

 MACMILLAN EXAMS

Ready for First

coursebook with key

3rd Edition

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Contents map

| Unit | Language focus | Vocabulary | Writing |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------|
| 1 Lifestyle Page 6 | 1 Habitual behaviour: <i>tend to</i> ; frequency adverbs; <i>used to</i> and <i>would</i> 2 <i>Be used to</i> , <i>get used to</i> and <i>used to</i> | 1 Lifestyle 2 <i>Get</i> : Expressions and meanings 3 Clothes | Informal letter (Part 2) |
| 2 High energy Page 18 | 1 Indirect ways of asking questions 2 Gerunds and infinitives | 1 Music 2 Sport | 1 Letter of application (Part 2) 2 Article (Part 2) |
| 3 A change for the better? Page 30 | 1 Comparisons 2 Articles | Technology | Essay (Part 1) |
| Ready for Use of English Page 42 | Part 1: Multiple-choice cloze | | Part 2: Open cloze |
| 4 A good story Page 46 | 1 <i>So</i> and <i>such</i> 2 Past tenses | 1 Films 2 <i>Take</i> : Expressions and phrasal verbs | 1 Review (Part 2) 2 Report (Part 2) |
| 5 Doing what you have to Page 58 | 1 Obligation, necessity and permission 2 Noun phrases | The world of work | Essay (Part 1) |
| 6 Relative relationships Page 70 | 1 Defining relative clauses 2 Non-defining relative clauses 3 Causative passive with <i>have</i> and <i>get</i> | 1 Phrasal verbs 2 Describing people | Article (Part 2) Email (Part 2) |
| Ready for Reading Page 82 | Part 5: Multiple choice | | Part 6: Gapped text |
| 7 Value for money Page 88 | 1 Present perfect simple 2 Expressing preferences 3 Present perfect continuous | 1 Shopping 2 Paraphrasing and recording 3 Towns and villages | Email (Part 2) Essay (Part 1) |
| 8 Up and away Page 100 | The future and time linkers | 1 Sleep 2 Travel 3 Phrasal verbs | Essay (Part 1) Article (Part 2) |
| 9 Mystery and imagination Page 112 | 1 Modal verbs for speculation and deduction 2 Question tags 3 Contrast linkers | 1 Ways of looking 2 <i>Give</i> : Expressions and phrasal verbs | Review (Part 2) |
| Ready for Listening Page 124 | Part 1: Multiple choice | | Part 2: Sentence completion |
| 10 Nothing but the truth Page 128 | 1 <i>Too</i> and <i>enough</i> 2 Passives 3 Passive of reporting verbs | 1 Crime and punishment 2 Paraphrasing and recording 3 Phrasal verbs | Article (Part 2) Essay (Part 1) |
| 11 What on earth's going on? Page 140 | 1 <i>So</i> , <i>neither</i> and <i>nor</i> 2 Conditionals | 1 Weather 2 <i>Put</i> : Expressions and phrasal verbs | Essay (Part 1) Email (Part 2) Review (Part 2) |
| 12 Looking after yourself Page 152 | 1 Countable and uncountable nouns A 2 Countable and uncountable nouns B 3 Reported speech 4 Reporting verbs 5 Reported questions | 1 Food and drink 2 Health matters | Report (Part 2) |
| Ready for Speaking Page 164 | Part 1: Interview | | Part 2: Talking about photos |
| 13 Animal magic Page 168 | 1 Hypothetical situations 2 Prepositions and gerunds | 1 The Arts 2 Paraphrasing and recording 3 Animals 4 Verbs followed by prepositions | Email (Part 2) Article (Part 2) Report (Part 2) |
| 14 Mind your language Page 180 | 1 Compound adjectives 2 Expressing purpose 3 Ability | 1 Phrasal verbs with <i>turn</i> 2 <i>Make</i> and <i>do</i> | 1 Article (Part 2) 2 Letter of application (Part 2) |
| Ready for Writing Page 192 | Part 1: Essay | | Part 2: Article, Email/Letter, |
| Additional material Page 202 | Wordlist Page 205 | Grammar reference Page 209 | |

| Reading | Use of English | Listening | Speaking |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Multiple matching (Part 7) | Transformations (Part 4) | 1 Multiple matching (Part 3) 2 Multiple choice (Part 1) | Talking about photos (Part 2) |
| Gapped text (Part 6) | Word formation: Affixes Word formation (Part 3) | 1 Sentence completion (Part 2) 2 Multiple choice (Part 4) | |
| Multiple choice (Part 5) | Word formation: Nouns 1 Word formation (Part 3) | 1 Multiple choice (Part 4) 2 Multiple matching (Part 3) | 1 Collaborative task (Part 3) 2 Further discussion (Part 4) |
| Part 3: Word formation | | | |
| Gapped text (Part 6) | Word formation: Adjectives ending in <i>-ing</i> and <i>-ed</i> Transformations (Part 4) Word formation (Part 3) | Preparing for listening: Focus on distractors Multiple choice (Part 1) | Talking about photos (Part 2) |
| 1 Multiple matching (Part 7) | Word formation: <i>-en</i> suffix 2 Open cloze (Part 2) Word formation (Part 3) Multiple-choice cloze (Part 1) Transformations (Part 4) | 1 Multiple choice (Part 4) 2 Sentence completion (Part 2) | 1 Talking about photos (Part 2) 2 Collaborative task (Part 3) |
| 2 Multiple choice (Part 5) | 1 Multiple-choice cloze (Part 1) Open cloze: Relative clauses Transformations (Part 4) | 1 Multiple matching (Part 3) 2 Multiple choice (Part 1) | 1 Collaborative task (Part 3) 2 Interview (Part 1) |
| Part 7: Multiple matching | | | |
| Gapped text (Part 6) | Open cloze (Part 2) Transformations (Part 4) | 1 Sentence completion (Part 2) 2 Multiple choice (Part 4) | 1 Talking about photos (Part 2) Supermarket psychology 2 Interview (Part 1) |
| 1 Gapped text (Part 6) | Word formation: Adjectives 2 Word formation (Part 3) Transformations (Part 4) Multiple-choice cloze (Part 1) | 1 Multiple choice (Part 1) 2 Multiple matching (Part 3) | 1 Interview (Part 1) 2 Talking about photos (Part 2) |
| 1 Multiple choice (Part 5) 3 Multiple matching (Part 7) | Word formation: Adverbs 2 Open cloze (Part 2) Multiple-choice cloze (Part 1) Word formation (Part 3) Transformations (Part 4) | 1 Multiple choice (Part 4) 2 Sentence completion (Part 2) | Collaborative task (Part 3) |
| Part 3: Multiple matching | | Part 4: Multiple choice | |
| Multiple choice (Part 5) | Transformations (Part 4) Multiple-choice cloze (Part 1) | 1 Multiple choice (Part 4) 2 Multiple matching (Part 3) | Talking about photos (Part 2) |
| 1 Multiple matching (Part 7) 2 Gapped text (Part 6) | 3 Open cloze (Part 2) Transformations (Part 4) | 1 Sentence completion (Part 2) 2 Multiple choice (Part 1) | Collaborative task (Part 3) |
| 1 Multiple matching (Part 7) | 2 Open cloze (Part 2) Word formation: Nouns 2 Word formation (Part 3) Transformations (Part 4) Multiple-choice cloze (Part 1) | 1 Multiple matching (Part 3) 2 Multiple choice (Part 4) | Talking about photos (Part 2) |
| Part 3: Collaborative task | | Part 4: Further discussion | |
| Gapped text (Part 6) | Word formation: Suffixes <i>-ible</i> and <i>-able</i> Word formation (Part 3) Transformations (Part 4) | 1 Multiple choice (Part 4) 2 Sentence completion (Part 2) | 1 Collaborative task (Part 3) 2 Further discussion (Part 4) |
| 1 Multiple choice (Part 5) | Word formation: Suffixes <i>-ful</i> and <i>-less</i> 2 Open cloze (Part 2) Multiple-choice cloze (Part 1) Transformations (Part 4) Word formation (Part 3) | 1 Multiple matching (Part 3) 2 Multiple choice (Part 1) | Talking about photos (Part 2) |
| Letter of application, Report, Review | | | |

Introduction

Welcome to *Ready for First*, a course which is designed to help you prepare for the *Cambridge English: First* examination, also known as *First Certificate in English (FCE)*.

This book contains a wide range of activities aimed at improving your English and developing the language and skills which you will need to pass the examination. As well as providing relevant practice in reading, writing, listening and speaking, each unit of *Ready for First* includes one or more Language focus sections, which revise the main grammar areas, together with Vocabulary slots which will help you to increase your word store.

A significant feature of the Use of English syllabus in the book is the systematic approach to Word formation. At regular intervals you will find special sections which focus on the most important aspects of word building, ensuring that you are properly prepared for this part of the examination. There are also sections, in Units 7, 10 and 13, devoted to the important skill of paraphrasing and recording new vocabulary.

At the end of every unit there is a two-page Review section, which enables you to revise and practise the new language you have encountered in the unit.

Throughout the book you will find the following boxes, which are designed to help you when performing the different tasks:

What to expect in the exam: these contain useful information on what you should be prepared to see, hear or do in a particular task in the examination.

How to go about it: these give advice and guidelines on how to deal with different task types and specific questions.

Don't forget!: these provide a reminder of important points to bear in mind when answering a particular question.

Useful language: these contain vocabulary and structures which can be used when doing a specific writing or speaking activity.

Further information and advice on each of the papers in the *Cambridge English: First* exam is included in the five supplementary 'Ready for ...' units. These are situated at regular intervals in the book and can be used at appropriate moments during the course. The Ready for Writing unit contains model answers for each of the main task types, together with advice, useful language and further writing tasks for you to complete.

At the end of the book you will find detailed explanations of the grammar areas seen in the units in the Grammar reference, together with a topic-based Wordlist and the Listening scripts.

Overview of the Examination

The *Cambridge English: First* examination consists of four papers, as shown below. The Writing, Listening and Speaking papers each carry 20% of the total marks; the Reading and Use of English paper carries 40% (20% for the Reading tasks and 20% for the Use of English tasks). A low mark in one paper does not necessarily mean a candidate will fail the examination; it is the overall mark which counts.

Reading and Use of English 1 hour 15 minutes

There are seven parts to this paper: Parts 1 to 4 are grammar and vocabulary tasks; Parts 5 to 7 are reading tasks. For the Use of English tasks, each correct answer in Parts 1 to 3 receives one mark; each question in Part 4 carries up to two marks. For the reading tasks, each correct answer in Parts 5 and 6 receives two marks, and there is one mark for each question in Part 7. For more information on this paper, see the Ready for Use of English unit on pages 42 to 45 and the Ready for Reading unit on pages 82 to 87, as well as the relevant sections in the main units of the book.

| Part | Task Type | Number of questions | Task Format |
|------|--------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1 | Multiple-choice cloze | 8 | A text with 8 gaps; there is a choice of 4 answers for each gap. |
| 2 | Open cloze | 8 | A text with 8 gaps, each of which must be completed with one word. |
| 3 | Word Formation | 8 | A text containing 8 gaps. The task is to complete each gap with the correct form of a given word. |
| 4 | Key word transformations | 6 | Gapped sentences which must be completed using a given word. |
| 5 | Multiple Choice | 6 | A text followed by multiple-choice questions with four options. |
| 6 | Gapped Text | 6 | A text from which sentences have been removed. Candidates replace each of these in the appropriate part of the text. |
| 7 | Multiple Matching | 10 | A text preceded by multiple-matching questions which require candidates to find specific information in a text or texts. |

Writing**1 hour 20 minutes**

There are two parts to this paper, each of which carries the same number of marks. Part 1 is compulsory, so must be answered by all candidates, whereas in Part 2 candidates choose one from three tasks. You are required to write between 140 and 190 words for each part. For more information and advice on the questions in this paper, see the Ready for Writing unit on pages 192 to 201, as well as the relevant sections in the main units of the book.

| Part | Task Type | Number of Tasks | Task Format |
|------|-----------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Essay | 1 (compulsory) | Candidates are given an essay title and notes to guide their writing. |
| 2 | | 3 (candidates choose one) | A writing task with a clear context, purpose for writing and target reader. Candidates write one of the following: article, email/letter, report, review. |

Listening**about 40 minutes**

This paper consists of four parts with a total of 30 questions, each of which carries one mark. Each part contains one or more recorded texts, which are heard twice. Candidates are tested on their ability to understand, for example, opinions, gist, the main points or specific information. For more information on this paper, see the Ready for Listening unit on pages 124 to 127, as well as the relevant sections in the main units of the book.

| Part | Task Type | Number of Questions | Task Format |
|------|---------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Multiple choice | 8 | Short unrelated extracts of approximately 30 seconds each with one or more speakers. There are 3 options for each question. |
| 2 | Sentence completion | 10 | A monologue lasting approximately 3 minutes. Candidates write a word or short phrase to complete sentences. |
| 3 | Multiple Matching | 5 | Five short monologues, each lasting approximately 30 seconds. The extracts are all related to a common theme. Candidates match extracts with prompts. |
| 4 | Multiple choice | 7 | An interview or conversation between two or more speakers lasting approximately 3 minutes. There are 3 options for each question. |

Speaking**14 minutes**

There are four parts to this paper. There are usually two candidates and two examiners. Candidates are given marks for range and correct use of grammar and vocabulary, pronunciation, discourse management (the ability to organize language and produce extended responses) and interactive communication. For more information on this paper, see the Ready for Speaking unit on pages 164 to 167, as well as the relevant sections in the main units of the book.

| Part | Task Type | Time | Task Format |
|------|---------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Interview | 2 minutes | Candidates give personal information in response to questions from the interviewer. |
| 2 | Talking about photographs | 4 minutes | Each candidate talks about two pictures for about 1 minute, and comments briefly on the other candidate's pictures. |
| 3 | Collaborative Task | 4 minutes | Candidates are given instructions with written prompts which they use for discussion. Candidates speak for about 3 minutes in total; the giving of instructions takes about 1 minute. |
| 4 | Further discussion | 4 minutes | The interviewer leads a discussion which is related to the topic of Part 3. |

Roy Norris

1 Lifestyle



Actor




Potter

Vocabulary 1: Lifestyle

- 1 a Look at the verbs and adjectives that can all be used with the noun *lifestyle* to form collocations. Collocations are pairs or groups of words that are often used together.

| | | | | |
|------|------|-------------|-----------|-----------|
| have | | alternative | luxurious | |
| live | a/an | busy | quiet | lifestyle |
| lead | | chaotic | relaxing | |
| | | comfortable | sedentary | |
| | | exciting | simple | |
| | | healthy | stressful | |

Underline those adjectives which could be used to describe *your* lifestyle.

