expectations
play a joke on
pose a threat to
realise an ambition
release tension
seasoned traveller

Fixed phrases
a step too far
all things considered
at the forefront
be inclined to think
capture the public's attention
come to blows about
get cold feet
get stuck for words
get stung by
in retrospect
in the same breath
let alone
out of your comfort zone
play on ignorance
roll off the tongue
while I'm on the subject

PRACTICE

1 **Complete the sentences with the correct form of verbs from the wordlist.**

1 Suzie is _____ **with** her life now, after being off sick for a while.
2 I totally _____ **for** this ridiculous story my classmate told me and felt really silly!
3 I've been _____ **on** British history and it's really interesting.
4 Who put salt in my coffee?! I'll _____ you _____ **for** that when I find out!
5 I don't think the technology _____ **on** until it's more affordable.
6 Our brand is _____ **with** luxury.
7 Daniel _____ **with** this really funny joke the other day – we couldn't stop laughing.
8 Sam's thinking about _____ himself _____ **for** president of the chess club.

2 **Replace the phrases in bold with the correct form of these phrasal verbs.**

back down | devote (yourself) to | follow through on | put forward | spring up | take (someone) in | throw (yourself) into

1 I've really **put a lot of effort and energy into** my new job – I love it.
2 The team have **given a lot of time and attention to** the project and we've made great progress.
3 Zeke **suggested** the idea of holding a talent contest and everyone thought it would be a success.
4 New restaurants are **appearing** all over the town now it's becoming more prosperous.
5 It's OK making promises but you need to **carry them out**.
6 Jenny never **admits to being wrong** in an argument. It's really frustrating.
7 I was completely **deceived** by the guy's story and gave him my last few coins.

3 1.1VF **Listen and decide what noun from the wordlist is being described by each person.**

1 _____ 4 _____ 7 _____
2 _____ 5 _____ 8 _____
3 _____ 6 _____

4 **Match the adjectives in the wordlist with their definitions.**

1 behaving in an unfair or dishonest way
2 deserving or able to be believed or trusted
3 worried or nervous about something you are going to do
4 made to be used for only a short time when nothing better is available
5 frightening in a way that makes you less confident
6 tending to disagree with what other people tell you
7 giving someone more control over their own life or situation
8 likely to make someone believe something that is not true

5 **Complete the text with verb + noun collocations from the wordlist.**

I'm not a particularly [1] _____ , but I have been on a few holidays abroad with family and friends. Holidays are the perfect opportunity to relax, unwind and [2] _____ that's built up over months of work or study. I'm not what you might call adventurous, and I tend to choose organised package holidays that don't [3] _____ to my confidence – travelling solo would be my worst nightmare! So, it may come as a bit of a surprise to you that I recently [4] _____ of mine without dragging anyone else along to accompany me. It involved joining a tour to base camp on Mount Everest. I actually [5] _____ my own _____ and not only managed to make the journey without too much of a struggle, but I made some great friends, too. It's really [6] _____ my _____ to do some other interesting trips in the future, too.

6 **Complete the sentences with the correct form of useful phrases from the wordlist.**

1 I'm having second thoughts about moving to the USA now. It's a bit scary and I've _____ .
2 Extreme sports are totally _____ ! I'd much rather do something safer indoors.
3 I just do not know what to say! I'm completely _____ !
4 That taxi driver charged me an absolute fortune. I've really _____ by him.
5 My flatmate and I _____ who should clean the dishes yesterday. We've made up now, though.
6 _____ , I should have studied tourism instead of history at university. It would've helped me get a job as a holiday rep more easily.
7 I know you like playing jokes on me, but throwing eggs at my windows is just _____ .
8 What a brilliant name for your company. It just _____ and is really memorable.

Pronunciation

7 1.2VF **Match the word stress patterns to the words (o = weak, 0 = strong). Then listen and check.**

0o o0o 0oo oo0o o0oo ooo0o

0	ambition	o0o	5	traveller	_____
1	suited	_____	6	tension	_____
2	incapable	_____	7	determination	_____
3	regardless	_____	8	theory	_____
4	expectation	_____			

8 1.3VF **Listen again and repeat the words, using the correct word stress. Then write one more word or phrase from the word list which has the same word stress as the patterns below.**

