The B2 level, with all new content for the second edition, works at an upper-intermediate level of English, and prepares students for the B2 First for Schools exam.

- Lesson by lesson practice mirrors the Student’s Book
- Grammar, vocabulary, and skills practice consolidates learning
- Extend sections help build vocabulary beyond the Student’s Book
- Exam tasks for all skills in every unit build confidence for the exam
- Use of English sections every three units revise language taught so far in the form of a complete Use of English paper
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- A2 Key for Schools
- A2+ Pre-Preliminary for Schools
- B1 Preliminary for Schools
- B1+ Pre-First for Schools
- B2 First for Schools
- B2+ Pre-Advanced
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<table>
<thead>
<tr>
<th>Unit</th>
<th>Reading</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Wake up your senses!</td>
<td>topic: search for happiness</td>
<td>present tenses (p6)</td>
<td>Phrasal verbs (p7)</td>
</tr>
<tr>
<td></td>
<td>task: gapped text</td>
<td>comparative forms: adjectives and verbs</td>
<td>suffixes (p10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and adverbs (p9, p10)</td>
<td>introduction to collocations (p10)</td>
</tr>
<tr>
<td>page 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 On the bucket list</td>
<td>topic: summer holidays</td>
<td>past tenses (p16)</td>
<td>idiomatic phrases and expressions (p17)</td>
</tr>
<tr>
<td></td>
<td>task: multiple matching</td>
<td>articles (p19)</td>
<td>collocations (p17, p20)</td>
</tr>
<tr>
<td>page 14</td>
<td></td>
<td></td>
<td>linkers (p22)</td>
</tr>
<tr>
<td>3 All in a day’s work</td>
<td>topic: virtual school</td>
<td>future forms (p26)</td>
<td>phrasal verbs (p27)</td>
</tr>
<tr>
<td></td>
<td>task: multiple choice</td>
<td>determiners with countable/uncountable</td>
<td>verbs + prepositions (p30)</td>
</tr>
<tr>
<td>page 24</td>
<td></td>
<td>nouns (p29)</td>
<td></td>
</tr>
<tr>
<td>4 The heart of the city</td>
<td>topic: street stories</td>
<td>conditionals (p38)</td>
<td>compound nouns (p39)</td>
</tr>
<tr>
<td></td>
<td>task: multiple matching</td>
<td>alternative conditional forms (p41)</td>
<td>as or like (p42)</td>
</tr>
<tr>
<td>page 36</td>
<td></td>
<td></td>
<td>prepositional phrases (p42)</td>
</tr>
<tr>
<td>5 A good sport</td>
<td>topic: team talk</td>
<td>infinitive+ verb + ing (p48)</td>
<td>phrasal verbs (p49)</td>
</tr>
<tr>
<td></td>
<td>task: multiple choice</td>
<td>verb patterns (p51)</td>
<td>noun suffixes (p52)</td>
</tr>
<tr>
<td>page 46</td>
<td></td>
<td></td>
<td>prefixes (p52)</td>
</tr>
<tr>
<td>6 Viewpoints</td>
<td>topic: dyslexia</td>
<td>the passive (p58)</td>
<td>prepositions of place (p59)</td>
</tr>
<tr>
<td></td>
<td>task: gapped text</td>
<td>have/get something done (p61)</td>
<td>time phrases (p59)</td>
</tr>
<tr>
<td>page 56</td>
<td></td>
<td></td>
<td>suffixes (p62)</td>
</tr>
<tr>
<td>7 The full story</td>
<td>topic: fanfiction</td>
<td>reported speech (p70)</td>
<td>phrasal verbs (p71)</td>
</tr>
<tr>
<td></td>
<td>task: multiple matching</td>
<td>reporting verbs (p73)</td>
<td>prepositional phrases (p74)</td>
</tr>
<tr>
<td>page 68</td>
<td></td>
<td></td>
<td>adjectives+ prepositions (p74)</td>
</tr>
<tr>
<td>8 In it together</td>
<td>topic: social media sharing</td>
<td>modal verbs (p80)</td>
<td>phrasal verbs (p81)</td>
</tr>
<tr>
<td></td>
<td>task: multiple choice</td>
<td>linking phrases (p83)</td>
<td>phrases with have/keep (p81)</td>
</tr>
<tr>
<td>page 78</td>
<td></td>
<td>such a/so (p86)</td>
<td>phrasal verbs (p84)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>collocations (p84)</td>
</tr>
<tr>
<td>9 A matter of taste</td>
<td>topic: flipping a coin</td>
<td>relative clauses (p90)</td>
<td>phrasal verbs (p94)</td>
</tr>
<tr>
<td></td>
<td>task: gapped text</td>
<td>cleft sentences (p93)</td>