- b  Work in pairs. Compare your adjectives with your partner, explaining your choices.

Example:

*I have quite a **healthy lifestyle** at the moment. I'm eating sensibly and doing a lot of exercise.*

- 2  Discuss the following questions. As in other parts of this book, common collocations are shown in **bold**.

- Would you like to **change your lifestyle**? Why/Why not?
- Do you **lead an active social life**? What kinds of things do you do?
- What do you think is meant by the **American way of life**? How would you describe the **way of life** in your country to a foreigner?
- What are some of the positive and negative aspects of our **modern way of life**? In what ways, if any, was the **traditional way of life** in your country better?
- Why are people so interested in the **private lives** of celebrities? Do they interest you?

Speaking

Part 2

Talking about photos 

- 1 Look at the four photographs. They show people who have different lifestyles. Before you do the speaking task, read the information in the boxes below.

Student A Compare photographs 1 and 2 and say what you think the people might find difficult about their lifestyles.

Student B When your partner has finished, say which lifestyle you would prefer to lead.

- 2 Now change roles. Follow the instructions above using photographs 3 and 4.

How to go about it

Student A

- In Part 2 of the speaking exam you are not asked to describe the photographs in detail, but to compare them. When doing this, comment on the similarities and differences:

Similarities: *Both pictures show ...*

Differences: *In the first picture ... whereas in the second one ...*

- When talking about what the people might find difficult about their lifestyles, give reasons for your opinions. You could comment on some of the following:

| | | | | |
|---------------|---------------|--------------|--------------|---------|
| daily routine | working hours | leisure time | type of home | friends |
| eating habits | health | travel | family life | |

Student B

- In the exam you have time to develop your answer fully and give reasons for your choice.

Useful language

I get the impression it's a stressful life.

I expect/imagine she has to get up early.

He probably spends a long time away from home.

I doubt that she has much time for a social life.

Perhaps he doesn't see his family very often.

She might/may get lonely during the day.

What might the people find difficult about their lifestyles?



3 Farm vet



4 Fisherman

Reading and
Use of English

Part 7

Multiple matching

You are going to read an article in which four people talk about their lifestyles. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

How to go about it

- Read all the questions to see the kind of information you are looking for.
- Read section A, then look again at the questions, answering any that you can.
To help you, one part of section A has been underlined. Match this part to one of the questions. Then look in the rest of section A for any more answers.
- Do the same for the other three sections. Underline the relevant parts of the text as you answer the questions.
- If there are any questions you have not answered, scan the whole text again looking for the information you need.

Which person

- admits to having an untidy house?
- could not imagine doing any other type of work?
- likes the unpredictable nature of their work?
- is not particularly keen on taking exercise?
- says they start the day like many other people?
- does not have to go far to get to their place of work?
- never has any trouble getting to sleep?
- used to feel lonely while working?
- says that people have the wrong idea about their work?
- would prefer to go to bed earlier on many occasions?

This is your life

Four more personal accounts in our series on different lifestyles

A Colin Dobson: television and stage actor

Normally I get out of bed around midday. I'll sometimes go for a run after I get up, though it's not really my idea of fun. I'm not a fitness fan, but I realize it's important.

- 5 When I'm not rehearsing or on tour, afternoons usually involve reading scripts or learning lines. My wife and two sons are also actors, so at home there are usually scripts lying all over the place. It's a bit of a mess, I'm ashamed to say. I'm passionate about history, and if
- 10 I'm working away from home, I spend the afternoons in museums or historic buildings. I always get to the theatre at the last minute, which annoys my co-actors, but I don't like arriving anywhere early.

- 15 After a performance I eat and spend a few hours unwinding, so bedtime is often two or three in the morning. I always fall asleep as soon as my head hits the pillow.





C Janie Collins: farm vet

35 I used to have a dog and we'd go running together most mornings, but I gave him to my mum in the end. I tend to be out all day visiting farms and it wasn't fair to leave him alone. So now I don't get as much exercise as I'd like to.

40 I love my job, especially the variety and not knowing what you'll be doing from one day to the next. But being a vet – any type of vet – is not what people think. It's not all cuddly lambs and cute little pigs. We have to do some pretty unpleasant things sometimes,

45 things which would put you off working with animals for life.

My mum wants to know when I'm going to settle down with someone, but there's no room for a dog in my life, so I don't see how I'll be able to fit marriage in.



B Jodie Miller: potter

Before I started renting the workshop at the open-air museum, I would crawl out of bed in the morning, get
20 dressed and go straight into the garage, which I'd converted into a studio. Now I get the train and a bus, so I have to get up early and my morning routine is dull and conventional, the same one that's played out in millions of households.

25 On the plus side, though, I get to meet lots of people: there are the museum visitors that come into the workshop every day to watch me working, the other craftspeople – the broom maker, the blacksmith or the glassblower – and I also give classes. Working at
30 home was a solitary business and I hated the fact that I would often go for days without speaking to anyone.

I get lots of requests for personalized mugs, and evenings are spent packaging up orders to send out the next day. I often get to bed later than I would like.



D Mark Fudge: fisherman

50 My flat overlooks the port, so it's just a short walk to the *Ellie May*. That's our boat, the place I think of as home. I get lonely if I'm away from her for longer than a week or so – the crew is like a family to me.

I'm one of four deckhands, which means that the first
55 mate – the second in command after the captain – gets us to do cleaning and maintenance work as well as pulling in the nets, then washing, salting, icing and storing the fish. We work hard – six hours on, six hours off, six hours on, six hours off – every day for
60 seven weeks. It's tough, but I can't see myself in any other profession. There's nothing else I'd rather do.

Reacting to the text

If you had to choose, which of the four people would you prefer to change places with for a month? Why?

Language focus 1: Habitual behaviour

A General tendencies

- 1 Which of the alternatives in this sentence is not possible?

*I **tend to be/use to be/am usually** out all day visiting farms.*



Look at the Grammar reference on page 209 to see how *tend to* is used.

- 2 Make three general statements about some of the following groups of people in your country using *tend to*.

- football players
- teachers
- teenagers
- people in cities
- elderly people
- people in villages

Example:

The best football players in my country tend to go abroad. They can earn much more money playing for foreign clubs.

B Frequency adverbs

- 1 a Look at the following extracts from the reading text. In what position is the frequency adverb placed in relation to the verb?

I'll **sometimes** go for a run after I get up.

At home there are **usually** scripts lying all over the place.

I **always** get to the theatre at the last minute.

b In this sentence, two of the adverbs are in the correct position and two are not. Cross out the two incorrectly placed adverbs.


Normally/Always/Sometimes/Never I get out of bed around midday.



Check your ideas in the Grammar reference on page 209.

- 2 For sentences 1–6, decide if the position of the adverb is possible. If it is not possible, correct the sentence.

- 1 I rarely go out on weekday evenings.
- 2 I have usually my dinner in front of the television.
- 3 Never I spend more than ten minutes doing my English homework.
- 4 Companies are always phoning me in the evening, trying to sell me something – I get so annoyed.
- 5 Hardly I ever play computer games – I prefer reading.
- 6 It's rare for me to go to bed before midnight, and quite often I'll stay up until two in the morning.

- 3  Say whether or not the sentences in exercise 2 are true for you. Use frequency adverbs and the alternatives in the Grammar reference on page 209.

Example:

*1 It's rare for me to stay at home **on weekday evenings**. I usually do **some type of sport**; I tend to go **running** if it's not raining, and if it is, I'll often go **swimming or play badminton**.*

C Used to and would

- 1 *Used to* and *would* can be used to talk about past habits. Look at these sentences from the reading text and answer the question.

- a *I **would** crawl out of bed and go straight into the garage.*
- b *I **would** sometimes go for days without speaking to anyone.*
- c *I **used to** have a dog and we'd go running together most mornings.*

In all three sentences, *used to* could be used instead of *would/d* before the verbs *crawl* and *go*, but in sentence c, it is **not** possible to say *I would have a dog*. Why is this?



Check your ideas on page 209 of the Grammar reference.

- 2 In the following paragraph, decide whether the underlined verbs can be used with:

- a both *used to* and *would*
- b only *used to*
- c neither *used to* nor *would*



In the bad old days my mum (1) had an executive position in a pharmaceutical company. She often (2) worked long hours and sometimes (3) went away on business trips for two or three days at a time. Our dear old gran (4) looked after us on those occasions, but it wasn't the same as having a mum around. My brother and I (5) didn't like her being away from home, but we never once (6) said anything, because we always (7) thought she was happy in her work. Then one day she (8) announced she was giving up her job to spend more time with her family. We (9) were delighted at the change in lifestyle, but I'm not sure about my mum: she often (10) said afterwards that being a full-time mother was harder than being a business executive!

- 3 Write six sentences comparing your life now with your life five years ago. Write about things which have changed.

Example:

I didn't use to have a job, but now I work on Saturdays so I have more money.

Vocabulary 2: Get

- 1 a Look at these sentences from the reading text on pages 8 and 9 and try to remember who said each one. The first one has been done for you.
- a I **get to meet** lots of people. *the potter*
 - b Normally I **get out of bed** around midday.
 - c I don't **get** as much **exercise** as I'd like to.
 - d I **get lonely** if I'm away from her for longer than a week or so.
 - e I **get the train** and a bus.
 - f I always **get to the theatre** at the last minute.
 - g The first mate **gets us to do** cleaning and maintenance work ...
 - h I **get** lots of **requests** for personalized mugs.


Check your answers on pages 8 and 9.

- b What is the meaning of the words in **bold** in sentences a–h above?

Example: a have the opportunity to meet

- 2 The following sentences all contain phrasal verbs or expressions with *get*. Underline the correct alternative. There is an example at the beginning (0).
- 0 That jumper looks so old and dirty. When are you going to **get away/along/lost/rid** of it?
 - 1 Here's my telephone number. If you have any problems, just **get in talk/speak/touch/tact** with me.
 - 2 I heard she was a lovely woman. Unfortunately I never **got the occasion/event/ability/chance** to meet her.
 - 3 I asked him how much he **got paid/earned/money/salary** but he refused to tell me.
 - 4 Come on, hurry up and **get moved/ready/ordered/fit**! Your bus leaves in five minutes.
 - 5 His parents are concerned about his behaviour. He's always **getting into problem/trouble/punishment/damage** at school.
 - 6 His girlfriend left him in March and he still hasn't **got past/off/by/over** it.
 - 7 I can't speak French very well, but I always manage to **get across/through/by/over** with a dictionary and a few gestures.
 - 8 They wanted to get to the opera house but they **got up/out of/on/off** the wrong bus and ended up at the football stadium.



- 3  Discuss the following questions.
- How quickly do you **get ready for school/work** in the morning?
 - How do you **get to school/work**? How long does it take you to get there?
 - Did/Do you often **get into trouble** at school? What was the worst thing you ever did?
 - Did/Do your parents ever **get you to do any jobs** around the house? How did/do you feel about this?
 - What sort of things do you do when you **get angry**? How quickly do you **get over your anger**?

Vocabulary 3: Clothes

1 How many of the items of clothing in the photographs can you name?



2 The following adjectives can be used to describe clothes. Which of them can you match to the photographs?

- | | | | |
|---------------|-----------|---------------|------------|
| tight-fitting | formal | tasteful | trendy |
| baggy | colourful | unfashionable | scruffy |
| casual | plain | smart | sleeveless |

Listening 1

Part 3

Multiple matching 1.1–1.5

You will hear five different people talking about occasions when a person's clothes and appearance caused surprise or concern. For questions 1–5, match the speaker to the correct occasion in the list A–H on page 13. Use the letters only once. There are three extra letters which you do not need to use.

Before you do the task ...

Prediction

- guest
- spectator
- audience
- competitor
- witness
- star
- candidate
- host
- invigilator
- opponent

1 Match each of the people in the box to the appropriate occasion A–H in the listening task on page 13. More than one word may be used for each occasion and some words may be used twice.

e.g. A wedding: guest, witness

What other people might you also find in each of the situations?

e.g. At a wedding the people who get married are the bride and groom.

2 Where does each occasion take place?

e.g. A wedding usually takes place in a church or a registry office.

