### Reference Part

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### Thematic Part

1. People
2. Home
3. School
4. Work
5. Family and Social Life
6. Food / Shopping and Services
7. Travelling and Tourism
8. Culture
9. Health / Sport
10. Science and Technology
11. Nature and Environment
12. State and Society

#### Extra Materials

- Extra materials for the Thematic Part
- Tapescript
- Answer Key – Reference Part
- Answer Key – Lexical-grammatical Part
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<td>Article from a magazine</td>
<td>Multiple choice</td>
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<td>Article from a magazine</td>
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### Reference Part

This part follows the structure of a typical school-leaving exam at B2 level and includes:
- Information about typical exam task types,
- Exam tips and strategies for each type of exam task,
- Exercises giving students an opportunity to put the exam tips into practice,
- Lists of useful phrases for the written and spoken parts of the exam,
- Model texts of the most typical tasks used in the written part of the exam.

A distinguishing feature of the Reference Part is its active approach to the exam tips: linking them to typical exam tasks allows students to see how the tips work in practice. The Task Analysis exercises allow for an in-depth analysis of the exam task, which will help students avoid making mistakes in the future.

The Reference Part is closely linked to the Thematic Part, which makes it easy for the teacher and students to refer to it at any point when discussing particular topics from the Thematic Part.

### Lexical-grammatical Part

The Lexical-Grammatical Part offers extensive practice of the Use of English part of the exam. It covers structures that are typically tested in this part of the exam.

### Thematic Part

The Thematic Part consists of twelve units focusing on typical exam topics. It enables learners to:
- Revise and review key vocabulary from each exam topic (the vocabulary section at the beginning of each unit, the lead-in exercises in each lesson, the exercises accompanying the reading and listening texts, the word banks),
- Apply and activate exam strategies to complete various types of exam tasks (exam WORKOUT exercises),
- Practise various types of exam tasks in an authentic exam-like context (exam TASK exercises),
- Prepare well for the exam as well as take part in interesting and diverse lessons,
- Learn interesting facts about various cultural aspects of life in English-speaking countries (the English and the Arts section and the LANGUAGE/CULTURE boxes).

### The Structure of the Book versus the Structure of the Exam

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A wide variety of lexical and grammar revision exercises are presented in the form of typical exam tasks. Most of the lexical and grammar revision exercises are presented in the form of typical exam tasks. This part of the book includes the lists of structures most commonly tested in the exam.

A wide variety of lexical and grammar exercises aim to increase the students’ knowledge of English structures, collocations, phrasal verbs and other phrases which they might find useful during the oral exam.

A wide variety of lexical and grammar exercises aim to increase the students’ knowledge of English structures, collocations, phrasal verbs and other phrases which they might find useful during the oral exam.
HOW PARTICULAR PARTS OF THE BOOK ARE RELATED TO EACH OTHER - UNIT 1 PEOPLE

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The vocabulary reviewed in the Word Building section (adjectives of personality) is useful for writing a description of person.

WORKING WITH THE BOOK

The way the book can be used depends on the needs of a particular group of students. It is the teacher’s decision as to which parts of the book should be taught from in class and which should be assigned as homework. This decision should be made on the basis of the students’ familiarity with the exam strategies and the format of the exam. The students’ ability to complete various types of writing tasks and their knowledge of grammar should also be taken into account. Undoubtedly, the core of the book is the Thematic Part, as its coursebook feel enables teachers to use it in class. The Reference Part introduces exam strategies and language functions which are then linked to the examWORKOUT and examTASK exercises in the Thematic Part. This enables both the teacher and students to focus on the practical aspects of the language as well as to work on developing exam strategies.

On the other hand, whenever there is a need to refer to the part of the book containing theory, it can be easily done due to each section being marked with specific colour and reference markers. The references to the Lexical-grammatical Part allow for quick revision of exam task types as well as lexical and grammar structures typically tested in the Use of English part of the exam.

THE NUMBER OF CONTACT HOURS

The number of contact hours provided by the book depends on the way the material is used. If you would like to discuss all the contents of the book in class, you would need 90+ contact hours. If you would like to cover only the Thematic Part in class, that would take about 60+ contact hours.

However, if you do not have so much time at your disposal but would still like your students to revise all the available material before the exam, you could treat large parts of the book as self-learning material and assign the Reference Part as well as Writing and Vocabulary sections as homework.

CHECKING STUDENTS’ PROGRESS

Short vocabulary and grammar tests (provided as photocopiable material in the Teacher’s Book) could be given to students after each unit has been covered.
STATE SCHOOL-LEAVING EXAMS IN ENGLISH AT B2 LEVEL

Most state school-leaving exams in a modern foreign language are compulsory for all the students wishing to graduate from high school. They are typically provided at two levels of proficiency: the ‘lower’ level, which corresponds to the A2/B1 levels of the Common European Framework of Reference scale, and the ‘higher’ level, whose level is usually described as B2. The ‘higher’ level of the exam typically comprises two parts: the written and the oral exam.

WRITTEN EXAM

The typical set-up of the written exam includes:

Listening Comprehension
In this part of the exam, students will usually listen to 3–4 authentic or semi-authentic recordings. Each of the recordings will be played twice. The recorded text types might include conversations, lectures, discussions, narratives, announcements, instructions or media broadcast. There will usually be one task for the candidates to do for each of the recordings. The typical task types include: true/false/no information, various types of matching and multiple choice tasks and short answers to questions.

Reading Comprehension
In this part of the exam, students will usually read 3-4 authentic or adapted texts. The text types might include newspaper articles, short stories, letters, emails or informative texts of various kinds. There will be one task for each of the texts for the candidates to do. The typical task types include: various types of matching and multiple choice tasks, true/false/no information and gap filling.

Use of English
This part usually requires reading 1–4 adapted texts. The text types are similar to the ones found in the Reading Comprehension paper but they are usually shorter. Typical tasks include: multiple choice, open cloze, word building and error correction. There is also one more type of task that is often found in the Use of English part of the exam that is not based on a continuous text: sentence transformations. This task focuses on rewriting single sentences according to the instructions given by the exam task.

Writing
In this part of the exam, the candidates are usually supposed to produce one or two texts. The exam rubrics will state the communicative aim and the context of the writing task as well as the word limit that the candidates should adhere to. Depending on the task type, the candidates might also be given the title that they should use for their composition, or the beginning or finishing sentence. Apart from using correct grammar structures, appropriate language register and a wide range of vocabulary, the candidates will need to make sure that their text is logical and coherent and that it achieves the communicative aim outlined by the exam task. Typical task types include various types of formal and informal letters, various types of essays, a story, a description, a review and an article.

ORAL EXAM

The oral exam might include some or all of the following components:

Discussion
In this task, the candidate is supposed to have a conversation with another candidate or with the examiner. Usually, the candidates are required to discuss their views on a statement supplied by the exam task. Proper turn-taking is important, so the candidates should respond appropriately to what their partner says and speak in a polite and respectful manner.