<td>nouns to adjectives (p94)</td>
</tr>
<tr>
<td>page 88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Practice Test</td>
<td>Reading and Use of English (p100)</td>
<td></td>
<td>Writing (p108)</td>
</tr>
<tr>
<td>page 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>Use of English</td>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>topic</strong>: supertasters</td>
<td>key word transformations (p9)</td>
<td><strong>topic</strong>: comparing activities</td>
<td><strong>topic</strong>: local events</td>
</tr>
<tr>
<td><strong>task</strong>: sentence completion</td>
<td>word formation (p10)</td>
<td><strong>task</strong>: long turn</td>
<td><strong>task</strong>: review</td>
</tr>
<tr>
<td><strong>topic</strong>: reading lists</td>
<td>open cloze (p19)</td>
<td><strong>topic</strong>: holiday preferences</td>
<td><strong>topic</strong>: a memorable journey</td>
</tr>
<tr>
<td><strong>task</strong>: multiple choice</td>
<td>multiple-choice cloze (p20)</td>
<td><strong>task</strong>: interview</td>
<td><strong>task</strong>: article</td>
</tr>
<tr>
<td><strong>topic</strong>: visiting a parent's workplace</td>
<td>key word transformations (p29)</td>
<td><strong>topic</strong>: benefits of volunteering</td>
<td><strong>topic</strong>: effective learning</td>
</tr>
<tr>
<td><strong>task</strong>: multiple matching</td>
<td>multiple-choice cloze (p30)</td>
<td><strong>task</strong>: collaborative task</td>
<td><strong>task</strong>: essay</td>
</tr>
<tr>
<td><strong>topic</strong>: out and about</td>
<td>open cloze (p41)</td>
<td><strong>topic</strong>: city vs. country life</td>
<td><strong>topic</strong>: local changes</td>
</tr>
<tr>
<td><strong>task</strong>: multiple choice</td>
<td>multiple choice cloze (p42)</td>
<td><strong>task</strong>: discussion</td>
<td><strong>task</strong>: email</td>
</tr>
<tr>
<td><strong>topic</strong>: floorball</td>
<td>key word transformations (p51)</td>
<td><strong>topic</strong>: team sport</td>
<td><strong>topic</strong>: coping with stress</td>
</tr>
<tr>
<td><strong>task</strong>: multiple choice: longer text</td>
<td>Word formation (p52)</td>
<td><strong>task</strong>: long turn</td>
<td><strong>task</strong>: article</td>
</tr>
<tr>
<td><strong>topic</strong>: mapping with sound</td>
<td>key word transformations (p61)</td>
<td><strong>topic</strong>: local wildlife</td>
<td><strong>topic</strong>: accuracy of information</td>
</tr>
<tr>
<td><strong>task</strong>: sentence completion</td>
<td>word formation (p62)</td>
<td><strong>task</strong>: collaborative task</td>
<td><strong>task</strong>: essay</td>
</tr>
<tr>
<td><strong>topic</strong>: entertainment</td>
<td>open cloze (p73)</td>
<td><strong>topic</strong>: how we use entertainment</td>
<td><strong>topic</strong>: short stories</td>
</tr>
<tr>
<td><strong>task</strong>: multiple choice: short texts</td>
<td>multiple choice cloze (p74)</td>
<td><strong>task</strong>: discussion</td>
<td><strong>task</strong>: story</td>
</tr>
<tr>
<td><strong>topic</strong>: group activities</td>
<td>key word transformations (p83)</td>
<td><strong>topic</strong>: things that affect relationships</td>
<td><strong>topic</strong>: sharing in the community</td>
</tr>
<tr>
<td><strong>task</strong>: multiple matching</td>
<td>multiple choice cloze (p84)</td>
<td><strong>task</strong>: collaborative task</td>
<td><strong>task</strong>: email</td>
</tr>
<tr>
<td><strong>topic</strong>: giving up social media</td>
<td>open cloze (p93)</td>
<td><strong>topic</strong>: shopping styles</td>
<td><strong>topic</strong>: making choices</td>
</tr>
<tr>
<td><strong>task</strong>: multiple choice</td>
<td>word formation (p94)</td>
<td><strong>task</strong>: long turn</td>
<td><strong>task</strong>: essay</td>
</tr>
<tr>
<td>Listening (p110)</td>
<td>Speaking (p113)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Complete the text with these words.