3 What clothes would you personally wear on the occasions A–H mentioned in the listening task on page 13?

e.g. If I was going to a wedding, I would buy an expensive dress. I would probably wear high-heeled shoes.

Now you are ready to do the task.

What to expect in the exam

- You will have 30 seconds to read the eight options. Use this time to try to predict some of the ideas and language you might hear, as you did on page 12.
- Some of the extracts may contain distractors (key words or expressions which could cause you to make the wrong decision). Pay close attention both times you hear the recording.

A a wedding

B a friend's birthday party

C a classical ballet

D a sporting event

E a film premiere

F an examination

G a job interview

H a special family meal

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5



Have you ever been in a situation where someone's appearance caused surprise?

Language focus 2: *Be used to, get used to and used to*

1 Look at the following sentences from the listening. In which of them does *used to*

a mean 'accustomed to'?

b refer to a past state which has now finished?

1 *Her unconventional, yet practical clothing shocked spectators, who **were used to** seeing women play in the long, heavy dresses which were typical of that period.*

2 *And he **used to** live in France, which means he probably wouldn't mind changing countries if we needed him to.*

3 *...he will have to **get used to** wearing something a little more formal.*

2 What is the difference in meaning between *be used to* and *get used to*?

3 What form of the verb is used after *be used to* and *get used to*?

Check your answers on page 209 of the Grammar reference.

4 Talk about all the things you have to *get used to* in the following situations:

- you get your first job
- you become famous
- you go on a diet
- you get married
- you have children
- you retire

Example:

In a new job, you might have to get used to working together with other people.

5 **a** If you went to live in Britain, what aspects of life there would you find it difficult to *get used to*?

b Read the following text about Juan, who moved from Spain to live in England. Ignore the gaps for the moment. How many of the things which you spoke about in **a** are mentioned?

Now that Juan has been living in England for five years he (0) is used to doing (do) things differently, but it hasn't always been the case. When he first moved there he couldn't (1) used to (have) lunch at 1pm, so he often (2) used to (cook) for himself in his flat and eat at 3pm, as his family does in Spain. Even now I don't think he (3) used to (eat) English food, because when he comes home to Madrid, he buys Spanish 'delicacies' to take back with him.

I remember how he (4) used to (write) to me and complain about the shop closing times. It took him a long time to (5) used to not (be) able to buy anything after about five o'clock. Most shops in Spain close at eight or nine in the evening.

He bought an English car a year ago, so he should (6) used to (drive) on the left by now. I wonder if he'll ever be able to (7) used to (drive) on the right again when, or if, he comes back to live in Spain!

c Read the text again.

In the first gap write either *be, is, get*, or leave it blank. **In the second gap** write the correct form of the verb in brackets.

There is an example at the beginning (0).

d What do you think a British person coming to your country might find it difficult to *get used to*?

Writing

Part 2

Informal letter

- 1 Read the following letter, which you have received from your English friend, Mark. What two things does he ask you to tell him? Would you accept Mark's invitation? Why/Why not?



Dear _____,

a) Many thanks for your last letter. The new house sounds brilliant - how are you settling in? b) I'm sorry I haven't written sooner, but I've been really busy helping my parents out on the farm.

It's great fun, though I still haven't got used to getting up at six every morning to milk the cows! We often have the radio on while we're doing it, so it's not too bad. Then, once we've had breakfast, we tend to spend the rest of the day outside, either in the fields or looking after the sheep.

c) That reminds me, do you remember Lady, our oldest sheepdog? Well, she's just had puppies! If you're free in the summer, you could come and see them all and help with the harvest as well. d) Let me know if you can make it - we'd love to see you again.

Anyway, e) I must go, as it's getting late and tomorrow we've got another early start. f) Can't wait to hear from you.

g) Best wishes

Mark

- 2 What is the purpose of each of the four paragraphs?

Example:

Paragraph 1: To say thank you for the letter and to apologize for not writing before.

- 3 Match each underlined expression **a-g** from Mark's letter with an appropriate alternative from **1-10**. Which three phrases cannot be used and why are they inappropriate?

Example: 1 e)

- | | |
|-------------------------------|---------------------------------------------------|
| 1 I'd better close now | 6 I would be most grateful if you could inform me |
| 2 Thanks a lot for the letter | 7 I look forward to your prompt reply |
| 3 Yours sincerely | 8 Please write and tell me |
| 4 By the way | 9 I'm sorry it's taken me so long to write to you |
| 5 All the best | 10 I'm looking forward to hearing from you |

Notice the use of contractions in Mark's letter: *I'm*, *it's* and *haven't*. These are typical of informal writing.

- 4 Find and circle the following linking words in Mark's letter. Then use an appropriate linker from the box to complete the gaps in sentences **1-5** on page 15. Each linker can be used more than once.

but while so and as well as

- 1 You'll never guess what happened to me _____ I was shopping in the centre of town the other day!
 - 2 I'm writing to ask you to do me a favour _____ I've got myself into trouble.
 - 3 We're having a party next Saturday _____ we were wondering if you'd like to come. Bring a friend _____ .
 - 4 I'd love to accept your invitation, _____ I'm afraid I'm going to be busy.
 - 5 I haven't got any plans _____ I'll certainly be able to go.
- 5 Read the following instructions.

Six months ago you moved to a new house in another part of your country. Write a reply to Mark's letter giving news about how you are settling in to your new surroundings and what a typical day is like. You should also say whether or not you can accept his invitation to go and stay on his farm in the summer.

Write your **letter** in **140–190** words.

How to go about it

- Begin by referring in some way to the letter you have received from Mark.
- Use some of the informal language and linkers that you have just studied.
- Organize your letter into logical paragraphs, as in the letter from Mark.

Listening 2

Part 1

Multiple choice 1.6–1.13

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

What to expect in the exam

- The eight recorded extracts are either monologues or conversations. You hear each one twice.
- You will hear distractors. Listen carefully both times to the whole of each extract.

- 1 You hear two people talking about a friend of theirs. What does the woman say about the friend?
 - A He talks a lot about his lifestyle.
 - B He leads a comfortable lifestyle.
 - C He may change his lifestyle.
- 2 You overhear a man talking to a friend on his mobile phone. Why is he phoning?
 - A to persuade his friend to do something
 - B to ask for some information
 - C to change an arrangement
- 3 You hear a woman talking about her family's financial situation. What is she going to do?
 - A ask someone to help her
 - B try to find a job
 - C sell something valuable
- 4 You overhear a man and a woman talking about their morning routine. How does the man feel about his mornings?
 - A He hates travelling to work.
 - B He does not like getting up early.
 - C He finds it difficult to talk to other people.
- 5 You hear a woman on the radio talking about her experiences in a foreign country. What surprised her about the people?
 - A the importance they give to clothes
 - B the type of food they eat
 - C their attitude to work
- 6 You turn on the radio and hear the following. What is it?
 - A a review
 - B a news report
 - C an advertisement
- 7 You hear two people talking about the village they both live in. What does the woman think of the village?
 - A People are not always very friendly.
 - B Some of the roads are dangerous.
 - C There are not enough children.
- 8 You hear a man talking about his job. Who is the man?
 - A a hotel doorman
 - B a hotel receptionist
 - C a hotel manager

1

Review

Reading and Use of English

Part 4

Transformations

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

0 How long was your journey from London to Manchester?

TAKE

How long DID IT TAKE YOU TO get from London to Manchester?

Write the missing words **IN CAPITAL LETTERS**.

What to expect in the exam

- The second sentence of a transformation is a paraphrase of the first sentence; it expresses the same idea but with different words.
- Transformations test your knowledge of grammar, vocabulary and collocation.
In the transformations below, all the language which is tested appears in Unit 1, including the Grammar reference on page 209.
- More than one feature of grammar and/or vocabulary may be tested in a single transformation.
In number 1 below, for example, consider:
 - the verb and preposition used with the word *rid*.
 - the form of the verb after *How about*.

1 Why don't you throw away that old blouse?

RID

How about _____ that old blouse?

2 I still find it strange to wear glasses.

USED

I still haven't _____ glasses.

3 He never asks when he borrows my things!

ALWAYS

He is _____ asking!

4 Simon doesn't usually drink coffee.

UNUSUAL

It _____ drink coffee.

5 Helen is not usually so pessimistic.

LIKE

It is _____ so pessimistic.

6 I can't wait to see you again.

FORWARD

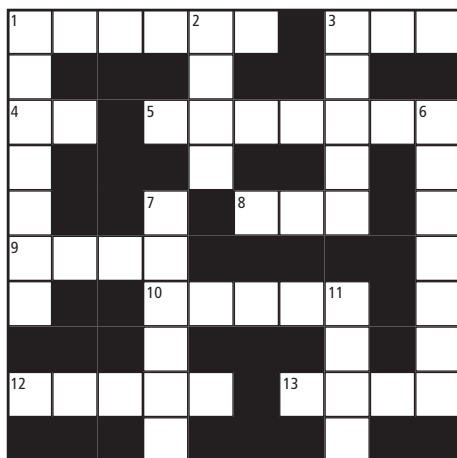
I'm really _____ you again.

Vocabulary

A Adjectives

For questions 1–6, decide which of the three words is not normally used with the word in capitals at the end of the line. The first one has been done for you.

- | | | | |
|-----------------|------------------|---------------|-------------|
| 1 evening | <u>afternoon</u> | fancy | DRESS |
| 2 high-heeled | expensive | tasteful | HAT |
| 3 scruffy | plain | tight-fitting | SCARF |
| 4 unfashionable | sleeveless | trendy | SHOES |
| 5 stressful | baggy | chaotic | LIFESTYLE |
| 6 long-sleeved | modern | traditional | WAY OF LIFE |



B Expressions crossword

Expressions for use in informal letters

Across

- 1 Many _____ for your letter.
 5 I'm looking _____ to hearing from you.
 8 By the _____, how did the exam go?
 9 Write back soon.

_____,
 Susie

- 12 I'm sorry it's _____ me so long to write to you.

Down

- 2 Let me _____ if you can make it.
 7 Anyway, I'd _____ close now.
 11 Can't wait to _____ from you.

Expressions with *get*

Across

- 3 Chewing gum is forbidden in class – get _____ of it now!
 4 If you don't get _____ the train now, it'll leave without you!
 10 They said they'd get in _____ with me, but so far they haven't written or phoned.
 13 How much do you get _____ a week in your job?

Down

- 1 He's always getting into _____ with the police.
 3 Turn off the television right now and get _____ for school.
 6 I had a shower, got _____ and then went out for a walk.

C People

Each of the words for people **1–6** has a relationship of some kind with one of the words **a–f**. Match the words and then use them to complete the sentences below. You may need to use plural forms.

- | | |
|---------------|-------------|
| 1 invigilator | a groom |
| 2 host | b spectator |
| 3 bride | c patient |
| 4 competitor | d audience |
| 5 performer | e candidate |
| 6 doctor | f guest |


- 1 The youngest _____ in the stadium surprised the _____ by winning the 400 metres in record time.
 2 The only person I recognized at the party was the _____; I didn't know any of the other _____.
 3 The _____ and _____ looked very happy as they walked back down the aisle after the ceremony.
 4 Many members of the _____ left the theatre before the end of the play, disappointed at the acting of some of the _____.
 5 After a thorough examination the _____ could find nothing wrong with his _____.
 6 One of the _____ was caught cheating in the exam by the _____.

Writing

Write a short article of **140–190** words about your lifestyle. Use texts **A–D** in the article on pages 8 and 9 as models. Include some of the vocabulary and grammatical structures you have studied in this unit.

2 High energy

Reading and Speaking

 Look at the photos on pages 18 and 19 and read about the shows. Talk with your partner about how much you think you would enjoy each of the shows, giving reasons. Then agree on one show which you could both see together.



Pagagnini

An innovative musical show that brings to life some of the world's best-loved pieces of classical music. But *Pagagnini* is more than just a concert: the musicians dance, laugh, cry and generally clown around in one of the most original comedy acts of the moment.



Rhythm of the Dance


This two-hour dance and music extravaganza contains a wealth of Irish talent. The show relives the journey of the Irish Celts throughout history, combining traditional dance and music with the most up-to-date stage technology.

Vocabulary 1: Music

- 1 a How many of the musical instruments in the photographs can you name?
- b All the words in each of the groups below can be used in combination with one of the words in the box. Write an appropriate word from the box in each of the gaps. There is an example at the beginning (0).

| |
|------------|
| play (v) |
| rock |
| lead (adj) |
| on |
| in |
| instrument |
| live (adj) |
| a song |
| musician |

| | | | | | | | | |
|---|-------------------------|---------------------------------|---|-----------------------------|-------------------------------|---|--------------------------------|-------------------------------|
| 0 | <u>rock</u> | band singer star | 3 | talented rock session | _____ | 6 | _____ | album performance music |
| 1 | _____ | vocalist singer guitarist | 4 | _____ | tour stage the radio | 7 | _____ | the charts concert tune |
| 2 | sing perform mime | _____ | 5 | _____ | a track a tune a record | 8 | percussion wind stringed | _____ |

- 2 Study the word combinations in exercise 1b for two minutes. Then cover the exercise. How many word combinations can you remember?
- 3  Work in small groups. You are on the organizing committee for a local charity and you want to raise money. Here are some events which have been suggested.