Talking about photos
In this part of the exam the candidates are supposed to talk about a set of pictures. Quite often, they will be asked to start by describing one of the pictures, and then compare and contrast it with the other one(s). However, the task itself is not so much a detailed description of the pictures, but more a reflection on the problem that is shown in them. Thus, the candidates should not limit themselves to describing the picture(s) in great detail, but should try and develop their speech by speculating about the scenes shown in them.

Role play
In this task, the students (or the student and the examiner) are supposed to assume roles outlined by the exam task and have a guided conversation together. The task will give the context for the conversation, and will often include a list of issues that the speakers should talk about in their conversation. The speakers must say things consistent with the role they are playing, as well as use correct grammar structures, language register and vocabulary.

Speaking on a Set Topic
During this part of the oral exam, the candidates are asked to give a short speech about a topic or to present their opinion in response to a statement. They might also be asked to narrate an event or to describe something. It is important that the candidate’s speech has a clear and logical structure, and it must also include all the information required in the exam task.

Various factors are taken into account when evaluating the student’s performance in the spoken exam. It is useful to remember that achieving the communicative aim of the task is as important as the range of vocabulary, fluency and language accuracy. Additional points are often awarded for correct pronunciation and intonation.
REFERENCE PART

WRITTEN EXAM
• LISTENING COMPREHENSION
• READING COMPREHENSION
• USE OF ENGLISH
• WRITING

ORAL EXAM
• DISCUSSION
• TALKING ABOUT PHOTOS
• ROLE PLAY
• SPEAKING ON A SET TOPIC • Presenting your opinion
• SPEAKING ON A SET TOPIC • Narrating or describing
The types of tasks used in this section of school-leaving exams usually include: a true/false/no information exercise, a matching exercise, a multiple-choice test, a task which requires giving one or two correct answers and a task in which you give short answers to questions. Recordings can include: announcements, instructions, radio programmes, interviews, reports. The recordings are usually played twice.

**General Hints**

1. Take advantage of the time before the recording starts.
   - Read the instructions carefully. You will find out what kind of text you are going to hear and who is going to speak and about what. Try to imagine what they might say.
   - Read the questions and available answers in order to find out what kind of information you need to get from the text.
   - Think about which words might be in the recording, e.g. synonyms of the phrases used in the questions.

2. The same content will be expressed in the recording and in the question using different words. This may be through the use of synonyms, e.g.:
   - He works for the army. = He’s employed by the military.
   - I managed to persuade her. = I succeeded in convincing her.
   or through the use of antonyms, e.g.:
   - They were narrow-minded. = They were not very tolerant.

   Grammatical paraphrases may also appear, e.g.:
   - They haven’t met for ten years. = The last time they met was ten years ago.

3. If precisely the same word or phrase is in both the recording and the question, it could be a trap. In these situations, ask yourself, ‘Is the content of the sentence or statement really the same in the question and the recording?’

4. The questions are always about the content of the recording. If a statement makes sense to you because of your own knowledge or experience, that doesn’t mean it’s the correct answer in the exam exercise. Remember that the correct answer is the one which agrees with the content of the recording.

**Exam Tips**

1. The questions come in the same order as the relevant information in the recording.
2. A statement is false when the statement and the recording contradict each other: they cannot both be true at the same time. We can say there is no information when the statement could be true, but the recording does not say so.

**Exam Task**

1. You are going to hear a short radio programme about a cultural event. Are the statements true (T), false (F) or is there no information (NI)?

   1. The Multicultural Festival is the town’s main attraction.
   2. University students came up with the idea of the festival because they felt enriched by contact with foreign students.
   3. Steve mentions an event at which participants will be able to learn to make traditional costumes.
   4. There will be a lecture on multiculturalism in England during the festival.
   5. The festival is partly financed by the local government.
   6. Steve asks people to contact him with ideas because he’s worried there won’t be enough events.

**Task Analysis**

2. Read the tapescript on page 164. In the statements you marked false, underline the words which also appear in the recording. Change the statements so that they would be true according to the recording.

3. Read the tapescript on page 164. Next to the statements you marked true, write down the words which are used to communicate the same information in the recording.

4. Look at the statements you marked no information. Match them to the following explanations.
   a. His motives are not explained.
   b. The exact topics are not given.
**MATCHING**

The audio material in this type of task is usually made up of four or five separate recordings on a similar topic. The exam task may require you to match the recordings to sentences summarising their content or to headings. There will be at least one extra heading or sentence which doesn’t match any recording.

**EXAM TIPS**

1. The most important aspect of this task is determining the gist of the recording or component which makes it different to the others.
2. Always listen to each recording to the end before you match it to an answer.
3. When you listen for the first time, note down the answers you’re relatively sure of. When you listen for the second time, check those answers and fill in the others.

**EXAM TASK**

1. **CD1·03** You are going to hear four students talking about living abroad as part of the Erasmus programme. Match speakers 1–4 to statements A–E. There is one extra statement that you do not need.

   1. I've found it difficult to adapt to certain cultural differences.
   2. I've managed to turn one disadvantage into an advantage.
   3. I've made many lifelong friends.
   4. I've only encountered one difficulty, and I've received help with it.
   5. I disagree with the stereotyped view of the Erasmus experience.

**TASK ANALYSIS**

2. Answer the following questions on individual sentences in the exam task.

   A. What cultural differences does the speaker mention?
   B. What was the disadvantage? How was it turned into an advantage?
   C. Who are the friends? How does the speaker express the belief that they’ll be lifelong friends?
   D. What was the difficulty? What help was available?
   E. What’s the stereotype? In what way does the speaker disagree with it?

**MULTIPLE CHOICE — SHORT RECORDINGS**

In this type of task, you will hear several short recordings (conversations or monologues). For each recording, there will be one question about specific information, usually with three options to choose from.

**EXAM TIP**

The recording may contain words which appear in the incorrect options. Hearing an individual word is not enough to choose the correct answer. Listen for words and phrases associated with the answer you choose, and think about why the remaining options are wrong.

**exam TASK**

1. **CD1·04** You are going to hear people talking in five different situations. Choose the correct answers.

   1. You are going to hear a couple discussing their travel arrangements. How are they going to travel?
      A. by car
      B. by plane
      C. by train
   2. You are going to hear a man talking about how he accepted a job in a distant country. Why did he do it?
      A. He was offered a higher salary.
      B. He preferred to live in a warm climate.
      C. He wanted a change.
   3. You are going to hear a woman who works in the film industry talking about her friend’s job. What does he do?
      A. He is a make-up artist.
      B. He is a cameraman.
      C. He is an actor.
   4. You are going to hear a man leaving a message on voice mail. What is the purpose of his call?
      A. to confirm a meeting
      B. to cancel a meeting
      C. to change the date of a meeting
   5. You are going to hear a conversation between two friends. Where are they?
      A. in a museum
      B. in a library
      C. in a bookshop

**TASK ANALYSIS**

2. Read the tapescript on page 164. Underline the words and phrases that helped you choose the correct answers.

3. Find words in the tapescript which appear in the incorrect options. Identify the difference between the incorrect option and what the speaker says.
This part of the exam is usually made up of two or three reading texts followed by comprehension questions. The types of texts usually include magazine articles and literary works.