1	0o	_____	4	oo0o	_____
2	o0o	_____	5	o0oo	_____
3	0oo	_____	6	ooo0o	_____

VOCABULARY BOOST

9 **Complete the verbs with these prepositions. Which verbs + prepositions are separable?**

at from on to

1 Residents of the town **objected** _____ the plans for a new motorway nearby.
2 I'm sorry but I've no idea what you're **hinting** _____ . Why don't you just tell me straight what it is you want?
3 Junior politicians should **abstain** _____ criticising the government.
4 We've **consented** _____ act as guarantors for our daughter, so that she can get a loan to set up her business.
5 I **pride** myself _____ meeting work deadlines, no matter how challenging it is to do so.
6 The council have **imposed** a ban _____ people riding bicycles through the park.
7 I've no idea how Nicola **inferred** all that _____ what I said. She's got the wrong end of the stick.
8 What are you **peering** _____ through the window? The neighbours will think you're spying on them!

WRITING FILE

Part 1 Essay

EXAMPLE QUESTION

▶ Unit 1 pp12–13, Unit 6 pp66–67

You have listened to a radio discussion on how to get communities more involved in environmental issues. You have made the notes below:

Ideas for making communities more aware of environmental issues

- easy recycling system
- 'clean-up' groups
- leaflets

Read the task carefully. Be careful to include the correct number of points from the notes.

Some opinions expressed in the discussion:

'The recycling system is so complicated at the moment. If the council could make it easier to follow, …'

'I think distributing advice leaflets to people's homes is the best system.'

'Surely, we need something active to appeal to young people like small groups in schools and colleges.'

Write an essay for your tutor discussing two of the ideas from your notes. You should **explain which idea would be more effective in making communities more aware of environmental issues**, giving **reasons** to support your opinion.
You may make use of the opinions expressed in the discussion, but you should use your own words as far as possible.
Write **220–260** words.

EXAMPLE ANSWER

Everyone is very concerned about the environment nowadays, but not everyone considers the environment on a daily basis. In fact, sometimes it is quite the opposite, so we need to look at how we can get everyone actively involved with environmental issues.

I think we can try and make it easier for people to contribute to helping improve their environment. Firstly, I believe it would be a good idea to create very straightforward leaflets with some clear and simple advice that everyone can follow. These could be dropped directly into people's homes. In this way, local residents will definitely see them and may even, for example, keep the leaflet in their kitchen as a checklist to follow.

Another immediate way to involve communities would be to set up 'clean-up' groups. These groups could not only do occasional cleaning of neglected areas such as parks but members could also train to become mentors who go into schools and make students aware of how they can help.

Overall, I would suggest that having clean-up groups may be the most effective route to involving people more widely in environmental issues because it is is very active and so likely to encourage young people's involvement. And these people will be the next generation who will be responsible for the environment, so to train them is vital.

Use your introduction to explain what the essay will discuss in general terms.

Remember to use topic sentences at the beginning of each paragraph.

When you are explaining why your chosen idea is the most effective, remember not to repeat the same points you made about this idea in earlier paragraphs.

EXAM HELP

- Reword others' opinions if used as support.
- Add reasons to support your opinions and examples to justify your arguments.
- Use linking expressions to connect ideas within and across paragraphs.
- Try and make your conclusion persuasive.

OVER TO YOU

Now write your own answer to the task. Include everything required in the task and use the Exam help to check your work.

USEFUL LANGUAGE

Introduction

Many people today think …
Nowadays there is a problem with …
It could be said that …

Presenting an argument

For this reason, …
As a result, …
This is due to …
On the other hand, …
In contrast, …
Although …
While …
Many people feel …
According to …

Conclusion

I am in favour of …
It seems to me that …
On the whole, …
Overall, …

EXAM FILE

CONTENTS

Exam boost

These pages provide practice exercises for specific language and skills for each exam paper and part. You are referred to the exercise sections from the main lessons when you should complete them.

Exam reference

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p5	**Reading and Use of English** – Part 2 Open cloze
p7	**Reading and Use of English** – Part 3 Word formation
p9	**Reading and Use of English** – Part 4 Key word transformations
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p44	**Exam overview**

EXAM BOOST

SECTION A

Fixed phrases

You may be required to choose a word or words to complete a phrase, or select the most appropriate phrase. It's helpful to think carefully about the meaning of the text, and the sentence you have to complete.

1 Complete the fixed phrases with words from the box.

event light matter question

1 a _____ of course
2 in any _____
3 in _____ of
4 be a _____ of

2 Match the fixed phrases in Ex 1 with their definitions (A–D).

A considering something, or taking something into account
B used to say that something will definitely happen or be true in spite of anything else that may happen
C the correct and usual thing to do in a particular situation
D used to say what the most important fact, part, or feature of something is

SECTION B

Collocations

You may have to choose the word which collocates with a word in the text. The other three options will have similar meanings, but will not fit the meaning of the sentence.