- A classical music concert given by a local orchestra
- A sale of second-hand CDs and records
- A talk given by a local jazz musician
- A series of music workshops led by local musicians.
- The auction of an electric guitar donated by a world famous rock star

Discuss how successful you think each event would be. Then decide which two events would raise the most money.



Cirque Éloize – iD

Sixteen artists on stage, thirteen circus disciplines, and a world of urban dances such as breakdance and hip-hop. The rock, electronic and poetic music, together with the presence of video, highlight the show's playful, energetic, and youthful aspects.

Jeannot Painchaud (Director)



Tap Dogs

Tap Dogs are currently taking the world by storm with their tap show that combines the strength and power of workmen with the precision and talent of tap dancing.

Listening 1

Part 2


Sentence completion  **1.14**

1 a Read these Listening Part 2 instructions and the What to expect in the exam box.

You will hear a radio presenter called Jim Dunne talking about local entertainment options. For questions **1–10**, complete the sentences.

What to expect in the exam

- The words you *read* in the question may not be the same as the words you *hear* in the recording, e.g. Question 1:
You *read*: *Jim recommends Pagagnini to ...*
You *hear*: *I can guarantee ... will enjoy watching these four guys.*
- However, the word(s) you need to write are actually heard in the recording.
- You may hear information which could fit the gap but does not answer the question.
e.g. In question 2 below you will hear the names of two places mentioned. Listen carefully to ensure you choose the right one.
- You do not need to write more than three words for each answer.
- Minor spelling errors can be made (e.g. *musical!*) but the words must be recognizable.

b  Read questions **1–10** and, as you do so, discuss the type of information you might need to write for each one.

Example: 1 This is probably a person or a group of people.

c Listen to the recording twice and complete the sentences.

Jim recommends *Pagagnini* to the **(1)**

Jim saw a *Pagagnini* concert last year in **(2)**

As well as classical music, *Pagagnini* play rock, blues and **(3)**

Jim says the *Pagagnini* show has no **(4)**

The first performance of *Rhythm of the Dance* was in **(5)** in Norway.


More than **(6)** people have seen *Rhythm of the Dance* live on stage.

Jim suggests listeners look at the section entitled **(7)** on the *Rhythm of the Dance* website.

The name of the first show that the Cirque Éloize performed at the Regent Theatre was **(8)** '.....'.

Some performers in *iD* appear on **(9)** and Rollerblades™.

One review of *iD* says it is full of originality, energy and **(10)**

2  Having listened to Jim Dunne, do you feel the same about the different shows as when you did the Reading and Speaking activity on page 18? Why/Why not?

Language focus 1: Indirect ways of asking questions

1 Compare these two ways of asking the same question:

Direct: *What time does the Pagagnini concert start?*

Indirect: *Could you tell me what time the Pagagnini concert starts?*

Asking questions in a more indirect way, using expressions such as *Could you tell me*, can make them sound more polite. Write the direct form of the following questions:

- 1 **I'd be interested to know** when Rhythm of the Dance started performing.
When _____?
- 2 **Would you mind telling me** why you call the show *iD*?
_____?
- 3 **I'd like to know** if the Tap Dogs are planning to come here.
_____?

2 Compare the direct and the indirect questions in exercise 1 above and answer the following questions:

- a In numbers 1 and 2, what happens to the **auxiliary verbs** *did* and *do* when the indirect question form is used? How are the main verbs *start* and *call* affected?
- b In number 3, what differences are there between the **word order** of the direct question and that of the indirect question?
- c In number 3, where **no question word** (*when, how, what, where* etc) appears in the direct question, which word has to be added in the indirect question?

 Check your ideas on page 209 of the Grammar reference.

3 Questions a–f were prepared by a music journalist planning to interview one of the members of *Pagagnini*. Rewrite them to make them indirect. If possible, choose a different phrase from the box to begin each one.

I'd be interested to know ... Could you explain ...
Would you mind telling us ... We'd like to know ...
Could you tell me ... I was wondering if you could tell me ...

- a Why are you called 'Pagagnini'?


 - b When did you start performing together?

 - c Have you ever toured outside of Europe?

 - d What type of music do you prefer playing?

 - e How many hours do you practise your instrument each day?

 - f Do you clown around when you're off stage as well?

- 4 a **Student A:** Write six indirect questions which you could ask a member of *Rhythm of the Dance*.
- Student B:** Write six indirect questions which you could ask a member of *Cirque Éloize*.
- b  Take turns to roleplay an interview in which your partner answers the questions you have prepared in a.

Writing 1

Part 2

Letter of application

1 a Read the following Writing Part 2 instructions.

You see the following advertisement in your local English-language newspaper:

MUSICIANS AND DANCERS REQUIRED

We need teaching assistants for the music and dance activities at our English-language summer school for young children.

If you can speak English and believe you have the right skills to teach music and/or dance to young people, you are the right person for us.

Write to the director, Paul Beacon, and explain why you would be a suitable person for the job.

Write your **letter of application**.

b Read the letter of application on page 21. Ignore the words and expressions in **bold (1–10)** and answer the following question.

Do you think the applicant would be suitable for the job which is advertised? Give reasons for your answer.

Dear (1) Paul

(2) I've had a look at your advertisement in the latest edition of 'English Weekly' and (3) I want to ask for a job as a music and dance teacher at your summer school.

I am a twenty-year-old music student in my second year at university and can play several instruments, including piano, violin and clarinet. (4) I've also been going to a local dance academy for the past twelve years and am a member of a modern-dance group called 'Pasos'.

Although (5) I've never done any jobs working with groups of children, I teach piano and violin to (6) quite a lot of young private students. In addition, I choreograph many of the dances for 'Pasos' and teach the steps to the other members of the group.

(7) I reckon I would be (8) really good at this job, as I am a very calm and patient person. My whole life is devoted to music and dance and (9) it'd be great if I could pass on my skills to other people.

(10) Can't wait to hear from you.

Yours sincerely

Sandra Agar

- 2 When writing a letter of application to the director of a summer school, a formal style is appropriate. However, in Sandra Agar's application above, the words and expressions in **bold (1–10)** are more appropriate to an informal letter. Replace each one with a formal alternative from the box below.

Example: 1 Mr Beacon

| | | |
|-----------------------------------------|-----------------------|----------------|
| I have no experience | I would like to apply | I feel |
| I look forward to hearing | I have seen | well-suited to |
| I have also been attending | Mr Beacon | a number |
| I would love to have the opportunity to | | |

- 3 Which linking words does Sandra use in her letter.

Example: also

- 4 What is the purpose of each of the four main paragraphs in Sandra's letter?

Example: Paragraph 1: Her reason for writing

- 5 Read the How to go about it box on page 202 before you do the following Writing Part 2 task.

You see the following advertisement in your local English-language newspaper:

ARE YOU A MUSIC FAN?

We require English-speaking volunteers to help at a four-day international pop and rock music festival aimed at raising money for charity.

- What relevant music-related interests do you have?
- Do you have experience of working with people?
- How would you benefit from helping at this event?


Write to Paul Groves at *Music for Life* explaining why you would be suitable as a volunteer.

Write your **letter of application** in **140–190** words.

Reading and Use of English

Part 6

Gapped text

- 1  You are going to read an article about the game of rugby. Look at the photographs, which show men and women playing rugby, and discuss the following questions.

How much do you know about rugby? What are some of the rules of the game?

The article you are going to read says that '*rugby is rather like chess*': why do you think it makes this comparison?



- 2 Read through the base text (the main text with the gaps). Are any of your ideas from exercise 1 mentioned?
- 3 Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

How to go about it

- Check that the whole sentence fits in with the meaning of the text before *and* after the gap. To help you do this, some words and phrases are written in **bold**. These show connections between the language in the text and the language in the missing sentences. A number of grammatical words such as *them*, *this* and *these* are written in *italics* to show further connections.

Note: these connections are not shown in the *First* examination.

- Now look at gap number 1. The words in **bold** before and after the gap indicate that the missing sentence:
 - a refers **back** to the words *uncomplicated* and *get points*

- b refers **forward** to the different ways of getting points.

When you think you have found the sentence, read the whole paragraph again to check that it fits.

- Now complete each of the remaining gaps with an appropriate sentence. Do not choose a sentence simply because it contains a word which also appears in the base text. For example, the word *obstacles*, before gap number 2, is repeated in sentence **G**, but this does not necessarily mean that **G** is the correct answer.
- When you have finished, check that the sentence which you have not used does not fit into any of the gaps.

How to play ... rugby

Welcome to a sport which will enchant and excite you, and take you to the heights and the depths of human emotion. Learn the rules and you will be unable to resist it.

Rugby is a game of 40-minute halves with the most **uncomplicated** of objectives – to **get more points** than your opponent. **1** You either **touch the ball down over your opponents' line**, known as a try, for five points, or **kick the ball over your opponent's posts**; three points for a dropped goal and a penalty, two points for a conversion (kicking the ball between the posts after a try).

The complexities in rugby arise as a result of the **obstacles** which are put in every rugby player's path to make it **harder** for him to score points. **2** **This can be done in three ways:** by **throwing you to the ground**, by teaming up with other players to **push against you** when you have the ball in your hands or by **pushing against you** when the ball is on the ground.

There is also the **law** that says **the ball can only be passed backwards**. **3** **This is clearly rather difficult to do when you have fifteen very large opponents standing in front of you** ready to throw you to the floor if they get anywhere near you.

Each team is made up of eight forwards and seven backs. The job of the forwards is to get the ball for the quicker, lighter backs to score. **Rugby is rather like chess:** chess pieces have special functions, in the same way that rugby players have specific tasks to perform. Within these roles they both employ various moves to get to the other side. **4** **Rugby is a game in which all the players work together**, and the better their relationships and understanding of one another, the better their chances of getting one of their team to the try-line.

5 The tools you need to **overcome them** are simple: time and space. When you hear commentators talking of tactics or strategies, they're just talking about the various ways in which you 'create space' or 'make time'. For example, if the backs keep passing along the line they will eventually run into problems, as the last player has no one else to pass to, and no space to run in. He'll get thrown off the pitch by the opposition, and the ball will go to them.

There are **tactics like miss-moves** (missing someone out in the line so that a defending player runs the wrong way and leaves a gap) **and dummies** (pretending to pass so the opposition runs the wrong way).

6

There are a few other things which could be mentioned, but basically, rugby is nowhere near as complicated as it looks. It is, after all, just a game.

- A** The point at which rugby becomes **much more fun than a board game** is in its **team dynamics**.
- B** **However, this complexity in the rules** of rugby does not make the game any less exciting to play, or indeed, to watch.
- C** **The methods of scoring** are **equally simple**.
- D** Because of **this rule**, **players have to run forwards** or they'll end up back on their own line.
- E** **These strategies are both ways of tricking the opposition** into opening up a gap in the defence for you to run through before you run out of space.
- F** **One such difficulty** is that the opposing team can **physically stop you from scoring**.
- G** **Now we know the aim** of playing rugby, **and the nature of the obstacles** that stand in the way, we need to look at **how to deal with these obstacles**.



Reacting to the text

Would you be interested in watching or playing rugby? Why/Why not?

Are there any sports you have not played but would like to try out? If so, which one(s)?

Language focus 2: Gerunds and infinitives

1 Look at the underlined words in the following extracts from the reading text. For each one, explain why a gerund, an infinitive without *to*, or an infinitive with *to* is used.

Example:

a to make: the infinitive with *to* is used to express purpose, the reason why something is done.

- a ... the obstacles which are put in every rugby player's path to make it harder for him to score points
 b This can be done ... by throwing you to the ground.
 c ... the backs keep passing along the line ...
 d ... we need to look at how to deal with these obstacles.

2 Some verbs can be followed by a gerund and some others can be followed by an infinitive with *to*. Complete each of the following sentences using the correct form of the verb in brackets. One verb in each sentence will be a gerund, the other an infinitive with *to*.

- 1 When I **suggested** _____ (go) skiing at the weekend she was extremely enthusiastic and we **arranged** _____ (meet) at seven o'clock on Saturday morning.
 2 I **can't help** _____ (smile) when I see my dad playing tennis. He's had hundreds of lessons but he still hasn't **learnt** _____ (hit) the ball properly.
 3 Paul **seems** _____ (enjoy) playing golf. He's even **considering** _____ (buy) his own set of clubs.
 4 One of my cousins has **promised** _____ (take) me windsurfing as soon as I've **finished** _____ (study).
 5 At first my parents **refused** _____ (let) me go to karate lessons, but I **kept** _____ (ask) and eventually they agreed.
 3 Some verbs can be followed by more than one verb form. Underline the correct alternatives in the following sentences. In some sentences more than one alternative is correct.
 1 It **started** rain/to rain/raining so they had to postpone the match.
 2 I only **stopped** have/to have/having a rest once during the whole marathon.
 3 Jones **continued** play/to play/playing football professionally until he was forty.
 4 These exercises should **help** you run/to run/running faster.
 5 **Remember** drink/to drink/drinking water before the race.
 6 Sally **tried** use/to use/using a heavier racket, and she played a little better.



Read the Grammar reference on pages 209–10 and check your answers.