**GENERAL HINTS**

1. First of all, always read the whole text to get a general idea of its content and structure. If you do this you'll avoid errors caused by concentrating on individual words or sentences and skipping the broader context.

2. There may be words in the text that you don’t know. When this happens think about whether the unknown word is necessary to understand the text. If not, you can ignore it. If you see that the meaning of the word is necessary to get the right answer, try to figure out what it means. Sometimes the context or structure of the statement can help with this, e.g.:

   Matt came in, wearing a perfectly cut taupe suit and displaying his usual brilliant smile. Shelley knew he was as unscrupulous as he was charming. He was out to get what he wanted, and to hell with everyone else.

   1. **Matt was**
      A. well-dressed and sociable.
      B. attractive but immoral.
      C. good-looking and friendly.

   You probably don’t know the word *taupe* (which is a greyish-brown colour) and you don’t need to know it to answer the question. However, it’s possible to figure out the meaning of the key word *unscrupulous* by noticing that it’s a description of the same person as in the sentence *He was out to get what he wanted, and to hell with everyone else.*

3. Never leave a question with no answer. Even if you’re not sure, mark the answer that seems the most likely to you.

**MATCHING**

**EXAM TIPS**

1. First read the whole text and the removed sentences.

2. The removed sentences will be connected in meaning and grammar to the section of the text they were removed from. Read the sentences for insertion along with the sentences directly before and after the gaps carefully. It’s worth paying attention to the following solutions which could lead you towards the correct answer:

   a. the sentence is usually on the same aspect of the topic as the paragraph it’s taken from.

   b. if there is information in the sentence about causes then before or after it will probably be a sentence about an effect, e.g.:

   > To the dismay of oil companies and the delight of environmentalists, petrol sales in Britain fell by as much as twenty per cent in 2008. Analysts agree this was mainly due to a sharp increase in price.

   c. personal pronouns, possessives and demonstrative pronouns: *she, his, this,* etc. probably refer to people or things mentioned earlier in the text, e.g.:

   > The discovery might prove sensational, says Patricia Hancock, leader of the team of archeologists. In her opinion, the artefacts may be more than eight thousand years old.

   d. sentences next to each other may refer to the same person, thing or event but define them using different words, e.g.:

   > New pieces of wreckage from the Titanic were recovered from the sea bed in 2005. The study of those fragments suggests the luxury liner sank much faster than previously believed.

   e. words and phrases for connections in time, such as: *after that, eventually, finally,* give information on the order events happen in.

3. When you finish an exercise read the whole text with the inserted sentences to be sure that it sounds coherent and logical.

4. Read the sentence you didn’t use one more time. Think whether it doesn’t fit in one of the gaps.
The 3,000-kilometre US-Mexico border is the most frequently crossed international land border in the world, with about 250 million crossings a year, some of them legal, some not. Every year approximately a million Mexicans seek to improve their fortunes by migrating illegally to the USA — and every year several hundred lose their lives in the attempt. People smugglers, known as ‘coyotes’, demand high fees and then abandon the migrants in the wilderness at the first sign of danger. In some cases, being found and arrested by the US Border Patrol may be a blessing.

Recently, the US government have come up with an innovative weapon against illegal migration: poignant ballads with Spanish lyrics, describing the dangers of trying to cross the border. They belong to the traditional and highly popular Mexican genre of ‘corridos’, narrative ballads whose lyrics may be love stories or legends of famous heroes and criminals. The ‘migracorridos’ tell tragic tales of immigrants meeting with abuse and death on the dangerous journey. The message: it’s not worth it.

In one of the ballads, a singer called Abelardo sets out to cross the border with his cousin Rafael. They manage to reach US territory, but are lost in the desert without water. Later Abelardo wakes up to find his cousin dead by his side. In another song, a group of friends are abandoned by a human trafficker, locked inside the trailer in which they were being transported, where they slowly suffocate to death.

The US Border Patrol commissioned the migracorridos CD from a Hispanic advertising agency based in Washington. The ballads appear to be popular, with listeners phoning in to ask for more and wishing to find out about the singers.

The decrease could be due to a number of factors, such as more patrols, better technology and fewer people trying to cross the border as a result of the economic crisis in the USA. It is too early to estimate the impact of the migracorridos. However, the creators of the campaign believe that if they’ve managed to get at least some people to think twice before throwing themselves into the deadly risk, that’s already a success.
**MULTIPLE CHOICE**

**LEXICAL-GRAMMATICAL SECTION ** 40

**EXAM TIPS**

1. Start by reading the whole text to understand it.
2. When analysing possible answers, ask yourself two questions:
   a. Does the potential answer when put together with the surrounding phrases form a correct grammatical structure, including collocations?
   b. After adding that answer, does the whole sentence make sense and does it match the context of the whole text?
3. When you finish the exercise, read the whole text again to make sure it sounds coherent and logical.

**Exam Task**

1. Read the following text and choose the correct answers.

---

**FILTHY HANDBAGS**

Have you ever seen a woman in a restaurant go to the bathroom, then come back and put her handbag on the tablecloth beside her? Most probably, that handbag has been on the toilet floor seconds before. It’s not only insufficiently fresh food that can 1. . . you ill after a restaurant visit.

Most women carry their handbags everywhere. During an average day, a bag will have been in the office, in a supermarket trolley, on car or bus floors, and in several public toilets. Yet after coming home, many women will place their bag on the kitchen table or counter where food 2. . . You might as well take off your shoes and put them on the table!

A number of women’s handbags were recently tested for germs at Nelson Laboratories in Salt Lake City. A variety of bacteria were found, 3. . . could cause dangerous infectious diseases.

Not all handbags were the same. Leather and plastic bags 4. . . to be cleaner than those made of cloth. Also, people with children seem to have dirtier bags than others.

So what should you do to avoid 5. . . a dangerous disease from your bag? In 6. . . public toilet, always hang your bag on a hook, or, if there isn’t one, on the door handle. Never put it on tables where food is prepared or eaten. Wash a cloth handbag in the washing machine, and clean a leather one with a mild detergent.

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**Task Analysis**

2. Take another look at the answers in the exam task which you’ve just done and answer the following questions. They are numbered according to the question numbers in the exam task.

1. How would you need to change the sentence in the text to make A (cause) correct?
2. How would you need to change the sentence in the text to make B (prepare) correct?
3. Which punctuation mark helps you to quickly notice that A (that) is incorrect? How would you have to change the punctuation so that C (some of them) would be correct?
4. Leather and plastic bags used to be cleaner is a grammatically correct sentence. Why is A incorrect?
5. Which verb, similar to C (contriving), forms a collocation with the word disease and could be used in this sentence?
6. Why is B (the) incorrect? How would you need to change the sentence to make D (all) correct?