- cosy
- dismiss
- dull
- overwhelming
- pigeonhole
- pretty
- reluctant
- willing
- worthwhile

Small change. Big difference

Is life feeling 1 ............................................ and boring right now? Are you 2 ............................................ to get out and try something new? Then change. But this doesn’t mean taking on huge challenges that become 3 ............................................ . The key to shaking up your routine is to start small. Look for ways of changing the stuff you do every day: take a different route to school or college, download a song by a band you’ve never heard before, talk to a student you don’t normally mix with. These things might sound 4 ............................................ basic but don’t 5 ............................................ them. For one thing, they help to make day-to-day life a bit more fun. And they really can be 6 ............................................ because they make you start to think differently. It’s easy to 7 ............................................ yourself with fixed roles and routines. Making a change every day helps you escape in a risk-free way. And if you’re 8 ............................................ , to step out of your 9 ............................................ routine in small ways, you’re much more likely to take on bigger challenges.

2 Read the article on the right quickly. Choose the quotation (1–3) that best fits the main message of the text.

1 Whoever said money can’t buy happiness simply didn’t know where to shop
2 Have stories to tell, not stuff to show
3 Good advice comes from bad experiences

3 e Read the article again. Choose which sentence (A–G) best fits each gap (1–6). You do not need one of the sentences.

A A description of a difficult situation can over time turn into a funny story that becomes part of the speaker’s identity.
B While the happiness we get from objects fades over time, experiences define who you are.
C Firstly, the memory of an experience stays with us for a long time, much longer than the excitement you get from buying an object.
D So don’t give up buying objects completely but invest in some great experiences, too.
E There’s nothing wrong with objects: some are necessary, others are beautiful.
F He has been studying the link between money and happiness for over twenty years.
G They seem to regret missing an experience more than losing out on an object.

Extend

4 Complete the questions with the correct prepositions. Check your answers in the article.

1 What three objects are most important .......................... you?
2 Have you ever been left .......................... feelings of disappointment after buying something? What?
3 How many people are you connected .......................... on social media?
4 What’s happened this week to make you feel positive .......................... life?

5 Complete the comments (1–6) with the correct form of these pairs of words.

- regret / miss
- last / keep
- possession / stuff

Objects or experiences?

Sarah Add message | Report
I guess objects. I often ask ‘Why do I have all these 1 ............................................ ?’ But then I’m not very good at getting rid of all my old 2 ............................................ !

Hayley Add message | Report
Both. The only thing I 3 ............................................ is not getting tickets to see my team but I really 4 ............................................ seeing it live.

Liz Add message | Report
I think both. Experiences give you memories that 5 ............................................ , but 6 ............................................ objects also brings back happy times.
The search for happiness: to have or to do?

Imagine you could have either the object of your dreams or the experience of your dreams. Which would make you happier for longer? Most people would choose the object. It’s logical. You can keep the object for years but the experience may be over in days, hours or even minutes. Well, according to recent research, if you want to be happier for longer, choose the experience.

Thomas Gilovich is Professor of Psychology at Cornell University in the United States. His research suggests that people who spend money on experiences are generally happier than those who buy physical objects. So why are experiences more important to our wellbeing than possessions?

Although the majority of people think it’s better to spend money on something physical, Professor Gilovich has found that the opposite is true. People tend to believe an experience will come and go. They feel they will be left with very little when compared to owning an item.

But in reality we remember experiences long afterwards, while we soon get used to our possessions or even bored with them.

The research also looked at other differences, including how people felt before a purchase or experience. Professor Gilovich says that people look forward to enjoying an experience more than owning an object. So before getting a new smartphone, for example, it’s exciting to think about owning the object itself. But more pleasure comes from thinking about what you can do with the object and how you can share experiences with others. Another area of the research was how people felt after choosing not to do or buy something. So you may feel worse about not going to see a band with friends than not buying a new pairs of jeans.