4 The verbs in the box can be used to talk about our likes and dislikes. They are all usually followed by the gerund.

Write each verb in an appropriate place on the line below according to the strength of its meaning.

| | | |
|--------------|------------------|------------|
| really enjoy | don't mind | quite like |
| detest | can't stand | don't like |
| love | absolutely adore | hate |

STRONG DISLIKE

detest

STRONG LIKE

absolutely adore

5 Certain adjectives followed by a preposition and the gerund can also be used to talk about what does and doesn't interest you. Study the following table and complete each space with a preposition from the box. The first one has been done for you.

at in on about with of

| | adjective + preposition | noun or gerund |
|------------------|-------------------------|----------------------|
| I'm (really) | keen <u>on</u> | sport/cinema etc |
| I'm not (really) | interested _____ | listening to ... etc |
| I've never been | fond _____ | watching ... |
| I've always been | good/bad _____ | playing ... |
| I get (really) | bored _____ | doing ... |
| I never get | excited _____ | going ... |

6 Write eight sentences about your likes and dislikes using the language you have just studied.

Examples:

Preposition + gerund: *I never **get excited** about going to the cinema.*

Verb + gerund: *I quite **like listening** to jazz.*

Gerund as subject: ***Collecting** postcards is one of my favourite pastimes.*

7 Compare your sentences with your partner's. Ask questions about each other's likes and dislikes.

Example:

A: *I've always been keen on going to the cinema.*

B: *How often do you go?*

A: *I tend to go once every two weeks or so.*

B: *And what are your favourite films?*

A: *Well, I really enjoy watching science fiction, but I don't like films with a lot of violence. I get bored very easily if there are lots of deaths.*

You may be asked to talk about your interests in Part 1 of the Speaking test. Make sure you develop your answers, explaining and justifying your opinions.

Vocabulary 2: Sport

- Underline the correct alternative in these extracts from the reading text on page 23.
 - You *foot/kick/give/fire* the ball over your opponent's *sticks/poles/pillars/posts*.
 - ... obstacles which are put in every rugby player's path to make it harder for him to *do/goal/score/mark* points ...
 - ... the ball can only be *given/presented/passed/changed* backwards.
 - ... chess *pieces/parts/packs/portions* have special functions ...
 - He'll get thrown off the *court/pitch/track/camp* by the opposition ...

Check your answers on page 23.

- Can you name all the sports in the pictures? Write the name of each sport next to the verb which it is used with. The first one has been done for you.

do athletics
 go _____
 play _____

- Write the name of the sport with which each group of four nouns is associated. The first one has been done for you.

- | | | | | |
|-----------------|--------|-------------|--------|----------|
| 1 <u>tennis</u> | court | net | racket | backhand |
| 2 _____ | pitch | referee | corner | foul |
| 3 _____ | course | green | clubs | hole |
| 4 _____ | slope | sticks | run | goggles |
| 5 _____ | track | field event | lane | meeting |
| 6 _____ | saddle | helmet | pedals | peloton |

- Add each of these nouns to the appropriate group in a.

red card fairway gears lift service triple jump

- Complete each gap with a verb from the box.

beat draw hit take take win

- Which sports _____ **place** on an ice rink?
- Which country's football team _____ Holland to win the 2010 World Cup Final?
- Which **medal** does a runner-up _____ ?
- In which sports do you _____ **the ball** with a racket?
- How many players from each team can _____ **part** at one time in a game of basketball?
- If two hockey teams _____ **nil-nil**, how many goals are scored?

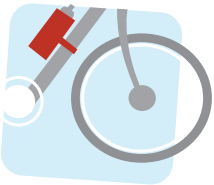
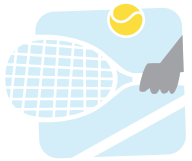
- Answer the questions in a.

- Work in pairs.

Student A Choose a sport and explain the rules to your partner.

Student B Imagine that you are not familiar with your partner's sport. Ask your partner any questions that are necessary to help you fully understand the rules.


When you have finished, change roles.



Listening 2

Part 4

Multiple choice  1.15

-  Look at the photographs of unusual sports. What do you think contestants have to do in each one?
- You will hear a man talking on the radio about unusual sports. For questions 1–7, choose the best answer (A, B or C).




What to expect in the exam

- Look at question 1 below and the following extract from the listening script. The underlined sections contain words which are the same or similar to words in all three of the possible answers A, B and C. Only one of these sections matches an answer; the others are distractors. Decide which is the correct answer and say why the others are incorrect.

Now you may think this is just a bit of fun, but when I watched two men competing in a televised match last year, I was amazed by their level of skill in each of these two very different disciplines. After all, boxing is such an aggressive, violent sport – it's about using the body, whereas chess is all about using the brain.

- Although a particular option may be true, it may not be the correct answer to the question you are asked. In question 2, all three statements are true but only one is something that Mike finds it difficult to believe.

- When Mike saw a chess boxing match, he was surprised by
 - how skilled the competitors were at both parts of the sport.
 - how much fun the competitors were having.
 - how aggressive the competitors were.
- Having read about octopushing, Mike finds it difficult to believe that
 - players do not have to hold their breath for long intervals.
 - a high level of fitness is not required to play it.
 - it is an exciting sport to watch.
- What does Mike say about wife carrying?
 - Male competitors must not be over a certain weight.
 - The name of the sport is not entirely appropriate.
 - The sport has a lot of complicated rules.
- What is Mike's criticism of sports like wife carrying?
 - They are not suitable for young children.
 - They should not really be called sports.
 - They are not worth taking seriously.
- What do we learn about the organizers of toe wrestling?
 - They apply what they learn from international competitions.
 - They have arranged a number of events in schools.
 - They made a request which was rejected.
- How does Mike feel about the human triumphs in the Man Versus Horse Marathon?
 - They are very surprising.
 - They deserve more recognition.
 - They are unlikely to be repeated.
- Why did Mike give up running?
 - He was injured.
 - He lost interest.
 - He had no time.

-  Would you be interested in taking part in or watching any of the sports Mike mentions? Why/Why not?

Do you have any strange sports in your country? What do the competitors do?

Word formation: Affixes

- 1 Add an appropriate suffix, **-or**, **-er** or **-ant**, to each of the verbs in the box to form nouns for the people who perform these actions. You may need to make further spelling changes to the verbs.

Example: win – winner

| | | | | | |
|--------|----------|------|----------|---------|-------------|
| win | box | play | spectate | compete | participate |
| listen | organize | run | ride | contest | |

Check your answers in the listening script on pages 223–4.

- 2 Add either **-ist**, **-eer**, **-ee** or **-ian** to the pairs of words below to form the nouns for the corresponding people. Use the same suffix for both words in each pair. You may need to make further spelling changes.

employ/train electric/politics novel/science mountain/engine

- 3 In 1–7 below, use the same prefix from the box with all three adjectives to make them negative. The first one has been done for you.

| | | | | | |
|------|-----|-----|-----|-----|-----|
| dis- | un- | in- | ir- | il- | im- |
|------|-----|-----|-----|-----|-----|

Adjectives

- 1 lucky/concerned/reliable
- 2 experienced/competent/tolerant
- 3 legal/logical/legible
- 4 moral/mature/modest
- 5 practical/patient/perfect
- 6 regular/responsible/relevant
- 7 honest/obedient/satisfied

Negative

- _____ *unlucky/unconcerned/unreliable*
- _____
- _____
- _____
- _____
- _____
- _____

- 4 What meaning do the prefixes in bold have in the following words?

undercook **over**eat **pre**historic **post**graduate **hyper**market
microelectronics **miss**pell **re**write **ex**-wife **extra**terrestrial

Writing 2

Part 2

Article

Read the following Writing Part 2 instructions.

You have just seen this advertisement.

Write your **article** in **140–190** words.

INTERNATIONAL SPORTS WEEKLY

- What is your favourite sport?
- Why do you like it?
- What advice would you give to someone who wants to take it up?

We are looking for short articles answering these questions and we will publish some of the best articles next month.

How to go about it

- Before you write your article, read the model and analysis on page 202.
- To help you plan your article, answer the following questions and make notes.

Paragraph 1:

What is your favourite sport?

What is special about it?

Paragraph 2:

Why do you like it?

What are the benefits of doing it?

Paragraph 3:

What advice can you give to people who want to take it up?

Are any special qualities, equipment or clothes needed?

Paragraph 4:

What final encouragement can you give?

- Give your article a title and include some of the features of style from page 202.

2

Review

Word formation

1 In 1–6 below, one of each of the four words is not normally used. Underline the word.

- | | | | |
|-------------|---------------|---------------|--------------|
| 1 undercook | undercharge | underestimate | undersleep |
| 2 overgrown | overweight | overlitter | overcrowded |
| 3 overeat | oversing | oversleep | overwork |
| 4 misbehave | misunderstand | misspell | missucceed |
| 5 dislove | dishonesty | disappearance | disobedience |
| 6 uncommon | unselfish | unglad | unreliable |

2 For questions 1–6, complete each of the gaps with the correct form of one of the words from exercise 1.

- 1 These jeans should have cost £70, but the assistant made a mistake and _____ me. I only paid £50 for them.
- 2 The house has been abandoned for years. That's why the garden is looking so _____.
- 3 I'm sorry I'm late. My alarm didn't go off, so I _____.
- 4 You've _____ my surname. There are two 't's in Hutton, not one.
- 5 Police are investigating the _____ of confidential documents from the Prime Minister's office.
- 6 Paul comes to school tired, and it is not _____ for him to fall asleep in class.

3 Now write five sentences of your own using some of the other words from exercise 1. Leave a space in each sentence where the word should be and ask another student to complete them.



Reading and Use of English

Part 3

Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space **in the same line**. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS**.

The Celebrated Pedestrian

Pedestrianism, an early form of racewalking, was an (0) EXTREMELY popular sport in 18th- and 19th-century Britain, attracting huge crowds of (1) _____. Individuals would either aim to walk a certain (2) _____ within a specified period of time or else compete against other pedestrians. Cash prizes were offered but (3) _____ could also earn substantial amounts from the money gambled on events.

Perhaps the most famous (4) _____ was Captain Robert Barclay Allardice, whose (5) _____ achievements earned him the title of 'The Celebrated Pedestrian'. The Scotsman's most memorable (6) _____ took place in 1809, when he walked 1000 miles (1609 kilometres) in 1000 hours for a bet of 1000 guineas. Many considered it (7) _____ that he would complete the challenge, which required him to walk a mile an hour, every hour, for forty-two days and nights. He proved them wrong, though the task was so (8) _____ demanding that by the end of the walk he had lost nearly fifteen kilos in weight.

- EXTREME
- SPECTATE
- DISTANT
- PARTICIPATE
- WALK
- ORDINARY
- PERFORM
- LIKELY
- PHYSICAL

Gerunds and infinitives

Complete each of the gaps below with the correct form of the verb in brackets.

- 1 I've been meaning _____ (write) to you for ages but I just haven't had the time.
- 2 If we go skiing tomorrow, it'll mean _____ (get) up early. The slopes get crowded very quickly.
- 3 I wish you'd stop _____ (tap) your foot!
- 4 These long car journeys make me really hungry. Can we stop _____ (have) lunch soon?
- 5 When I tell you to be quiet, why must you always go on _____ (talk)?
- 6 After looking at verbs which take the gerund, we went on _____ (study) those which are followed by the infinitive.
- 7 I tried hard _____ (open) the window, but I couldn't move it. It was stuck.
- 8 These plants look as if they need a lot more light. Try _____ (put) them a little closer to the window.

Vocabulary

A Sport

Complete each gap with a suitable word.

- 1 Our hotel was right next to the golf _____ we played on every morning. In fact, our room overlooked the fairway of the eighteenth _____.
- 2 The _____ blew his whistle to signal the end of the football match and hundreds of jubilant United fans ran onto the _____ to congratulate their players.
- 3 I'm useless at tennis: I can't even _____ the ball over the net with the _____.
- 4 The _____ taking us to the top of the steepest ski _____ broke down halfway up and we were left hanging in the air for over an hour.
- 5 Over three thousand runners will take _____ in this year's marathon, which for the first time ever takes _____ on a Sunday.
- 6 Barcelona _____ Valencia 3-2, while Real Madrid could only _____ 1-1 at home to Rayo Vallecano.

B Music

Complete each of the gaps below with an appropriate word combination from page 18 of this unit. You may need to use nouns in the plural. There is an example at the beginning (0).

- 0 I never buy *live albums*. You don't get the same quality of sound as you do with a studio recording.
- 1 Adele's latest album sounds great. I heard a couple of tracks _____ last night.
- 2 I spend all my time in piano lessons practising the scales. I still haven't learnt to _____.
- 3 Her last record only got as far as number ten _____.
- 4 When groups make a record they often have to employ _____ to play some of the instruments.
- 5 That guitar sounds awful! Are you sure it's _____?
- 6 I hate it when they _____ on the TV. It's so obvious they aren't really singing.
- 7 The band is going _____ again next year. They'll be playing in nine European countries in three months.
- 8 Next on Capital Radio we're going to _____ from the latest 'Sidewinder' album. It's called *Ready for love* - I hope you like it.

Part 2: Letter of application

You have seen this advertisement in an international magazine.

Write your **letter of application** in **140–190** words.

UK SUMMER CAMPS

Helpers required to work on one of our UK Summer Camps. Applicants should be hard-working, energetic and able to organize activities for young children in these areas:

- workshops
- sports
- outdoor pursuits
- indoor and outdoor games

Write to the director, Mrs Simpson, giving your reasons for applying and saying why you would be suitable for the job.