---

1 A cause
   B make
   C get
   D have

2 A prepares
   B prepare
   C is prepared
   D has been prepared

3 A that
   B many of whom
   C some of them
   D some of which

4 A used
   B tended
   C were
   D had

5 A catching
   B acquiring
   C contriving
   D obtaining

6 A a
   B the
   C some
   D all
1 First think of the main event and then build the rest of the story around it.

2 Remember that the assessment criteria usually require a description of the hero and the time and place of the event.

3 The assessment criteria usually demand a detailed presentation of the main event – not of all the events. Things that lead up to the main event should be described concisely so you don’t go over the word limit.

4 Remember that details make the text more varied. They can be details about the scenery, not only visual, but noticed by all the senses, e.g. sounds, smells. They can also be about people, their appearance, their behaviour, characteristic objects. In such a short story it’s not possible to fit in many details but even a few will be enough to make it more attractive.

5 Use different past tenses. Most sentences will use the Past Simple to give the events in a chronological order but try to also use the Past Continuous to describe the background information and the Past Perfect for retrospection and also would to show how the heroes are thinking about or talking about the future.

6 Remember that you are being assessed also for the ending where you should usually describe the reactions of the people and/or present the conclusions and consequences of the event.

7 The style of the story can be literary or a little colloquial but one form should be used throughout.

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**Exam Task**

1 Write a story about a dangerous accident with a happy ending, entitled ‘Lucky to be alive’.

---

**LUCKY TO BE ALIVE**

It was a dark and stormy night in November. It was raining so hard that the windscreen wipers were no longer coping. My brother Charlie and I were driving down a small country road in Lancashire, trying to get home in time for supper.

Suddenly a dark shape came into view, just metres ahead of us. Someone had left a trailer with no lights on the side of the road. Charlie slammed on the brakes and swerved. The car skidded on the wet tarmac and soared into the air.

It couldn’t have lasted more than a few seconds, but I remember it as an eternity. As the car turned over in the air, I thought about our mother waiting for us. In the morning a policeman would come and tell her we were dead. Then the car hit the soft ground and rolled over. There was a terrible noise of shattering glass and breaking steel, but still no pain. Finally everything was still. I was suspended upside down in my seatbelt, uncomfortable but unhurt. I heard Charlie’s voice.

‘Jerry?’

‘Charlie? Are you OK?’

‘I’ve lost my glasses.’

I laughed with relief. We got out of the car, which was a complete wreck, and walked the remaining three miles home in the rain. In the morning we would have to go to the police station and report the accident. But for now, the pure joy of being alive carried us through that November night.

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**Task Analysis**

2 In the above sample answer underline:
   a examples of the tenses mentioned in tip 5,
   b two or three examples of details mentioned in tip 4.
LEXICAL-GRAMMATICAL PART

- MULTIPLE CHOICE
- SENTENCE TRANSFORMATIONS
- OPEN CLOZE
- WORD BUILDING
In this type of exam task you need to read a text with gaps and choose the correct answer for each of the gaps from four possibilities. The answer must be grammatically and lexically correct.

Below, you will find examples of the structures which are most commonly tested in this type of exam task.

**Tenses (grammatical tenses, reported speech, the passive)**

I had to clean the flat in the morning because my friends A were coming C would be coming
B have come D would come

He claimed that he C had never had A has never had
B never used to have D never had

**Modal and auxiliary verbs**

You C needn’t have helped A can’t have helped
B might have helped D should have helped

**Determiners and quantifiers**

The outbreak of swine flu could have B a C lots D the

**Prepositions**

He’s been arrested for drink-driving and sentenced C to A for B on D with

**Linking words**

D Joe is very busy today, we’ve decided to postpone our meeting until Tuesday.
A Due to C Owing to
B Because of D Since

**Synonyms**

Motorists will be A fined up to £1,000 for using a mobile phone in their cars.
B punished C penalised D paid

**Collocations**

I’m sorry but I can’t cancel your reservation at such D.
A little time C postponed date
B late warning D short notice

**Phrases and expressions**

At first B, one might think that the answer to this question is obvious.
A view B sight C opinion D point

**Phrasal verbs**

There are many reasons why a teenager may B crime.
A go on B turn to C put up D get down

---

**Test yourself!**

Read the text and choose the correct answers. Explain why the other options are incorrect. Decide which structures are being tested in each of the gaps.

**Girls With a Twin Brother May Be ’Disadvantaged From Birth’**

A study of wild sheep found that female lambs with male twin siblings were ten per cent lighter at birth than those with twin sisters. Females with male twins were also less likely to survive their first winter and had fewer offspring 1 B.

The findings show that male embryos out-compete females for nutrients when they are together in the womb, scientists believe. A female twin 2 by exposure to her twin brother’s hormones.

The research was 3 on a population of wild Soay sheep on the island of Hirta, St Kilda. 4 , the evidence indicates there may be similar effects in humans.

“Male and female embryos have different needs at early stages of development, and this means that the female embryos may lose out 5 ,” said Dr Peter Korsten from the University of Edinburgh, who led the study.

1 A in life B over their lifetime C lifelong D in life’s history

2 A may also be damaged B should have also been damaged C will also be damaged D would have also been damaged

3 A carried out B taken over C set up D put off

4 A In contrast B Even though C Though D However

5 A from B over C to D on
**Tenses (grammatical tenses, reported speech, the passive)**

2 Complete the sentences with the correct forms of the verbs in brackets.

1. Tom ___________ (learn) to play the trumpet since he was six.
2. This time next week I expect I ___________ (sunbathe) on the beach in Majorca.
3. The novice driver admitted that he ___________ (hit) into the other car while reversing.
4. I’ll wait here until the rehearsal ___________ (finish).
5. I’m afraid it’s too late. By the time we get there, the film ___________ (start).
6. He looks at me as though he ___________ (know) me, but I’ve never seen him before.

3 Choose the correct answers.

1. I wish I ___________ work in a small town and not in London when I immigrated to the UK for the first time.
   A. had found  B. would find  C. found  D. have found
2. When he got scared, he ___________ for a long time in the wardrobe.
   A. would have hidden  B. was hiding  C. was to hide  D. would hide
3. Martha ___________ her class reunion next week.
   A. has  B. will have  C. is having  D. were
4. If I ___________ taller, I’d have joined a basketball club.
   A. would be  B. used to be  C. had been  D. were

**Modal and auxiliary verbs**

4 Choose the correct answers.

1. I’d rather you ___________ use that kind of language at home.
   A. didn’t  B. don’t  C. won’t  D. mustn’t
2. It ___________ been just a mistake because they kept on doing it.
   A. mustn’t  B. can’t  C. shouldn’t  D. needn’t
3. At least a thousand people ___________ thought to have died in the earthquake.
   A. will be  B. have  C. are  D. –
4. I’m freezing cold! I ___________ put my winter coat on as my mum had told me.
   A. had to  B. should have  C. must have  D. might have
5. I wish you ___________ whistle all the time – it does get on my nerves quite a bit!
   A. won’t  B. wouldn’t  C. hadn’t  D. don’t

**Determiners and quantifiers**

5 Complete the sentences with the missing determiners and quantifiers.

1. The woman sitting in front of fireplace is singer who can also play the piano quite well.
2. I can’t understand why children are afraid of dogs, while others can play with them for hours without sign of fear.
3. We started our tour in Samoens (which is beautiful mountain village in the French Alps) and finished in Amsterdam, capital city of Netherlands.
4. Have you got idea how rubbish your family produces in a day?
5. There were few people waiting when we got to airport, but of them knew why the plane was delayed.