Perhaps one of the most important results from the research was the effect on identity. Professor Gilovich believes that who we are isn’t a direct result of the things that we own. He says that our experiences are a bigger part of ourselves and that even though can really like your material things, they are separate from who you are. In other words, they aren’t a part of your identity. He adds however, that we are connected to our experiences.

If experiences make a person, they also make a community. They are very often shared with family and friends, face-to-face and on social media. Even if they last only a very short time, they become part of the stories that we tell each other. They can be remembered across different communities and generations. Even if an experience has made someone unhappy, describing what happened can make that person feel more positive about things.

So we connect more with other people when sharing experiences than when comparing objects. The next time you’re bombarded by adverts on TV, online and on the streets, maybe take a moment to decide how you want to spend your money.

But you won’t enjoy them forever. And your friends probably want to hear more about where you went in your new trainers than about the trainers themselves.
1 Wake up your senses!

3 Choose the correct words to complete the conversation.
   A: Oh, this looks / is looking fun!
   B: What are you looking / do you look at?
   A: One of those personality quizzes: ‘How adventurous are you?’ Shall we do it together?
   B: Hmm, I’m not really enjoying / I don’t really enjoy quizzes like that.
   A: Oh, come on! We haven’t done / don’t do anything like this for ages. It’ll be a laugh. The first question is about food: How many new types of food have you tried / have you been trying so far this year? One to five, six to ten or eleven to fifteen?
   B: Maybe one to five. I’ve never been / I never am very adventurous with food.
   A: OK. The next one is about meeting new people: You stand / are standing alone at a party. How do you make contact? Walk over to a group and say hi, find one friendly person, or...?
   B: I’m sorry but I get / I’m getting a bit bored with this quiz already.
   A: Oh, don’t be like that! It’s only a bit of fun.
   B: Yes, but I’ve had / I’ve been having enough now. I think I’ll go home.
   A: Oh, you’ve always been walking / you’re always walking off like that.
   B: That’s not true! I just don’t always like what you like.

4 1.1 Listen and check your answers to Ex 3.

5 Complete the blog with the correct form of the verbs in brackets. Use short forms where possible.

How common is common sense?

People (always / tell) me to use my common sense. It’s so annoying!

What (know) that even (mean)?

A dictionary definition: (say): the ability to behave in a sensible way and make practical decisions. OK, so it’s common sense to check for traffic when you (cross) the road.

I get that. But what about when it comes to studying? We (work) on a design project at school for the last few weeks. It (not go) too well at the moment, so I asked my dad for help. All he said was, ‘Just use your common sense.’ I (try) to work out how that’s helpful ever since. Great advice, Dad, thanks! (say) that to you? What do you think common sense (mean)? How (help) with your schoolwork up to now?

2 Find and correct four mistakes in the sentences. If the sentence is correct, write ‘correct’.
   1. We don’t know each other for long, but we get on very well.
   2. I’m not because I run round the park.
   3. I broke my phone two days ago so I don’t message my friends for ages.
   4. Have you checked out that new video yet?
   5. All my friends are spending every Saturday afternoon at the football.
   6. To be honest, I’m a creature of habit. I don’t often try new things.

present tenses

1 Choose the correct meaning (A or B) for each sentence.
   1. My dad works nights so we don’t see much of him in the week.
      A. This is true just this week.
      B. This is true every week.
   2. Why are you wearing your coat in the house?
      A. I’m asking about this moment.
      B. I’m asking about a changing situation around now.
   3. Why are things going up in price?
      A. I’m asking about this moment.
      B. I’m asking about a changing situation around now.
   4. You’re always taking my bike without asking!
      A. You’ve got my bike now and I want it back.
      B. You do this a lot and it annoys me.
   5. So, she shows me her phone and she’s laughing. I read the text and I feel like crying. Then she just walks off!
      A. This happened in the past but I want to make my story more real.
      B. This is happening now, so it’s a real story.
   6. You’ve cut your hair. It looks great.
      A. I can see the result of a past change.
      B. I know when you changed your appearance.
   7. You’ve been chatting on that phone for hours.
      A. You’ve talked to your friends already today.
      B. You’re still talking.
VOCABULARY

describing experiences and feelings

1. 1.2 Listen to eight speakers. How does each person feel? Number the adjectives (A–H) in order (1–8).