Model answer

introduction

Dear Mrs Simpson
I would like to apply for the job of Camp Helper as advertised in this month's issue of 'International Student'.

reasons for applying

I like being with children very much and I would certainly enjoy the challenge of working with them on one of your camps. Moreover, I have just finished school and in October I will be starting a degree course in English. I am therefore very keen to improve my language skills in an English-speaking country before I go to university.

use of linking words

relevant skills and experience

There are a number of activities I could organize for the children. My interests include basketball, tennis and orienteering, and I also play the guitar and compose my own songs. For the past seven years I have attended summer camps in my country with the scouts, and last year I helped to run a number of events, including an orienteering competition and a kite-making workshop.

appropriately formal style

personal qualities and suitability for the job

I feel I have the necessary patience and energy to make a positive and enthusiastic contribution to your camps and I hope you will consider my application favourably.

I look forward to hearing from you.
Yours sincerely,

appropriate ending

Costas Sergis

Useful language for letters of application

Beginnings and endings

Dear Sir or Madam and Yours faithfully

Dear Ms Bentley and Yours sincerely

Reason for writing

I saw/have seen your advertisement in ...

I am writing to apply for the job/position of (a shop assistant) ...

I would like to apply for a grant to study/for ...

I would like to volunteer to work with (the elderly) ...

Describing skills and experience

I have (a great deal of/some) experience of (looking after animals).

I spent (two months) working as (a kitchen assistant).

I have excellent communication/computer/organizational skills.

I have a good knowledge of (first aid/French/website development).

Personal qualities and suitability

I have a/an friendly/sensitive/easy-going/enthusiastic nature.

I feel I have the necessary (patience) and (energy) for the job.

I am confident I would be well suited to the job.

I believe I am an ideal candidate for a grant/the job.

Closing remarks

I hope you will consider my application.

I look forward to your reply/hearing from you.

Task

You have seen this advertisement in an international magazine.

Coastal Campsites require

- Reception Assistants
- Bar and Restaurant Staff
- Swimming Pool Attendants
- Entertainers

to work in the UK on our busy, five-star campsites this summer. Applicants must have a reasonable command of English and be willing to work long hours.

Write to the director, Mr Peabody, and explain why you would be suitable for the job.

Write your **letter of application** in **140–190** words.

Additional material

Unit 2

Writing 1: Part 2 Letter of application, page 21

How to go about it

- Write a plan for your letter.
Decide how you are going to answer each of the three questions in the advertisement and make notes. Consider also why you would be suitable as a volunteer. Remember that you can invent information.
- Organize your ideas into logical paragraphs.
In addition to an introductory paragraph, you could write one paragraph for each of the three questions in the advertisement.
- Write your letter in a formal style.
Some of the formal language in Sandra Agar's letter in exercise 1 on page 21 might be useful.
- Check your work for grammar and spelling mistakes.
Read more about writing letters of application on pages 198 and 199.

4 Is it written in a more formal or informal style?

Find examples of the following:

- a contractions: e.g. *she's, won't*
- b informal linking words: e.g. *but*
- c direct questions
- d phrasal verbs

5 Match each of the features 1–3 with its purpose a–c.

- | | |
|----------------------|------------------------------------------------|
| 1 The title | a to involve the reader |
| 2 Direct questions | b to encourage the reader to take up the sport |
| 3 The final sentence | c to attract the reader's attention |

6 Now write your own answer to the question on page 27. Read the How to go about it box on the same page before you begin to write.

Unit 2

Writing 2: Part 2 Article, page 27

1 Read this model answer to the writing question on page 27 and answer the questions below.

A strange way to enjoy yourself

(1) *Have you ever seen a smile on the face of a long-distance runner? Running 10 kilometres or more certainly doesn't sound much fun, but this sport is a powerful addiction and once you've started, you'll find it difficult to give it up.*

(2) *So what is the attraction of running? For me, whether I'm working or studying, there is no better way of getting rid of stress. I can think my problems through and at the end of the race I have the answers. And simply completing a half or full marathon increases my confidence and makes me feel on top of the world.*

(3) *If you're thinking of taking it up yourself, don't try to do too much at the beginning. You should set yourself realistic targets and always do warm-up exercises before you run. Also, make sure you buy a good pair of running shoes to protect your knees and back from injury.*

(4) *And don't be put off by the expressions on the faces of the runners – they're enjoying every minute, and so will you!*

2 Match each of these summaries to a paragraph in the article.

- a Benefits of the sport and reasons for liking it.
- b Closing comment.
- c What the sport is and what is special about it.
- d Advice to people who want to do this sport.

3 Who is the article written for (the target reader)?

Grammar reference

Unit 1

Habitual behaviour in the present

A The present simple is used for habitual actions or permanent situations in the present.

I go for a run twice a week. She lives near the park.

B Frequency adverbs are used to indicate how often an action occurs. They are usually placed:

1 before the main verb.

I always go to bed before midnight.

2 after the verb to be or an auxiliary verb.

She is very often late for work.

They have rarely been seen together.

3 Usually, normally, frequently, sometimes, (very/quite) often and occasionally can also be placed at the beginning of the sentence or clause.

Occasionally we go out to the cinema, but usually we stay in and watch a DVD.

NB *always, rarely, seldom, hardly ever* and *never* cannot be used in the same way.

4 Sometimes and quite/not very often can be placed at the end of the sentence or clause.

Farm vets have to do some pretty unpleasant things sometimes.

I don't go to the cinema very often.

5 Adverb phrases such as *now and again, from time to time, twice a week* and *every day* are placed at the beginning or end of a clause or sentence, but not between the subject and the verb.

I see Paul at work every day and from time to time we have lunch together.

Alternatives

1 The present continuous + *always* is used to talk about things which occur frequently and which the speaker finds annoying.

He's always complaining about something!

2 Adjectives can be used as an alternative to *rarely, normally* and *(not) usually*.

It's rare/normal/(un)usual for him to eat meat.

3 *Tend to* + infinitive is used to make general statements about the habitual actions and situations of groups of people or individuals.

British people tend to drink tea rather than coffee.

I tend not to get up very early on Sundays.

4 *Will* + infinitive is used to talk about habitual behaviour. Frequency adverbs can also be added.

She'll sometimes spend the whole day reading.

5 *It's not like someone to do something* is used to suggest that the way a person has behaved is not typical of their character.

I'm surprised Graham didn't send me a card. It's not like him to forget my birthday. (He doesn't usually forget it)

Habitual behaviour in the past

A The past simple is used for regular actions or habitual behaviour in the past, often with a frequency adverb.

I hardly ever went away on holiday when I was young.

B *Used to* + infinitive is used to refer to past habits and situations which no longer occur or exist now. Frequency adverbs can be used for emphasis and are placed before *used to*.

We used to have a cat, but he died last year.

I always used to walk to work until I bought a car.

Note the negative and question forms:

I didn't use to like cheese. Where did you use to live?

NB *use to* cannot express present habitual behaviour.

I usually (not use to) play tennis twice a week.

C *Would* + infinitive is used to refer to past habits, but not past situations. Frequency adverbs are placed after *would*.

Habit: *My father would often read to me when I was a young boy.*

Situation: *I used to (not would) have a bicycle.*

Stative verbs such as *have* (possession), *be, live, like, believe, think* (= have an opinion), *understand* and *know* are not used with *would* to refer to the past.

Be used to/get used to + noun or gerund

Be used to + noun/gerund means 'to be accustomed to'.

She's a nurse so she's used to seeing sick people.

Get used to + noun/gerund means 'become accustomed to'.

I want to leave Athens; I can't get used to the heat.

Unit 2

Indirect ways of asking questions

A number of expressions can be used to ask questions in a more indirect way. Indirect questions can sound more polite than direct ones.

Could you tell me what time it is?

Would you mind telling me where he works?

We'd like to know when you first started singing.

When asking indirect questions the same word order is used as when we make statements. The auxiliary verbs, *do, does* and *did*, are omitted.

If or *whether* is used if there is no question word such as *where, what, why, when, who* and *how*.

Could you tell us if/whether you are married?

Gerunds and infinitives

A The gerund is used in the following cases:

1 as the subject/object/complement of a clause or sentence:

Subject: *Reading in the car makes me feel sick.*

Object: *I find shopping for clothes really boring.*

Complement: *My favourite sport is swimming.*

2 after prepositions

I'm not very good at making things.

3 after certain verbs

Peter suggested going for a picnic.

B The infinitive with *to* is used:

1 to express purpose

I'm learning English to help me get a better job.

2 after many adjectives, e.g. *delighted, disappointed, easy, happy, important, lucky, necessary, normal, possible, surprised*

*I was **surprised to hear** she had failed the exam.*

3 after certain verbs

*He **offered to give** her a lift, but she **decided to walk**.*

C The infinitive without **to** is used:

1 after modal verbs.

*You **can look** at it, but you **mustn't touch** it.*

2 after *help, let, make, would rather, had better*

*I'd **better go** – it's late. I'd **rather stay** here, though.*

To is optional if an infinitive is used after help.

*Classical music **helps** me **(to) relax**.*

D Gerunds and infinitives after verbs

1 Verb + gerund:

*Have you **finished cleaning** your room?*

The following verbs, like *finish*, are normally followed by the gerund:

a certain verbs expressing likes and dislikes: *adore, detest, dislike, enjoy, don't mind, can't stand*

b other verbs: *admit, avoid, can't help, consider, delay, deny, feel like, forgive, give up, imagine, involve, keep, mind, miss, postpone, put off, practise, prevent, regret, resist, risk, suggest*

2 Verb + infinitive with *to*:

*He **promised not to tell** anyone what she had said.*

a The following verbs, like *promise*, are normally followed by the infinitive with *to*: *(can't) afford, agree, appear, arrange, ask, attempt, choose, decide, deserve, expect, fail, hesitate, hope, learn, manage, offer, prepare, pretend, refuse, seem*.

b With these verbs, a direct object is needed:

advise, allow, enable, encourage, force, invite, order, persuade, recommend, remind, teach, tell, warn.

*My job **enables me to use** my language skills.*

c The infinitive with *to* is also used after:

would like, would love, would hate, would prefer.

3 Verb + gerund or infinitive with *to*:

a *like, love, hate* and *prefer* are usually followed by the gerund. However, the infinitive with *to* is also possible with little, if any, difference in meaning.

*I **love going/to go** for long walks in the hills.*

The infinitive with *to* is common after *hate* for specific situations, and after *like* when it means *be in the habit of*.

*I **hate to interrupt**, but we really must be going.*

*I **like to have a shower** when I get home from work.*

b *begin, start, continue* and *intend* can be followed by the gerund or infinitive with no change in meaning.

*She fell over and **started crying/to cry**.*

c *forget, remember, go on, mean, need, stop* and *try* can be followed by the gerund or the infinitive with *to*, but with a change in meaning.

- *remember* + gerund = recall a previous action

*I **remember coming** here when I was young.*

forget + gerund is not often used to talk about an action you do not recall. Instead, *not remember* is used.

*I **don't remember seeing** Jim at the party.*

remember/forget + infinitive = (not) remember what you have to do

We **must remember to feed** the cat before we go.

Don't **forget to phone** me if you need any help.

- *go on* + gerund = continue with the same activity
*Some footballers **go on playing** professionally until they're nearly 40.*

go on + infinitive = change to a different activity

*After a successful career as a football player, Johan Cruyff **went on to become** a respected manager.*

- *mean* + gerund = involve

*Dieting usually **means giving up** things you enjoy.*

mean + infinitive = intend

*I **meant to phone** the electrician but I forgot.*

- *need* + gerund = (passive meaning)

*This house **needs painting**. (= needs to be painted)*

need + infinitive = (active meaning)

*I **need to get** some new shoes.*

- *stop* + gerund = no longer do something

*I've **stopped smoking**: it's too expensive.*

stop + infinitive = interrupt one activity in order to do another

*Let's **stop to buy** some sweets on the way home.*

- *try* + gerund = experiment in order to see what will happen

***Try resting** for a while: you might feel better then.*

try + infinitive = attempt to do something

*Alan **tried to stop** the thief as he ran away.*

Listening scripts

Unit 1 1.1–1.5

Part 3: Multiple matching

Speaker 1

After we got the invitation, my mum and I kept having huge rows about what I was going to wear for the big event. She's always criticizing me for my taste in clothes and she'd bought me this long, bright red dress to wear on the day. Of course, I refused. I went instead in a short black skirt, trainers and a sports top, thinking I'd look really cool and trendy. But of course, when we got to the church and I saw all the other guests in their smart new clothes and expensive hats, I just felt really, really stupid and embarrassed. The bride and groom looked quite surprised when they saw me, so I spent most of the time at the reception trying to avoid them.

Speaker 2

We really had no other option but to send her home to get changed, dye her hair back and take out the nose stud. We have rules and the rules are there to prepare young people for the reality of the world of work. I don't know of many jobs where you could turn up with scruffy old clothes, green hair and a pierced nose. We insist on uniform from the first day until the last, and that includes when sitting exams. It's unfair on other candidates who respect the regulations, and distracting for them at a time when they need maximum concentration.

Speaker 3

... Indeed attitudes were already beginning to change in the first half of the century. In 1919, the young French star Suzanne Lenglen caused a sensation at the British championships by wearing a calf-length, sleeveless dress. Her unconventional, yet practical clothing shocked spectators, who were used to seeing women play in the long heavy dresses which were typical of that period. As a result, Lenglen attracted the kind of attention from the world's press which was normally reserved for the stars of the silent movies. She silenced her critics, however, by beating her opponents and going on to win several major titles.