6 Choose the correct answers.

1. Crime is ___________ subject on which people have strong opinions.
   A. the  B. one  C. a  D. some
2. ‘Would you like beer or coke?’ ‘I don’t want ___________ .’
   A. any  B. either  C. both  D. none
3. The most rewarding aspect of ___________ university job is human contact.
   A. the  B. a  C. some  D. an
4. There are many different ways of looking at a single object, ___________ of which will give the whole view.
   A. neither  B. both  C. any  D. none

**Prepositions**

7 Each sentence below contains one preposition that is incorrect. Find the mistakes and correct them.

1. I’m afraid Mr Jones is not available at the moment – he’s for a business trip.
2. Do you sometimes laugh from practical jokes played on other people?
3. I’m sure you’re capable with putting some more effort into your work.
4. A common misconception is that you’ll be safe of the storm if you shelter under a tree.
5. Please forgive me by not being there for you when you really needed my support.

8 Choose the correct answers.

1. In some countries public housing discriminates against young people, giving priority ___________ middle-aged singles or couples.
   A. for  B. to  C. in  D. over
2. The patient died ___________ bronchopneumonia within one month of initial assessment.
   A. of  B. for  C. by  D. to
3. A 27-year-old male was charged ___________ robbery and a number of related offences.
   A. of  B. with  C. against  D. for
4. Don’t lean ___________ the railings because some of them can be quite shaky.
   A. by  B. at  C. off  D. against
In this type of exam task you need to rewrite sentences keeping the meaning the same as in the original sentences. There are two types of this exam task: in type 1 you are given the beginning and the ending of the new sentence, whereas in type 2 you are also given a word or an expression that you have to use in your sentence. You are not allowed to change this word in any way.

1) Nothing matters to me except your health and happiness.
   The only thing that matters to me is your health and happiness.

2) My mother was too worried to concentrate on the movie. (THAT)
   My mother was so worried that she could not concentrate on the movie.

Below, you will find examples of the structures which are most commonly tested in this type of exam task.

**REPORTED SPEECH**

‘Why did you leave your previous job?’ asked the interviewer.

The interviewer asked me why I had left my previous job.

**THE PASSIVE AND HAVE/GOT SOMETHING DONE**

The police are interrogating one suspect in connection with the crime.

One suspect is being interrogated in connection with the crime.

Your hair needs cutting.

You ought to have your hair cut.

**CONDITIONALS**

You didn’t succeed because you didn’t do your best.

You would have succeeded if you had tried.

**GRAMMATICAL TENSES**

My parents’ twentieth wedding anniversary is in March next year. (FOR)

By March next year, my parents will have been married for twenty years.

**INVERSION**

We had only just taken our seats when they started showing trailers. (WHEN)

Hardly had we taken our seats when they started showing trailers.

**STRUCTURES I WISH AND IF ONLY, WISHES, ADVICE AND SUGGESTIONS**

It’s a pity she didn’t make any effort to justify her decision. (WISH)

I wish she had made some effort to justify her decision.

Please don’t use my laptop without my permission. (RATHER)

I’d rather you didn’t use my laptop without my permission.

**LINKING WORDS**

I enjoyed our trip although I felt a bit under the weather.

Despite feeling a bit under the weather / the fact that I felt a bit under the weather, I enjoyed our trip.

**MODAL VERBS (REFERING TO THE PAST)**

It’s possible that she didn’t receive our wedding invitation. (NOT)

She might / may not have received our wedding invitation.

**VERB PATTERNS**

I’d rather stay at home than go to the pub with them.

I prefer staying at home to going to the pub with them.

**PHRASAL VERBS**

The board meeting has been postponed until next Thursday. (PUT)

The board meeting has been put off until next Thursday.

TEST YOURSELF!

Rewrite the sentences so that the meaning is the same as in the original sentences. Decide which structures are being tested in each of them.

1) I’m sure that tall man was following us all the way home. (BEEN)
   That tall man must have been following us all the way home.

2) John isn’t similar to his father. (AFTER)
   John is different from his father.

3) I’m sorry I lost your favourite pen. (APOLOGISE)
   I’m sorry I lost your favourite pen.

4) You’d better find a way to solve this problem quickly. (YOU)
   If I find a way to solve this problem quickly.

5) I shouldn’t have told her the truth. (ONLY)
   I shouldn’t have told her the truth.

6) I will never lend him any money again. (CIRCUMSTANCES)
   Under no circumstances will I lend him any money again.
REPORTED SPEECH

2 Complete the sentences so that the meaning is the same as in the original sentences.

1 ‘How much did you spend on your child’s first birthday party?’ she asked us.
   She asked us __________ child’s first birthday party.
2 ‘You’ve broken my favourite vase!’ shouted Kate.
   Kate accused __________ favourite vase.
3 ‘Don’t leave the classroom without permission!’ said the teacher to the class.
   The teacher told __________ without permission.
4 ‘I’m so sorry I’ve stained your new blouse,’ said Olivia.
   Olivia apologised __________ new blouse.

THE PASSIVE AND HAVE/GET SOMETHING DONE

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

1 People who live below the threshold of absolute poverty must __________ (not forget).
2 Coral reefs __________ (wipe out) by the end of the century.
3 So far no cases of swine flu __________ (report) in this country.
4 I hate __________ (tell) what to do by my older siblings.
5 I failed the test because I __________ (teach) how to handle the stress of test taking.

4 Complete the sentences so that the meaning is the same as in the original sentences.

1 No one gave us sufficient information about the meeting point.
   We __________ about the meeting point.
2 Many people believe that Hitler committed suicide in April 1945.
   Hitler is __________ suicide in April 1945.
3 Two painters are painting our house tomorrow.
   We __________ painted tomorrow.
4 The dentist will probably take out Mark’s tooth.
   Mark will __________ out.

CONDITIONALS

5 Make conditional sentences using the situations below.

1 Tom hasn’t got any money, so he can’t give you a loan.

2 My girlfriend is absent-minded, that’s why she forgot about our date yesterday.

3 I was late for work because I missed the bus.

4 It might rain heavily tomorrow. If so, we probably won’t go for a walk.

5 Fiona doesn’t have a well-paid job now because she dropped out of studies.

GRAMMATICAL TENSES

6 Complete the sentences using the words given so that the meaning is the same as in the original sentences. Do not change the words given in any way.

1 The customer wanted to complain about the faulty product but he didn’t know who to turn to. (WOULD)
   If the customer __________ about the faulty product.
2 You won’t know how it works if you don’t read the manual carefully. (UNLESS)
   You won’t __________ the manual carefully.
3 Matthew wants to go on a package tour to Spain but he hasn’t got enough money. (WOULD)
   If Matthew __________ on a package tour to Spain.
4 I think the teacher won’t let me off this time because I have already missed many classes. (HADN’T)
   If I __________ this time.
5 You will get a high mark for your essay unless you make spelling mistakes. (LONG)
   You will get __________ spelling mistakes.