A  thrilled     E  determined     G  offended
B  petrified     F  sympathetic     H  moved
C  tense         G  offended
D  relieved

2. Replace the highlighted words in the conversations with these adjectives.

anxious  insulted  strong-willed  terrified  understanding

1 A: We used to be best friends but she never listens to anyone else’s problems.
   B: You’re right. She’s never been very sympathetic.

2 A: What was the matter with Gemma yesterday?
   B: I think she was feeling a bit tense before the match.

3 A: Can you believe Joe said I always get what I want?
   B: Well, you are pretty determined when you want to be.

4 A: Have you signed up for the school trip yet?
   B: Rock climbing? Are you joking? I’m petrified of heights!

5 A: Why isn’t Lisa speaking to Dan?
   B: She felt offended when he laughed at her new glasses.

3. Complete the adjectives. Then answer each question for you.

On a scale of one to ten ...

1. How i _______ d would you be if someone called your local football team rubbish?

2. How u _______ g would you be if your best friend forgot your birthday?

3. How t _______ d would you be if a tarantula touched your hand?

4. How a _______ s would you feel if you had to take a long flight by yourself?

5. How s _______ c would you feel if your brother/sister was unfollowed on Instagram?

6. How d _______ d would you be to win a new tennis racquet

4. Complete the article with the correct form of these verbs.

add to  get across  miss out  put off  take off  try out

Smells like you’ve got a text

We experience so much of today’s world through smartphones and computers, but only in an audio-visual way. You can see and hear, but not much else. What about our other senses – do they need to _______________________? A computer scientist, Adrian David Cheok, is asking the same question. He’s been ______________________, by the limitations of the online world. He’s been ______________________, new ways of sending sense messages over the internet. A new device called Scentsee has been developed that allows you to send a smell message! The device connects to an app on your smartphone and the smell is activated when opening a text. Professor Cheok is also developing ways of ______________________, touch and taste messages ______________________ using digital transmission. Who knows how quickly these ideas will ______________________, but just think how your sense of smell, touch and taste could ______________________ your whole online experience.

Extend

5. Change the adverb or preposition in bold to give the meaning in brackets.

1 give up   →  give ______________________ (surrender; stop fighting)

2 take off  →  take ______________________ (be similar to in character or looks)
   →  take ______________________ (return, e.g. to a shop)

3 try out   →  try ______________________ (see if clothes fit/suit you)

4 get across →  get ______________________ (recover from, e.g. an illness)
   →  get ______________________ (have a good relationship)

5 put off   →  put ______________________ (tidy; put something in its correct place)
   →  put ______________________ (stop something burning, e.g. a fire)

6 add to    →  add ______________________ (calculate the total of several numbers)
LISTENING

1.3 Listen to the podcast. What is the presenter’s aim?
   A to show listeners how to test their sense of taste
   B to compare his sense of taste with the average person
   C to give information about a special category of people

1.4 Listen again and complete the sentences with a word or a short phrase in each gap.

A science podcast

1 The first podcast in the series on senses talked about ____________________________.

2 Supertasters have more ____________________________ for processing taste than an average person.

3 The presenter was surprised that being a supertaster can ____________________________ your diet.

4 Approximately a ____________________________ of the population are supertasters.

5 People tend to lose their sense of taste and smell after the age of ____________________________.

6 The majority of people don’t understand that the nose and mouth are both needed to produce a ____________________________ variety of tastes.

7 The 350 receptors in the nose work by detecting the ____________________________ structure in the smell of what we eat.

8 It is estimated that human beings can distinguish up to ____________________________ different smells.

9 Many people from the Science for Life office ____________________________.

10 The presenter was disappointed to have ____________________________ result in a taste test.

Extend

3 Match these adjectives with the types of food (A–D). There’s one extra word you do not need.

<table>
<thead>
<tr>
<th>bitter</th>
<th>salty</th>
<th>savoury</th>
<th>sour</th>
<th>sweet</th>
</tr>
</thead>
</table>

A

B

C

D

4 Choose the correct words to complete the sentences (1–5).
   1 Any non-sweet food can be called salty / savoury.
   2 Food with a lot of or too much flavour is described as great / strong.
   3 An apple without much flavour can be called watery / fruity.
   4 Dishes with a lot of chillies can be called spicy or burning / hot.
   5 Someone who refuses to eat many types of food is called a bossy / fussy eater.