Speaker 4

He clearly has ability. You only have to look at his examination results to see that. And he used to live in France, which means he probably wouldn't mind changing countries, if we needed him to. No, what concerns me is his appearance. If he's prepared to turn up for something as important as this, wearing what can only be described as casual clothes, what would he be like with our clients? If he really is a serious candidate and we decide to take him on, then he will have to get used to wearing something a little more formal.

Speaker 5

They had to have their little joke, didn't they. 'Jane's having a little celebration at her house for her "coming of age" and she wants everyone to go in fancy dress.' That's what they said. So I thought about it for ages, what I was going to go as and everything. I spent more time thinking about my costume than about what present I was going to get for Jane. Of course, when I turned up at the house dressed as Coco the Clown and everybody else was wearing normal clothes, I don't know who was more surprised, me or Jane.

Unit 1 1.6–1.13

Part 1: Multiple choice

- 1 You hear two people talking about a friend of theirs.

W = Woman M = Man

W: How many houses has Mike got now?

W: Four I think. This one here, the flat in Brighton, the country cottage, and ...

M: ... and the villa in Spain.

W: That's right.

M: Hmm. Easy for some, isn't it?

W: I'm not so sure. I get the impression he's a bit fed up with it all – always moving around. I wouldn't be surprised if he got rid of everything over here and lived in Spain permanently.

M: Is that what he's said he'll do?

W: Well, you know Mike. It's not like him to talk much about his plans. But he did say he might settle down one day – stay in one place. And you know how much he likes Spain.

- 2 You overhear a man talking to a friend on his mobile phone.

I'm stressed out, to be honest, what with work and the problems with the house and everything. I need to do something to help me relax ... Well, I wanted to do yoga, but the class is on Friday and I play squash then. And then I saw they do Pilates on Tuesdays and Thursdays, which would be ideal for me ... I know. You did it for a couple of years, didn't you? ... So anyway, I was wondering if you could tell me what it was like, what sort of things you did. I had a look on the Internet, but it's always better to talk to someone with first-hand experience.

- 3 You hear a woman talking about her family's financial situation.

We just about get by, but it's always a struggle to get to the end of the month. Frank – my husband – hasn't had a job for over a year and I've got the two children to look after. Frank said he'll look after the kids and I can

go out and look for work. Trouble is, he's useless around the house and he can't cook to save his life. But there's no alternative, really. Both our mums aren't very well these days, so we can't get either of them to come and help out. And we haven't got any family jewels we can sell. So, this weekend I'll be teaching Frank to cook and writing a few application letters.

- 4 You overhear a man and a woman talking about their morning routine.

W = Woman M = Man

W: Don't you just hate it when the alarm goes off in the morning?

M: I usually wake up before the alarm goes off. I'm an early riser.

W: That sounds worse. Aren't you tired for the rest of the day?

M: No, I just don't need to sleep so much. I take the dog out for a walk, talk to him about this and that ...

W: You talk to your dog?

M: Sure. Much easier than talking to people – he doesn't answer back or ask questions, like people do. I find that much harder to cope with first thing in the morning. I'm the same in the car – most people can't stand the journey to work, but I have a good old chat with myself.

W: Weird.

- 5 You hear a woman on the radio talking about her experiences in a foreign country.

On my travels, I've got used to eating all sorts of weird and wonderful things, so I was prepared for things like fried insects and scorpions. I don't particularly like them, but I'll eat them if I have to. And it's very hot and humid there, so I was also ready for the rather slow pace of life and relaxed way they go about doing things, like work, for example. What I wasn't expecting was the way they dress out there. In my experience it's unusual for people in that part of the world to take so much care over what they wear. Colour, style, fashion – it all mattered to them. I was positively scruffy by comparison.

- 6 You turn on the radio and hear the following.

The world today is faster and more dynamic than when our great-grandparents were alive, but as a result, life is often more stressful and unhealthy. Self-help books offer people the hope of finding a solution to their problems, improving their health and well-being, and generally making their lives better. The author of *Back to basics* says his book will help you achieve all these things in a matter of weeks. He's lying – the only thing it's good for is sending you to sleep, and you'd be wasting your money if you bought it, and your time if you read it.

7 You hear two people talking about the village they both live in.

M = Man W = Woman

M: Are you enjoying it here in the village?

W: Yes, I am. I think I know nearly everyone now. When I came here last year everyone went out of their way to introduce themselves and make me feel welcome.

M: That's good. So you feel comfortable here, then?

W: Yes, I do. And the children have settled in well, too. I just get a bit nervous about the traffic sometimes.

M: What, on the main road?

W: Yes, and a couple of other spots as well. There are certain places I won't let the children go without me. Some drivers just don't slow down for them.

8 You hear a man talking about his job.

I don't get to wear a uniform – you know, with a cap and all, like they do at some of the other hotels, but I do wear a suit. A decent one – tailor made – not just any old suit. Inside, at the front desk – in reception – they reckon I look smarter than the boss. I'm not so sure about that, but I do like to look good for the guests – I'm the first person they see before they go into the hotel. And I've got this long black overcoat, as well – it can get pretty cold standing outside on the steps in winter, I can tell you.

Unit 2 1.14

Part 2: Sentence completion

Hello, Jim Dunne here, with a look at what's on in the area this coming week. And I'm delighted to be able to tell you that *Pagagnini* is in town, with its own special mix of music and comedy. It's great fun and I can guarantee the whole family will enjoy watching these four guys. They play all those bits of classical music that everyone knows, but sometimes can't put a name to – and they have a laugh at the same time. *Pagagnini* is actually based in Madrid, but the show tours a lot and I was lucky enough to see it last year with my wife and our two girls when we were in Mexico. They're a really versatile bunch of musicians. At one point, they start using their violins and cellos as guitars, mandolins and even percussion instruments. And they move away from classical into rock, blues and country and western. Very impressive and we're all looking forward to seeing them again. They're on stage for about ninety minutes, but it's a very intense hour and a half, I can tell you. It's exhausting just watching them, and they don't stop for an interval, either.

Now, for those of you who like Irish dancing there's *Rhythm of the Dance* at the Apollo Theatre. Most of you will know about *Riverdance*, which began

way back in 1994 – at the Eurovision Song Contest in Dublin, curiously enough. But *Rhythm of the Dance* goes back a long way too. It started out just five years later in 1999 in Norway. It's a similar kind of thing: the traditional music, the step dancing and so on, but there's a theme running through it. It's a kind of history of the Irish Celts. I haven't seen it yet, but I certainly will do – they're clearly very popular. It says here in the publicity that *Rhythm of the Dance* has played to live audiences totalling well over four million in no fewer than forty-four countries. And if you want to find out more about the show, go to their website. There isn't any Reviews section to look at there, but if you click on where it says 'Photo gallery' you get a pretty good idea of what to expect.

Now, the circus is back in town. Not just any circus, but the hugely talented Cirque Éloize from Canada. They're at the Regent Theatre again. The show's called *iD* and it promises to be every bit as good as the one they put on the first time they were there. That one was called *Rain* – as in, the wet stuff that falls from the sky. And there was plenty of water on stage, as you'll remember if you went to see it.

Now I've been looking at the video for *iD* on the show's website and I can tell you it has a totally urban setting. There's hip-hop and breakdance, electronic music and rock, and some of the artists moving around the stage on bikes and Rollerblades™. There are no animals, and no clowns, either. It's not your traditional kind of circus. And judging from the press reviews, it's well worth going to see. One that I have here in front of me says that it's an excellent show, full of originality, energy and excitement.

And if you want even more energy, then those Australian tap dancers, the Tap Dogs are on their way. They'll be at the Orion from Wednesday ...

Unit 2 1.15

Part 4: Multiple choice

M = Mike Taylor I = Interviewer

I: Octopushing, elephant polo, ice racing or cheese rolling. Our sports correspondent, Mike Taylor, has been finding out about some of the world's strangest sports. Which is the most unusual one for you, Mike?

M: Well, I think it has to be chess boxing, because it's such a bizarre combination. A match starts off with a four-minute round of speed chess, followed by a three-minute round of boxing. There can be up to six rounds of chess and five of boxing before a **winner** is decided. Now you may think this is just a bit of fun, but when I watched two men competing in a match on German television last year, I was amazed by their level of skill in each of these two very different disciplines. After all, boxing is such

an aggressive, violent sport – it's about using the body, whereas chess is all about using the brain. You don't expect a **boxer** to be good at chess, or a chess **player** to be good in the ring.

I: Have you found any other unusual combinations like that?

M: No, but at the beginning you mentioned octopushing, which is underwater hockey – so it's an unusual setting for a familiar game. I haven't seen it played, but I've read that it's a very exciting **spectator** sport – major tournaments have TV screens which show the images captured by underwater cameras. I've also read that you don't have to be very fit to play. But I'm not convinced, to be honest – it seems physically very demanding to me. The good thing, though, is that because it's a team sport, no individual player has to stay underwater for long periods at a time. People like me who can't hold their breath for very long can keep coming up for air.

I: Hmm, not one for me, though, I'm afraid. What else have you got?

M: Well, there's wife carrying. That's where **competitors** race over a 250-metre course with a woman on their back. The female **participant** has to weigh more than 49 kilos, but she doesn't actually have to be the man's wife. So it would be more accurate to call it 'woman carrying', I suppose. Anyway, if she isn't heavy enough she has to wear a rucksack with some kind of weight in it. The regulations are surprisingly strict.

I: Now that sounds alright. Fancy carrying me, Mike?

M: Er ... no. Bad back, I'm afraid. Actually, there are quite a few sports like this one that rather irritate me.

I: Why's that?

M: Well, they're a bit ridiculous, to be honest. Wife carrying, retro running, pea shooting, egg throwing ... they all seem very childish to me. I'm sorry if that upsets **listeners**, but they're just not sports I'd want to do or even watch.

I: So which one is the silliest?

M: Well, it has to be toe wrestling, where you have to force your opponent's foot to the ground. It's fine for kids, and a toe wrestling competition is the kind of thing you might expect them to organize in the school playground. But for grown men and women to hold a World Championship every year, and then for **organizers** to apply for toe wrestling to become an Olympic sport – well, it's too daft for words. I'm just pleased the application wasn't accepted.

I: Alright. But you seem to like chess boxing and octopushing. Are there any more that impress you?

M: Well, how about the Man Versus Horse Marathon, which takes place every July in Wales? Human **runners**

Listening scripts

race cross-country against **riders** on horseback for twenty-two miles – that’s around thirty-five kilometres – and on two occasions in the last thirty years, a human **contestant** has won. Now that’s not as astonishing as it might seem – horses are fast in short races but not so good over long distances. But it does seem a little unfair that the human victories are not mentioned in the same breath as some of the world’s more famous sporting achievements. These people are heroes, but they’re virtually unknown outside Wales.

I: Yes, it’s the first time I’ve heard of the race. You’re a runner, aren’t you, Mike?

M: I was, but I damaged my knee when I was skiing and had to stop. I was a real enthusiast – used to run for a couple of hours after work every evening – but even then, I wouldn’t have beaten a horse, that’s for sure.

I: There’s no shame in that! Right, thanks Mike. Time now for ...

Answer key

Unit 1 Lifestyle

Reading and Use of English:

Multiple matching Page 8

How to go about it

Question 4 is answered by the underlined parts in Text A.

Questions 1 and 7 are the other questions answered in Text A. See key below.

- 1 **A** *at home there are usually scripts lying all over the place. It's a bit of a mess, I'm ashamed to say.*
- 2 **D** *... I can't see myself in any other profession. There's nothing else I'd rather do.*
- 3 **C** *I love my job, especially the variety and not knowing what you'll be doing from one day to the next.*
- 4 **A** *I'll sometimes go for a run after I get up, though it's not really my idea of fun. I'm not a fitness fan ...*
- 5 **B** *I have to get up early and my morning routine is dull and conventional, the same one that's played out in millions of households.*
- 6 **D** *My flat overlooks the port, so it's just a short walk to the Ellie May.*
- 7 **A** *I always fall asleep as soon as my head hits the pillow.*
- 8 **B** *Working at home was a solitary business and I hated the fact that I would often go for days without speaking to anyone.*
- 9 **C** *But being a vet – any type of vet – is not what people think it is. It's not all cuddly lambs and cute little pigs. We have to do some pretty unpleasant things sometimes ...*
- 10 **B** *I often get to bed later than I would like.*

Language focus 1: Habitual behaviour

Page 10

A General tendencies

1

use to be

B Frequency adverbs

1

- a immediately before the main verb; after the auxiliary verb and the verb *to be*
- b *always* and *never* are incorrectly placed

2

- 1 correct
- 2 I usually have my dinner in front of the television.
- 3 I never spend more than ten minutes doing my English homework.
- 4 correct
- 5 I hardly ever play computer games – I prefer reading.
- 6 correct

C Used to and would

1 *would* + infinitive can refer to past habits, but not states. It is not used with stative verbs such as *have* to refer to the past.