7 Complete the sentences with the correct forms of the verbs in brackets.

1 I’m absolutely exhausted because I __________ (paint) my room all day.
2 By the time we get home, the children __________ (go) to bed.
3 Mobile phones __________ (become) cheaper and cheaper.
4 I __________ (do) shopping yesterday, when I bumped into an old friend of mine.
5 I’m sure she’ll call us as soon as the ship __________ (reach) its destination.

8 Complete the sentences so that the meaning is the same as in the original sentences.

1 I haven’t driven on the left side of the road for ages. It’s ages __________ on the left side of the road.
2 Several thousand tourists visit the Natural History Museum in our city every month.
   By the end of the month __________ the Natural History Museum in our city.
3 When did you start learning Chinese?
   How long __________ Chinese?
4 We ate all the food before other guests arrived.
   By the time __________ all the food.
5 The last time this nation overthrew the government was about fifty years ago.
   This nation __________ for about fifty years.
6 Having introduced my girlfriend to my parents, I started talking about our engagement plans.
   After I __________, I started talking about our engagement plans.
THEMATIC PART

1  PEOPLE
2  HOME
3  SCHOOL
4  WORK
5  FAMILY AND SOCIAL LIFE
6  FOOD / SHOPPING AND SERVICES
7  TRAVELLING AND TOURISM
8  CULTURE
9  HEALTH / SPORT
10 SCIENCE AND TECHNOLOGY
11 NATURE AND ENVIRONMENT
12 STATE AND SOCIETY
Match the descriptions to the pictures.
Identify Mickey (M), Detective Hernandez (H) and Detective Dalton (D).

A Detective Dalton comes into the room. Detective Hernandez whispers something in his ear. Detective Dalton frowns.

B Mickey the Cormorant is leaning back in his chair with his legs crossed. Detective Hernandez is staring at him across the desk, his arms folded across his chest.

C Detective Dalton bangs his fist on the desk. ‘You have one last chance to answer this question! Where were you on the evening of April the 17th?’ he yells. Mickey trembles and shakes his head in denial. ‘I didn’t... I wasn’t... I wasn’t where you think I was,’ he stutters.

D Detective Hernandez asks, ‘Mickey, why don’t you tell me what you did on the evening of April the 17th?’ Mickey shrugs his shoulders. ‘Sorry, can’t remember.’

Choose the correct word.
1 Nigel’s unbearably conceited / conscientious. He has an absurdly high opinion of himself.
2 Michelle will believe anything you tell her. She’s terribly gullible / vain.
3 Graham’s very self-conscious / self-centred. He’s always worried about making a fool of himself and about what people think.
4 Mr Jones is an unscrupulous / impartial judge. You can rely on his fairness.
5 Martha’s very absent-minded / narrow-minded. She forgets appointments and loses things all the time.

Write similar sentences to illustrate the other word in each pair in Exercise 2.
Rewrite sentences (1–4) as in the examples so that they sound less negative.

a. She is ugly. She isn’t very pretty, but… (she’s got a lovely warm smile).

b. He is impatient and aggressive. He is not always patient and he can be a bit aggressive sometimes.

1. Dan is unintelligent.

2. Claire is immature.

3. Annie is badly-organised and unreliable.

4. Nick is conceited.

Match the emotions with their extreme equivalents.

1. frightened  a. astonished, amazed

2. happy  b. bewildered

3. excited  c. elated

4. unhappy  d. exhausted

5. tired  e. furious

6. surprised  f. heartbroken, devastated

7. confused  g. terrified, petrified

8. angry  h. thrilled

Recall a situation when you experienced extreme emotions. Tell a partner about it.

I was absolutely thrilled when my parents told me we were going to New York.

Complete the first sentence in each pair with a verb from the box in the correct form, and the second one with a noun based on that verb.

assume imagine perceive realise recollect

1. I ______ a change in her behaviour, but when I told her about it she said: ‘Reality and your ______ of reality are two different things!’

2. ‘Can you ______ life without computers?’ ‘No, my ______ isn’t powerful enough!’

3. I’m sorry, I can’t ______ what happened. I have absolutely no ______ of the incident.

4. We can ______ the economic situation will remain stable for the next six months. It’s a safe ______.

5. After a while I ______ they were cheating me, but by the time I’d come to that ______ I was broke!

Complete each phrase with the word mind or head.

1. She’s left me! I just can’t get my ______ around it!

2. I’m trying to think of a good example, but nothing comes to ______.

3. You should make up your ______ what you want to do in life.

4. I was so frightened I just lost my ______ and started shouting hysterically.

5. This morning I thought I saw a ghost. Do you think I’m losing my ______?

6. She’s got a good ______ for maths.

7. I can’t forget him. He’s on my ______ all the time.

8. I think success has gone to her ______. She’s become very arrogant.

Form the antonyms of the following adjectives.

literate logical loyal mature obedient perfect rational reliable responsible sensitive sincere

Complete the sentences with an adjective with or without a negative prefix.

1. Be ______ (REASON)! We can’t work for six hours without a break!

2. It’s ______ (REASON) to expect everyone will accept your plan without any objections.

3. I’m afraid he may be late. He’s rather ______ (RELY).

4. She’s a very ______ (RELY) friend. She’s never let me down.

5. I used to be a very ______ (OBEY) child, a real teacher’s pet.

6. Fifty years ago it was still widely believed that ______ (OBEY) children should be beaten.
1 Do you ever have problems managing everything you have to do? Why? Discuss in small groups.

2 Look up the words in bold and match the halves of sentences.
   1 Disorganised people
   2 People who are easily distracted
   3 Procrastinators
   4 Perfectionists
   5 Efficient people
   a are able to multi-task.
   b set themselves high standards.
   c often lose things.
   d put things off.
   e may get sidetracked before they finish a job.

3 Read the text below and match sentences (A–C) to gaps (1–3). Underline the words in the text to which the highlighted pronouns refer.

   A Well, to be honest, I hate to see him going out for a leisurely run when I’m working around the clock.
   B Now that I think about it, perhaps I’m desperate enough to get one too.
   C All too often I spend them frantically completing work that was due months earlier.

4 Five sentences have been removed from the text on page 61. Read the text and complete gaps 1–5 with sentences A–F to make a logical and coherent text. There is one extra sentence that you do not need to use.

   A After all, nobody’s perfect, not even the perfectionists.
   B Then at the first opportunity, you absent-mindedly wash them off.
   C However, you never get round to actually writing one.
   D It’s because you’re over-ambitious.
   E It’s time to make up your mind what to do.
   F What’s more, you’re horrendously unpunctual.

5 In pairs, discuss the following questions.
   • Do you belong to any of the types described in the article? Do you agree with the description?
   • Which of the tips at the end do you find the most useful? Why?
   • Do you disagree with any of the advice in the article? Why?