5 Choose the correct words to complete the text.

A matter of taste

I have an identical twin sister, but we couldn’t be more different when it comes to food. She loves cakes and biscuits whereas I don’t eat many *sweet / savoury things. She’s definitely a milk chocolate fan, but I prefer the *fruity / bitter flavour of dark chocolate. It’s the same with coffee: mine is *strong / sour and full of flavour, hers is all *salty / watery. And she never wants to eat my curry! I love chillies so it’s much too *fussy / spicy for her, but for me, the *hotter / bigger, the better!
USE OF ENGLISH 1

1. Choose the word in each sentence that is not needed.
   1. I have a younger sister, but she’s more taller than me.
   2. The third film in the series wasn’t as good as the first two.
   3. I can’t eat this curry. It’s too much hot!
   4. You’re a so far better runner than I am.
   5. The too earlier we get there, the easier it’ll be to find seats.
   6. I’m not as old enough to ride a scooter.
   7. Of all the concerts we’ve ever done, we played most worst last night.
   8. The book got more and much more complicated as the story went on.
   9. Only the most of skilful players get selected for the first team.

2. Choose the correct words to complete the review of a school show.

   Year Eleven’s talent show was ‘more / much ambitious’ than / as last year, with a total of fifteen performances. For some reason the audience wasn’t ‘as big as’ / so big than last year, but it was still a fun evening.

   Alex Clark’s band ‘SoundScape’ played first. Simon didn’t sing as ‘well / good’ as he can, but he said he felt ‘most / more nervous’ than usual performing in front of his classmates. We then had some sketches from the drama group. To be honest, I think they went on a bit ‘too long / long enough’ and the audience lost interest. The last act before the break was Emma Mason singing ‘Hello’. It was as if Adele was in the room. I really think Emma’s voice is ‘good enough’ / too good for her to go professional. But the surprise act of the night was Sam Kumar. He started with some impressions of the teachers and he just got ‘better and better’ / more and more better as he went on. By the end everyone was laughing ‘more loud’ / so loudly you couldn’t hear his jokes.

3. Complete the post with the correct form of the words in brackets. You need to add extra words to some answers.

   A laugh a minute

   Did you hear about the teenager who wanted an iPad? Look at what her parents gave her! 😂😂😂

   Her parents must have a good sense of humour. So that got me thinking — what’s a funny (thing) you’ve seen recently?

   Max

   That must have been 3. (disappointing) day of that kid’s life! Imagine the look on her face! But 4. (even / good) than that was what I saw yesterday. A guy from my school who thinks he’s 5. (good) at everything was walking and texting at the same time. There was a lamppost just ahead of him. 6. (close) he got to it, (not / near) to hear me. The next thing I saw was the guy walking straight into the lampost! He walked away 8. (as / quick) he could and pretended nothing had happened. But he definitely looked 9. (lot / cool) than he usually does!

4. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words, including the word given.

   1. You are a more fluent speaker of Russian than me.
      SPEAK
      You 1. (fluent) than I do.
   2. We didn’t leave early enough to catch the school bus.
      TOO
      We 2. (leave) early enough to catch the school bus.
   3. There’s no difference in height between Max and his sister.
      AS
      Max 3. (height) his sister.
   4. He’s the kindest person I know.
      ANYONE
      I 4. (kind) than him.
   5. Jo is by far the fastest runner on the team.
      CAN
      Jo 5. (run) the rest of the team.
   6. As smartphones become cheaper, they get more accessible.
      THE
      The cheaper smartphones become, 6. (get)
1 Wake up your senses!

USE OF ENGLISH 2

1 Complete the table.

<table>
<thead>
<tr>
<th>adjective</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 fit</td>
<td></td>
</tr>
<tr>
<td>2 deaf</td>
<td></td>
</tr>
<tr>
<td>3 childish</td>
<td></td>
</tr>
<tr>
<td>4 different</td>
<td></td>
</tr>
<tr>
<td>5 lazy</td>
<td></td>
</tr>
<tr>
<td>6 ..........</td>
<td>fashion</td>
</tr>
<tr>
<td>7 ..........</td>
<td>hope</td>
</tr>
<tr>
<td>8 ..........</td>
<td>enthusiasm</td>
</tr>
</tbody>
</table>

2 Complete the notices with the correct form of the words. There is one word you don’t need in each set.

1 athlete  enthusiasm impress

Feeling the need for a challenge? Want to improve your ................. ability?
Come to our ................. new Leisure Centre on Market Street

2 artist  science  vision

Tickets now available for the Brainwave Festival

See groundbreaking presentations by the best ................. brains on the planet.
Join us for a wide range of musical and ................. events.