2

- | | | | | | | |
|-----|-----|------|-----|-----|-----|-----|
| 1 b | 2 a | 3 a | 4 a | 5 b | 6 c | 7 b |
| 8 c | 9 c | 10 a | | | | |

Vocabulary 2: Get Page 11

1a

- b the actor c the farm vet d the fisherman
e the potter f the actor g the fisherman h the potter

b

- b get up, go out of bed c do exercise
d become/grow lonely e catch the train
f arrive at/reach the theatre g makes us do
h receive requests/am asked

2

- 1 touch 2 chance 3 paid 4 ready 5 trouble
6 over 7 by 8 on

Vocabulary 3: Clothes Page 12

- 1 hat, top hat, suit, jacket, tie, shirt, jeans, trainers, dress

Listening 1: Multiple matching Pages 12–13

1–2

Possible answers

- A** a wedding: guest, witness, priest, best man, in a church, in a registry office
- B** a birthday party: guest, host, at home, in a disco
- C** a classical ballet: audience, ballerina, dancer, director, in a concert hall, in an opera house
- D** a sporting event: spectator, competitor, star, opponent, in a stadium, at a sports centre
- E** a film premiere: star, audience, director, producer, at a cinema
- F** an examination: candidate, invigilator, in an examination hall
- G** a job interview: candidate, interviewer, panel, in an office or other place of work
- H** a special family meal: guest, host, relative, relations, in-laws, at home, in a restaurant

3

There are many possible answers.

Listening task

- 1 A 2 F 3 D 4 G 5 B C, E and H not used

Language focus 2: Be used to, get used to and used to Page 13

1

1 a 2 b 3 a

2

Be used to + -ing/noun in the affirmative describes the state in which one no longer finds situations new or strange, e.g. *I am used to the heat* means it is no problem for me now.

Get used to + -ing/noun in the affirmative describes the process of reaching normality with a new or strange situation, e.g. *I am getting used to the heat* means it is less of a problem for me now than before.

3

the gerund

5c

1 get, having 2 - , cook 3 is, eating 4 - , write

5 get, being 6 be, driving 7 get, driving

Writing: Informal letter Pages 14–15

1

Mark wants to know how I am settling in to the new house. He wants to know if I can help him in the summer.

2

Paragraph 2: to describe how he spends a typical day

Paragraph 3: to give news and invite you to visit

Paragraph 4: to finish and ask for a reply

3

2 a 3 no, because this expression is too formal

4 c 5 g 6 no, too formal 7 no, too formal

8 d 9 b 10 f

4

1 while 2 as 3 and/so, as well 4 but 5 so

5

Sample answer

Dear Mark,

I'm writing to you to tell you that I'm not going to go to your farm in summer because of my new work. However, I'll try to see you as soon as possible.

As you know, I moved to a new house six months ago and since then I've met new people.

I think that living there is better than I thought and with regard to my new surroundings I must say that they are excellent. I usually get up at half past seven and I went to work. Then I have a breakfast with my friends and I go to improve my English spoken in the afternoon in a specific classe. In the evening, I'm used to going to the cinema because here it's cheaper.

After all, I think it is good to have a new experience in your life and this is an example to explain it. As far as I'm concerned, I don't know if I'll have to return to my city, but it doesn't matter so much in these moments.

I hope you write me as you did.

All the best,

Luis

186 words

Examiner's comment

Content: Adequate coverage of points.

Communicative achievement: Register is awkward at times – *with regard to my new surroundings* (too formal for the context), and some confusion is evident in the use of *After all* and *As far as I'm concerned*. The overall effect on the target reader would be reasonably positive: the information asked for has been provided and the tone, although inconsistent at times, would not cause problems.

Organization: An abrupt beginning but the letter is organized into paragraphs. Successful use of simple sequencing in the third paragraph – *then, in the afternoon/evening*.

Language: Errors do not obscure communication, but they may distract the reader – *I'm used to going to the cinema* is not appropriate here, the use of *went* instead of *go* in the third paragraph, the omission of the subject in *I think it is good* are some examples of inaccuracies. Vocabulary is generally appropriate except for *a breakfast, a specific classe*. Tenses are generally correct – *since then I've met new people*.

Mark: Good pass

Listening 2: Multiple choice Page 15

1 C 2 B 3 B 4 C 5 A 6 A 7 B 8 A

Review 1 Pages 16–17

Reading and Use of English: Transformations

1 getting rid of 2 got used to wearing

3 always borrowing my things without

4 is/'s unusual for Simon to 5 unlike/not/n't like Helen to be

6 looking forward to seeing

Vocabulary

A Adjectives

2 high-heeled 3 tight-fitting 4 sleeveless 5 baggy

6 long-sleeved

B Expressions crossword

Expressions for use in informal letters

Across 1 thanks 5 forward 8 way 9 love 12 taken

Down 2 know 7 better 11 hear

Expressions with *get*

Across 3 rid 4 on 10 touch 13 paid

Down 1 trouble 3 ready 6 dressed

C People

1 e 2 f 3 a 4 b 5 d 6 c

1 competitor, spectators 2 host, guests 3 bride, groom

- 4 audience, performers 5 doctor, patient
6 candidates, invigilator

Unit 2 High energy

Vocabulary 1: Music Page 18

1a violin, cello, drums

b

- 1 lead 2 a song 3 musician 4 on 5 play 6 live*
7 in 8 instrument

*pronunciation /laiv/

Listening 1: Sentence completion Page 19

1c

- 1 whole family 2 Mexico 3 country and western
4 interval/interlude 5 1999 6 four/4 million
7 Photo/photo gallery 8 Rain/rain 9 bikes/bicycles
10 excitement

Language focus 1: Indirect ways of asking questions Page 20

1

- 1 When did *Rhythm of the Dance* start performing?
2 Why do you call the show *iD*?
3 Are the Tap Dogs planning to come here?

2

a The auxiliary verbs *did* and *do* are not used in the indirect question form. *Start* changes to *started*; *call* does not change, as the second person present simple form is the same as the infinitive form.

b In the direct question form, the auxiliary verb comes before the subject (*Are the Tap Dogs planning ...?*).

In the indirect form, the subject comes first, as in the normal word order for a statement (*the Tap Dogs are planning*).

c *If* (or *whether*) has to be added.

3

Possible answers

- a Could you explain why you are called 'Pagagnini'?
b I'd be interested to know when you started performing together.
c Could you tell me if/whether you have ever toured outside of Europe?
d Would you mind telling us what type of music you prefer playing?
e I was wondering if you could tell me how many hours you practise your instrument each day.
f We'd like to know if/whether you clown around when you're off stage as well.

Writing 1: Letter of application Pages 20–21

2

- 2 I have seen 3 I would like to apply
4 I have also been attending 5 I have no experience

- 6 a number 7 I feel 8 well-suited to 9 I would love to have the opportunity to 10 I look forward to hearing

3

Although, In addition, as

4

Paragraph 2: relevant skills

Paragraph 3: relevant experience

Paragraph 4: suitability for the job

5

Sample answer

Dear Mr Groves,

I have seen your advertisement in the last edition of 'English News' and I would like to apply for the post of volunteer at the pop and rock festival.

After reading the advertisement, I think I have the relevant experience to work at the festival. I am in my first year in the university where, I study music. I play guitar, violin and drums and I am also a member of a rock band that last year my friends and I created.

Furthermore, I have some experience to work with people because I used to have a job as waitress in a busy music café. I enjoyed meeting different people and helping the public in general, and I learned a lot in this position.

I would love to have the opportunity to volunteer at the pop and rock festival. I feel I would be well-suited in this role and I would like to help other people enjoy music as I do. Finally, I believe I would learn a lot from hearing different bands stiles and this would benefit my study.

I look forward to hearing from you.

Yours sincerely,

Claudine Diallo

194 words

Examiner's comment

Content: All points covered and the writer builds on the information given, e.g. *I am also a member of a rock group, I used to have a job as a waitress, I would like to help other people enjoy music.*

Communicative achievement: Register is appropriately formal for a letter of application, and the writer would have a positive effect on the target reader.

Organization: The letter is well-organized with suitable paragraphs and the writer uses linking devices, e.g. *After reading, Furthermore, finally.*

Language: Generally accurate. Grammatical errors do not obscure meaning, e.g. *I have some experience to work (of working) with people, work as (a) waitress, my study (studies).* Punctuation and minor spelling mistakes do not distract the reader e.g. *where, I study, relevent, stiles.* There is a good range of appropriate expressions and vocabulary for the task:

Answer key

would like to apply for the post of, I used to have a job, opportunity to volunteer, I look forward to hearing, Yours sincerely, apply, drums, busy, well-suited.

Mark: Very good pass

Reading and Use of English: Gapped text

Pages 22–23

3

1 C 2 F 3 D 4 A 5 G 6 E B not used

Language focus 2: Gerunds and infinitives

Page 24

1

a to score: the infinitive with to is used after certain adjectives, in this case, hard(er)

Note the structure: adjective + for someone to do something

b be done: an infinitive without to because it follows a modal verb, in this case, can

throwing: a gerund is used after a preposition, in this case, by

c passing: a gerund is used after certain verbs, in this case, keep.

d to look: an infinitive with to is used after certain verbs, in this case, need

2

1 going, to meet 2 smiling, to hit 3 to enjoy, buying
4 to take, studying 5 to let, asking

3

1 to rain, raining 2 to have 3 to play, playing
4 run, to run 5 to drink 6 using

4

detest, hate, can't stand, don't like, don't mind, quite like, really enjoy, love, absolutely adore

5

interested *in*

fond *of*

good/bad *at*

bored *with*

excited *about*

Vocabulary 2: Sport Page 25

1

a kick, posts **b** score **c** passed **d** pieces **d** pitch

2

do gymnastics

go skiing, cycling, swimming

play volleyball, tennis, basketball, football, golf

3a

2 footballly 3 golf 4 skiing 5 athletics 6 cycling

b

red card – football

fairway – golf

gears – cycling

lift – skiing

service – tennis

triple jump – athletics

4a

1 take 2 beat 3 win 4 hit 5 take 6 draw

b

1 ice hockey, figure skating, curling

2 Spain

3 silver

4 tennis, badminton, squash

5 five

6 none

Listening 2: Multiple choice Page 26

2

1 A 2 B 3 B 4 C 5 C 6 B 7 A

Word formation: Affixes Page 27

1

boxer, player, spectator, competitor, participant, listener, organizer, runner, rider, contestant

2

employee/trainee, electrician/politician, novelist/scientist, mountaineer/engineer

3

1 *un* 2 *in* 3 *il* 4 *im* 5 *im* 6 *ir* 7 *dis*

4

under too little/not enough

over too much/excessive(ly)

pre before

post after

hyper very big

micro very small

mis wrongly

re again

ex former

extra outside or beyond

Writing 2: Article Page 27

Additional material Page 202

2

Paragraph 1 c Paragraph 2 a

Paragraph 3 d Paragraph 4 b

3

It is written for readers of *International Sports Weekly* magazine.

4

The style is informal.

- a Contractions: *doesn't, you've, you'll, I'm, you're, don't, they're*
- b Informal linkers: *So, And, Also*
- c Direct questions: *Have you ever seen a smile on the face of a long distance runner? So what is the attraction of running?*
- d Phrasal verbs: *give up, take up, put off*

5

- 1 c 2 a 3 b

6

Sample answer

In the world, as I know, there are a lot of sports that are very interesting and everyone can occupy with them like, for example, football, basketball, volleyball and so on. But in my opinion, the most famous and the most interesting, in the world, is football. Firstly, I extremely fond of this kind of entertainment (I say this because for me and my friends, football is the same thing with the entertainment). We play football everyday and everywhere. We love it and anything else apart from football is boring for us. Once again I love it. Secondly, football has many particularities. Special equipment and special clothes are useful. Although the professionals teams play in big football courts, the children play football everywhere. If you want to become a good and a famous football player you must go into training everyday with many efforts but because of the injuries you must be careful.

For all these reasons, I have the impression that this particular sport is lovely and I believe that there is nobody who watch this sport.

By Loukas Geronikolaou

178 words

Examiner's comment

Content: Adequate coverage of points 1 and 3 but point 2 (*why do you like it?*) not really dealt with. The question incites a personal response but the information given is mostly rather general again.

Communicative achievement: Consistently neutral register in an acceptable article format. The message would not be entirely clear to the target reader; certainly some enthusiasm conveyed, but why does the writer like football so much? Some awkwardness of expressions may distract target reader, and the final sentence is obscure.

Organization: Four paragraphs including an introduction and conclusion. Conventional paragraph links (*Firstly, Secondly*). Some sentence links (*although, if, because of*).

Language: Reasonably accurate. One missing verb (*I extremely fond of* – a slip?), one spelling mistake (*usuful*) one false agreement (*professionals teams*). The problem is awkwardness rather than pure inaccuracy (positive error). Final sentence doesn't communicate. Doesn't have all the vocabulary (*occupy with them, many particularities,*

big football courts) though makes good attempts (*fond of, anything else apart from football, go into training, because of the injuries*). Some variety of structures, some complex sentences.

Mark: Pass

Review 2 Pages 28–29

Word formation

1

- 1 undersleep 2 overlittle 3 oversing 4 missucceed
5 dislove 6 unglad

2

- 1 undercharged 2 overgrown 3 overslept
4 misspelt/misspelled 5 disappearance 6 uncommon

Reading and Use of English: Word formation

- 1 spectators 2 distance 3 participants
4 walker 5 extraordinary 6 performance
7 unlikely 8 physically

Gerunds and infinitives

- 1 to write 2 getting 3 tapping 4 to have 5 talking
6 to study 7 to open 8 putting

Vocabulary

A Sport

- 1 course, hole
2 referee, pitch
3 hit/get, racket/racquet
4 lift, slope(s)/run(s)
5 part, place
6 beat, draw

B Music

- 1 on the radio 2 play a tune 3 in the charts
4 session musicians 5 in tune 6 mime a song
7 on tour 8 play a track