6 Look at the highlighted words in the text on page 61. Work out their meaning from context. Circle the correct meaning below.

   1 overwhelmed
   a feeling that you can’t cope
   b feeling that you’ve solved a problem

   2 glance
   a look steadily for a long time
   b look quickly

   3 wretched
   a cheerful
   b miserable

   4 fall apart
   a collapse mentally
   b work harder

   5 gloomy
   a proud
   b sad, depressed

   6 flaws
   a achievements
   b weaknesses, faults
Do you find it difficult to carry out your plans and achieve your ambitions? Does your list of things to do just keep getting longer and longer? Do you feel overwhelmed by life? If so, it may be because you belong to one of these personality types.

You’re disorganised. You never manage to do what you want because you keep forgetting what it is. You draw up a list of things to do, but then you can’t remember where you put it. With great excitement, you write vital notes to yourself on the palm of your hand. 1 You can never find the document you want on your computer because your idea of a filing system is just to dump everything together in one big folder called ‘stuff’.

You’re easily distracted. You have no problems starting off, it’s just you get sidetracked before the end. In the middle of a job, you find yourself daydreaming about your girlfriend, reminiscing about your childhood, watching a silly video on YouTube or wondering what it’s like to be a fly. As a result you seldom get things done. 2 You glance at a newspaper just as you’re going out and then suddenly half an hour has gone by and you’re behind schedule again. Your friends say you’ll be late for your own funeral.

You’re a procrastinator. Your maxim is: never do today what you can put off till tomorrow. You know it’s a good idea to compile a list of things to do. 3 ‘I’ll write that essay tomorrow,’ you think to yourself. ‘I work better under pressure.’ But deep down you know tomorrow never comes. You’re the wretched soul running around the 24-hour-store last thing on Christmas Eve desperately looking for presents. Author Douglas Adams said: ‘I love deadlines. I like the whooshing sound they make as they fly by.’ But deadlines just make you fall apart.

You’re plagued by perfectionism. On the rare occasions you actually complete something, it’s perfect. The only problem is you hardly ever finish anything you start. Anyone else would be proud of that sketch you’re drawing, but you just crumple it up and toss it in the bin. You set yourself such high standards that almost nothing is good enough. The result is that you end up doing almost nothing.

You’re energetic and efficient and you can multi-task. Your friends watch in awe as you type an essay, hold a conversation, play the recorder and text a message – all at the same time! So how can it be that your list of things to do just gets longer and longer? 4 You try to do so much, you end up feeling totally stressed out, longing for an eight-day week that will, of course, never come.

You shouldn’t feel too gloomy if you have any of these flaws. 5 But nor should you just shrug your shoulders and mutter, ‘that’s the way I am’. No, what you should do is turn over a new leaf and follow my advice.

• Make a realistic list of things to do and give each one a deadline.
• Check your list every day at the same time: make it a routine.
• Prioritise: do the most urgent and important things first.
• Use those empty moments: you can get a lot done when the adverts are on or when you’re waiting for someone.
• Learn to multi-task, but don’t overstretch yourself.
• Whenever you tick something off, give yourself a prize – an ice-cream, a session on a computer game or a walk in the park.

And finally, don’t let fear of failure stop you from having a go. Remember, it’s better to have tried and failed than never to have tried at all.
USE OF ENGLISH

1. What is emotional intelligence? In pairs, try to write a definition. Discuss examples of emotionally intelligent behaviour. Share ideas as a class.

Exam Task

2. You’re going to hear an interview with a psychologist about emotional intelligence. Choose the correct answers.

1. Being aware of your moods can help you to
   A. carry out unpleasant tasks.
   B. choose the right time to do things.
   C. perceive other people’s emotions.
   D. make better life choices.

2. The young man responded aggressively to the neighbour because
   A. he didn’t care about other people.
   B. the neighbour was obviously crazy.
   C. he felt himself under attack.
   D. he was fed up with constant comments about his age.

3. The psychologist praised the young man’s
   A. driving skills.
   B. car.
   C. choice of music.
   D. attitude to other people.

4. At the end of the conversation the young man
   A. talked about music.
   B. gained the psychologist’s confidence.
   C. agreed to do what he was asked to do.
   D. offered a compromise.

5. The story of the young man is used as an example of
   A. judging your moods.
   B. understanding other people’s feelings.
   C. lack of respect.
   D. the importance of music to some people.

Multiple Choice

3. Complete the questions with the verbs from the box in the correct form. Then ask and answer in pairs.

compliment gain perceive rub

1. Can you recall a situation when you ______ someone up the wrong way?
2. Are you good at ______ other people’s emotions?
3. When did you last ______ someone on something? On what?
4. What can you do to ______ another person’s confidence?

Word Building

1. Form nouns from the following adjectives, using the suffixes -ty/-ity, -ance/-ence and -ness. Write them down in your notebook in groups.

arrogant confident honest kind loyal mature rude sensitive sincere sociable

2. The same suffix can be used to form adjectives from all of the following verbs. What is it? Write the adjectives.

Verb | Adjective
---|---
IMAGINE | Imagining
COMPETE | Competence
MEDITATE | Meditating
SUPPORT | Support
ARGUE | Arguing
DISMISS | Dismissing

3. What part of speech do you need in the gap in each of the following sentences – an adjective or a noun?

1a. We don’t get on very well. We have a lot of ______.
1b. He’s difficult to get on with. He’s very ______.
2a. Children are often more ______ than adults.
2b. She’s a very interesting person with a lively ______.
3a. You seem to be in a ______ mood today.
3b. I use ______ to relax.

4. Now complete the gaps in Exercise 3 with words formed from (1) ARGUE, (2) IMAGINE and (3) MEDITATE.

Completion

My friend Peter is the most misunderstood person I know. He’s spontaneous and 1 ______ (IMAGINE), which to my mind makes him great fun to be with. However, many people see that as a sign of being 2 ______ (MATURE). When we were children, it was even worse: as a result of his lively behaviour he was treated as 3 ______ (OBEY) and was often punished at school. Another quality of Peter’s for which I have great respect is his 4 ______ (SINCERE). I agree with him that telling the truth is really vital. But all too often such openness is perceived as 5 ______ (RUDE) and 6 ______ (ARROGANT). I do wish people would show a bit more tolerance and understanding.
Speaking on a set topic ↔36

exam WORKOUT

Planning your talk

1 Read the following statement. In pairs discuss to what extent you agree with it. Use examples.

First impressions of people are often wrong. Do you agree?

2 Here are some notes taken by a student who agrees with the statement above. Number them 1–5 to make a plan of his mini-presentation.

- What happens as we get to know people better (I agree)
- What first impressions are based on
- Conclusion: the importance of staying open-minded
- Exceptions – situations when a first impression can be right

3 Use the plan from Exercise 2 or change it to reflect your opinion. For each point, think of an example from real life, literature, film or the media.

For example, in the novel Pride and Prejudice, Elisabeth Bennet forms an unfavourable first impression of Mr Darcy. Because he speaks very little, she thinks he’s proud and arrogant.