3 fool  happy  move

Lost and Found

My last school had a very good reputation for music, with a 1 orchestra and choir.

I was never much good at music, but I enjoyed singing. That was until the music teacher heard me.

‘Who is that with the truly 2 voice? Please don’t sing, just mime the words.’ And on that day I stopped singing. I wasn’t at all 3 ................. with people hearing my voice.

But about a year later, I came across a singing class for non-singers called ‘You can speak, so you can sing.’ We started just by playing with different sounds. Working in a 4 way helped to build our 5 .................

I’ve now done a singing course with the same tutor and it’s been great working in a non- ................. environment. So the big question is, ‘Has it made a difference?’ Well, I’m no opera singer, but there’s certainly been an 7 ................. And the most important thing is that it’s made music 8 ................. to me. I feel I lost my voice and now I’ve found it.
1. Listen to five students. What went wrong for them in the speaking task? Match the speakers (1–5) with the phrases (A–E).

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
<th>Speaker 4</th>
<th>Speaker 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A not using a range of language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B not comparing both photos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C asking the teacher for vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D hesitating a lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E asking the other student questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Make notes to compare photos A and B.

How might the people be feeling about their chosen activity?

3. Complete one student’s answer to the task with these words/phrases. There are two words or phrases you do not need.

- achievement
- anxious
- celebrating
- better
differences
- direction
- showing
- energetic
- show
- similar
- similarity
- whereas

Both pictures 1 ________________ people outside, standing on the top of a hill. The pictures are 2 ________________, because they both show young people out walking during the day. Another 3 ________________ is that they are all wearing practical clothes like jeans, shorts and boots that are suitable for hill walking. In both pictures, the weather looks dry, although there are some clouds in the sky. One of the main 4 ________________ is that the first picture shows a group, while in the second one there’s a girl alone. In the first picture, you can’t see the people’s faces. 5 ________________ in the second one you can see the girl’s expression. The people in the group seem to be enjoying themselves. They have their hands up in the air, as if they are 6 _________________. Perhaps they have a sense of 7 ________________, after climbing up the hill. But in the second picture, the girl seems more tense. She could be feeling 8 ________________ about getting lost. Perhaps she doesn’t have a very good sense of 9 _________________. I’d say that the group in the first picture are definitely having a 10 ________________ time than the girl.

4. Read the question. How could you compare these pictures?

Why do you think these people have chosen to do these activities?

5. Record yourself answering the question in Ex 4. Time yourself and try to speak for one minute.
1 Wake up your senses!

WRITING

$a$ review

Do you know how to write a good review? Try the quiz and find out.

Get writing right!

1 What’s the most important aim of a review? To:
   A entertain the reader
   B help the reader make a choice
   C give the reader instructions

2 What three things might put the reader off?
   A a chatty and informal style
   B a lot of repetition
   C a variety of language
   D one solid paragraph of text
   E an interesting title
   F very formal language

3 Number the review content in order (1–4).
   A the reviewer’s recommendation
   B brief details about the subject
   C the reviewer’s experience
   D more information / examples

2 Read the extracts from six reviews. Match the subjects (A–F) with the extracts (1–6).
   A music festival
   B games design day
   C art class
   D diving course
   E language course
   F dance lesson

1 The cost of the paper and paint isn’t included. For a half-day course,
   ……………………………………………………………………………………………………………………………………………………”

2 The tutor teaches you the steps really slowly, so ………………………………………
   ……………………………………………………………………………………………………………………………………………………”

3 The range is amazing. If you fancy trying Mandarin, Japanese or Russian, I
   ……………………………………………………………………………………………………………………………………………………” this centre.

4 It’s a great place to check out new bands. If you get a chance to go next
   year, you ……………………………………………………………………………………………………………………………………………………”

5 If you’re already a strong swimmer and you want to be pushed out of
   your comfort zone, ……………………………………………………………………………………………………………………………………………………”

6 You progress really quickly to create great graphics. The coding is complex,
   though, so ……………………………………………………………………………………………………………………………………………………” a beginner.