3 Choose the word that does NOT collocate with the adverb in each case.

1 **highly** controversial / efficient / held / sophisticated
2 **widely** available / held / similar / understood
3 **deeply** crafted / offended / regretful / upset
4 **broadly** accepted / attached / interpreted / similar
5 **strongly** attached / available / implied / opposed
6 **heavily** built / guarded / involved / offended
7 **finely** balanced / crafted / controversial / tuned

SECTION C

Phrasal verbs

You need to choose the answer which fits the context. All four options may be similar in meaning, so think carefully about the exact meaning of each word.

4 Match the phrasal verbs 1–6, with their definitions, A–F.

1	come across	A	start
2	come on	B	become conscious again
3	come over	C	experience something unpleasant
4	come round	D	move from one place to another
5	come under	E	happen
6	come up	F	seem to have particular qualities

5 Complete the sentences with the correct form of the phrasal verbs from Ex 4.

1 I've got a cold _____ . I don't think I'll come out this evening after all.
2 When I _____ after the operation, I felt a bit sick.
3 Has your family _____ from the USA for your brother's wedding?
4 The same problems have been _____ again and again with this programme.
5 Jenna _____ as a warm and genuine kind of person.
6 I've _____ a lot of pressure at work recently. It's been a stressful period.

SECTION D

Easily confused words

You may have to choose between words which are similar in meaning but not the same.

6 Complete the sentences with each pair of words. Use each word once only.

1 sympathy / empathy
_____ is when you're able to imagine what it must be like to be in someone's situation, whereas _____ is understanding and caring about someone's problems.
2 discrete / discreet
_____ means separate or different, whereas _____ means being careful not to cause embarrassment or attract too much attention.
3 illicit / elicit
To _____ something is to ask the right questions to get the information you want, whereas _____ means something that is illegal or disapproved of.
4 alternately / alternatively
_____ means one out of every two (e.g. days, weeks, months), whereas _____ is used to give a second possibility.

ABOUT THE TASK

- **You will read a short text with eight questions.**
- **You choose the word or phrase that best fits each gap from four multiple-choice questions.**
- **Only one of the options will fit each gap.**

NUMBER OF QUESTIONS
8 (with 4 options to choose from)

TASK
Short reading text

SCORING
1 mark per question

What is being tested?

This part of the exam focuses on your knowledge of vocabulary.
The questions may test your knowledge of:

- collocations, e.g. vitally important
- fixed phrases, e.g. do your utmost
- phrasal verbs, e.g. read up on
- precise meaning, e.g. Humans have evolved from ape-like ancestors.
- linking words, e.g. Alternatively,

Grammatical knowledge may be involved, too:

- what preposition follows a verb, e.g. be impressed by

How do you do it?

BEFORE THE TASK

- Read the title and whole text quickly to get a general understanding of the content and how the text is organised.
- Don't look at the options at this point.
- Look at the example given and think about why the answer is correct.

DURING THE TASK

- Read the text again carefully, stopping at each gap and reading the four options.
- If you think you know the answer, check your idea against the four options and choose the one that is closest.
- Check the words before and after each gap. You are looking for clues such as words that are followed by a particular preposition, or words that form part of a fixed phrase.
- If the gap includes linking words, make sure you read all the sentences around the gap.
- If you're not sure of an answer, cross out the options that are definitely wrong.
- If you are still not sure, choose the one that seems the most likely answer. You should always put an answer, as your guess may be right!
- Choose ONLY one of the four options: do not write your own word, even if it may fit the sentence.

AFTER THE TASK

- Read through the text again quickly with the words in place. Does it make sense? Can you see any mistakes?
- Make sure you have chosen an answer for each gap. No marks are lost for incorrect answers, so make a sensible guess.

Are you exam-ready?

Did you …

… read the text through quickly to get a general understanding? ☐
… stop at each gap and think about what word might be missing? ☐
… check your idea against the four options? ☐
… cross out the options that are definitely wrong if you are not sure? ☐
… choose the most likely answer if you are still not sure? ☐
… answer every question? ☐
… remember to read the text again at the end, to make sure it makes sense? ☐

Are you ready for Reading and Use of English Part 1? Identify an area to improve.