4 Complete the sentences with the words from the box. There is one extra word.

abstract open-minded prejudices superficial

1 First impressions can be very ________.
2 As you get to know people better, you forget your ________.
3 It’s important to remain ________ despite your first impression.

5 Deliver a talk on the exam topic in Exercise 1.

exam TASK

6 Prepare to speak on the following topics.

STUDENT A
It is easier to love humanity as a whole than to love one’s neighbour. Do you agree?

STUDENT B
Most people are as happy as they make up their minds to be. Do you agree?

7 Take turns to deliver your talks.

Writing ↔26

Description of a person ↔26

exam WORKOUT

A description of a person is more than a list of features

1 Read the exam task and the extract from a description. What is wrong with it? Identify two major problems.

Describe a childhood friend who you will always remember as a great playmate.

My friend Anna was average height for our age, average build, she had shoulder-length light brown hair and brown eyes. On the day I met her she was wearing a striped T-shirt with a navy blue jumper over it, black shorts, blue socks and black trainers. As far as her personality is concerned, I remember her as being friendly, affectionate, cheerful, imaginative, daring and full of energy.

2 The following two sentences describe selected aspects of Anna’s appearance. What else do they tell the reader about her?

a One of the most noticeable things about her was that her shiny brown eyes always seemed to be smiling or even laughing.

b The first thing I noticed when I met her was that she was dressed, according to our primary school standards, ‘like a boy’.

3 Match each personality trait (a–c) with an appropriate example (1–3).

a She was very affectionate. __

b She was very imaginative. __

c She was quite daring. __

1 She would invent games in which we played the roles of elves, fairies and monsters, depending on our mood.

2 We used to climb trees and scramble over fences to get into places where we were not supposed to be, and it was usually Anna’s initiative.

3 I liked the way she always greeted me with a smile and a hug.

4 Write a description in response to one of the exam tasks on this page.

exam TASK

Write a description of a person about whom you could say The world would be a better place if there were more people like him/her.
lose your head /luːz ˈjaː ˈhed/  
lose your mind /luːz ˈjaː ˈmaɪnd/  
make up your mind /meɪk əp ˈjaː ˈmaɪnd/  
multi-task /ˈmʌltɪ ˈtaːsk/  
perceive /pəˈsɜːv/  
perception /ˈpɜːsəpʃən/  
realisation /ˈriːəˌlɪzáʃən/  
realise /ˈriːəlaɪz/  
recollection /ˌrekəˈlektʃən/  
regard (sth) as /ˈrɪɡərd ˈsʌmbədɪ əz/  

ADJECTIVES AND OPPOSITES

1. Complete the table with antonyms.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>OPPOSITE ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 reliable</td>
<td>2 sincere</td>
</tr>
</tbody>
</table>

2. Answer the questions and complete the sentences.

1. What can you do with your shoulders?
   a. stutter  b. shrug  c. stare

2. If people are afraid or cold, they
   a. tremble.  b. frown.  c. lean back.

3. People with a speech defect may
   a. whisper.  b. yell.  c. stutter.

4. If you can multi-task, you are
   a. efficient.  b. gullible.  c. impartial.

5. Which two adjectives can be made into nouns using the suffix -ity?
   a. mature  b. honest  c. sensitive

6. Which two of these mean ‘unhappy’?
   a. wretched  b. elated  c. gloomy

7. Which two of these mean ‘very frightened’?
   a. petrified  b. terrified  c. thrilled

8. What word completes all three sentences?
   He’s got a good ______ for science.
   I can’t get my ______ around it.
   The praise has gone to his________.

9. Which preposition fits all four sentences?

   They complimented me ______ my work.
   He’s focused ______ her studies.
   He insisted ______ going with us.
   She’s ______ my mind all the time.

10. What verb fits both sentences?

    She ______ an interest in her children’s sporting achievements.
    He ______ pride in his work.
FAMOUS NAMES FROM FICTION

They are famous. Some are so realistic that many people believe they actually existed. Others are characters who represent a distinct personality type. They are from the world of fiction, but they seem larger than life.

Robin Hood
We know a lot about Robin Hood. He lived in Sherwood Forest with his band of ‘merry men’. A brilliant archer and swordsman, he robbed the rich and gave to the poor. His sweetheart was Maid Marian; his arch-enemy the Sheriff of Nottingham. He supported King Richard the Lionheart against his evil brother Prince John. Yes, we know a lot about Robin Hood... even though he probably never lived. He is a creation of ballads and stories dating from as long ago as the fourteenth century. In some he’s a common man; in others an aristocrat. In some he fights for the Anglo-Saxons against the Normans, who conquered England in 1066; in others he’s nothing more than an outlaw. However, one thing is sure. In every story or film about him Robin Hood is a hero.

Sherlock Holmes
He is an honorary fellow of the prestigious Royal Society of Chemistry. His work inspired techniques that are used by forensic scientists today. Many people have written to him requesting help in solving crimes. You can even visit his house at 221B Baker Street. However, Sherlock Holmes never walked the streets of London. He is a fictional character created by Sir Arthur Conan Doyle in 1887. Without doubt the most famous detective in literature, Holmes uses science and logic, meticulous observations and the power of deduction to find answers to the most puzzling criminal cases. As he says in A Study in Scarlet ‘When you have eliminated the impossible, whatever remains, however improbable, must be the truth’. Holmes features in four novels and fifty-six short stories and has been portrayed by seventy-five actors in over two hundred films.
Alice
No one could imagine that Lewis Carroll’s Alice is a real person. Her Adventures in Wonderland (1865) and Through the Looking Glass (1871) are far too strange for anyone to believe they really happened. After all, characters like a worried white rabbit with a watch, a Mad Hatter enjoying a permanent tea party, and a Queen who thinks the answer to every problem is to cut off someone’s head are not part of our everyday lives, fortunately. And yet the curious little girl who can’t resist poking her nose in where it doesn’t belong seems so familiar we feel we know her personally. Perhaps it is because Alice may have been inspired by a real person, Alice Liddell, the daughter of some friends of Carroll’s. Or perhaps it’s because it is simply a wonderfully accurate description of a typical little girl.

Bridget Jones
Literature still continues to create people that we all recognise or even identify with. A recent example is Bridget Jones, who was created by writer Helen Fielding in a newspaper column in 1995. She features in two best-selling novels, Bridget Jones’s Diary and Bridget Jones, the Edge of Reason which were both made into hugely successful films starring Renée Zellweger, Hugh Grant and Colin Firth. Bridget is the typical thirty-something single woman trying to cope with life and desperately looking for love. In her diary she writes her New Year resolutions: to eat and drink less and to stop smoking. She breaks them one by one, has problems at work, and falls in and out of love. Why is she so popular? Perhaps it’s just because she is imperfect and seems so real, so like people we know in our own lives.

WORD BANK
forensic scientist /ˌfɒrɪsnˈsaɪəntɪst/
meticulous /ˈmɪtɪkjʊləs/
outlaw /ˈaʊtlɔː/
swordsman /ˈsɔːdzmən/