3 Complete the extracts in Ex 2 with these phrases. Separate the words
   and add the correct punctuation.

   it’s not really worth the money
   it’s perfect for anyone without
   it’s well worth trying
   I wouldn’t recommend it
   thoroughly recommend
   won’t regret it

4 Complete the compound adjectives. Some words (1–6) can be used more than once.

<table>
<thead>
<tr>
<th>class</th>
<th>conditioned</th>
<th>day</th>
<th>fashionable</th>
<th>inclusive</th>
</tr>
</thead>
<tbody>
<tr>
<td>known</td>
<td></td>
<td>lit</td>
<td></td>
<td>organised</td>
</tr>
</tbody>
</table>

   1 air........................................................................................................
   2 all........................................................................................................
   3 brightly ...............................................................................................
   4 first ......................................................................................................
   5 old ........................................................................................................
   6 well ........................................................................................................

5 Choose the noun in each group that doesn’t go with the adjective.

1 three-day festival / instructor / ticket
2 all-inclusive location / ticket / package
3 brightly-lit studio / theatre / atmosphere
4 well-known performer / presenter / audience
5 air-conditioned transport / activity / bus
6 well-organised event / cost / workshop
7 first-class service / problem / accommodation

6 Replace the highlighted text with these more interesting descriptions.

   absolutely delicious  extremely dull  really dreadful  totally terrifying  truly fascinating

1 They food they serve is very nice.
2 The talk was really interesting.
3 The organisation of the event was quite bad.
4 I found the speaker very boring.
5 The rollercoaster ride was very scary.

7 Write a review of a restaurant or a cinema/gym. You have a budget of
   £35 at the moment. Use at least three of the phrases you have learnt.

TEENAGE X EXCHANGE

Tell us what you think!

We organise trips for groups of international students. We’re looking for
reviews of events that young people can go to in your area.

Tell us about an event you have been to.
In your review describe your experience, positive or negative, and say whether or not you would recommend it to people of your age.
UNIT CHECK

1. Listen and complete the anecdote. Use full and short forms as in the recording.

So I 1. ........................................ home and this girl 2. ........................................ my name. The next thing 3. ........................................, she’s there in front of me and she 4. ........................................... She 5. ..........................................., to know where her iPad is. And I 6. ..........................................., to her,”


2. Complete the blog post with one word in each gap.

Putting the sense in sensitive

I’ve just started a novel and it’s 1. ........................................... silliest thing I’ve ever read. All the girl characters are a 2. ..........................................., more sensitive 3. ..........................................., the boys. They’re always saying and doing the right thing. As I read, I got more and 4. ..........................................., frustrated. Why wasn’t the writer imaginative 5. ..........................................., to create true-to-life characters? Everyone knows that the 6. ..........................................., interesting stories are when characters do the unexpected. If the next part of the book is 7. ..........................................., bad as the first, I’ll give up. Life’s 8. ..........................................., short to read bad books!

3. Rewrite the sentences using the word given. Use between two and five words, including the word given.

1. Your marks are improving as you practise more.
   BETTER
   The more you practise, ..........................................., are getting.

2. The sports challenge was far more difficult than the reviewer said.
   AS
   The sports challenge ..........................................., the reviewer said.

3. I’m not nearly as adventurous as you.
   FAR
   You ..........................................., me

4. You’re too young to go and see a band by yourself.
   ENOUGH
   You ..........................................., to go and see a band by yourself.

5. There’s no better time to pick up a bargain.
   THE
   This ..........................................., to pick up a bargain.

4. Complete the online article with the correct form of these verbs.

<table>
<thead>
<tr>
<th>verb form</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>add</td>
<td>to add</td>
</tr>
<tr>
<td>get across</td>
<td>to get across</td>
</tr>
<tr>
<td>miss out</td>
<td>to miss out</td>
</tr>
<tr>
<td>put off</td>
<td>to put off</td>
</tr>
<tr>
<td>take off</td>
<td>to take off</td>
</tr>
<tr>
<td>try out</td>
<td>to try out</td>
</tr>
</tbody>
</table>

5. Write the words with the correct suffix. Make any necessary spelling changes.

1. verb → noun:
   achieve → ............................................
   excite → ............................................

2. verb → noun:
   differ → ............................................
   exist → ............................................

3. adjective → noun:
   lazy → ............................................
   tired → ............................................

4. verb → adjective:
   compete → ............................................
   create → ............................................

5. noun → adjective:
   enthusiasm → ............................................
   sympathy → ............................................

6. noun → adjective:
   knowledge → ............................................
   change → ............................................