

# 2



## TAKING IT EASY

### KEY LANGUAGE

Past simple and *used to*  
Past simple and past continuous  
*-ed* and *-ing* adjectives  
Leisure activities

### PRONUNCIATION

*-ed* endings: /t/, /d/ and /ɪd/

### EXAM PRACTICE

Reading Parts 2 & 6  
Writing Parts 1 & 2  
Listening Part 2  
Speaking Parts 1, 2 & 4

### Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 Where do you live?
- 2 Describe the people you live with.
- 3 How often do you meet up with friends?
- 4 Do you play any musical instruments?
- 5 What kinds of things do you enjoy reading?

### Speaking Part 2 Extended turn

Describe the picture and say:

- how many people there are
- what activity they are doing
- what clothes they are wearing



## Listening Part 2 Multiple choice

- 1 Look at the photograph. Where are the people? Why do you think they decided to go to this place?

### What to expect in the exam

- Listening Part 2 consists of six short dialogues. As with all B1 Preliminary listening tasks, you will hear each dialogue twice.
- For each dialogue, there is a multiple-choice question with three options. The questions test your general understanding of the dialogue, for example someone's feelings or opinion. You may also have to listen for what two people agree on.

- 2 Read question 1 in Exercise 3. Look at the shaded **Audio script** on **pages 236–237** and answer these questions.

- 1 What synonym of the word 'book' does the woman mention?
- 2 What activities at the library does the woman mention? How do we know they're free?
- 3 How do we know the woman does NOT use the library as a quiet place to study?

- 3 **2.1** You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C).

- 1 You will hear two students talking about their local library.  
What does the woman like best about it?  
A You can borrow books.  
B There are free activities.  
C It's a good place to study.
- 2 You will hear two friends talking about the characters in a TV show they've watched.  
What does the woman say about the characters?  
A They don't behave like real people.  
B It's easy to predict what they will do.  
C They have funny conversations.
- 3 You will hear a man talking about a tourist apartment.  
How did he feel?  
A tired of cooking all his own food  
B satisfied with the help he got from the owner  
C pleased with the location of the apartment
- 4 You will hear two colleagues talking on the phone about a report.  
The woman calls the man to  
A explain to him how to use a computer program.  
B remind him to check the information in his reports.  
C give him advice on how to improve his writing.
- 5 You will hear two friends talking about a history museum.  
They agree that  
A the dinosaur section has improved.  
B the food in the café is very expensive.  
C teenagers think museums are boring.
- 6 You will hear two friends talking about an online course.  
The woman thinks it was  
A challenging to hand in everything on time.  
B enjoyable to study with someone else.  
C easier to study online than face-to-face.



## Language focus Past simple and *used to*

1 Read the dialogues. Choose the correct alternatives to complete rules 1 and 2 below.

A: **Did you go** to the concert last night? I **didn't see** you there.

B: No, I **stayed** at home and **studied**.

A: As a teenager, what **did you use to do** in your free time?

B: I **used to meet up** with my friends after school. We often **went** to a park and just **chatted**.

A: Roberto is in much better shape these days.

B: It's true. He **didn't use to be** very fit, but now he exercises three times a week.

1 We use *used to* with the base form to talk about past habits or states that are *still / no longer* true in the present. We *can also / cannot* use the past simple in these situations.

2 To talk about single completed actions in the past, we can *only use the past simple / use either 'used to' or the past simple*.

2 Look at the dialogues in Exercise 1 again and answer the following questions.

1 What are the negative and question forms of *used to*?

2 What are the past simple forms of these verbs?

chat go stay study

3 How do we form negatives and questions in the past simple?

3 Go to **Ready for Grammar** on **page 204** for rules, explanations and further practice.

4 For sentence endings 1–5, write two sentence beginnings with *used to* – one positive and one negative. There is an example at the beginning (0).

0 ... but now I prepare most of my own meals.

*When I was younger, I didn't use to like cooking ...*

*As a university student, I used to buy lots of takeaway food ...*

1 ... but now I wake up early.

2 ... but now I can speak and understand the language quite well.

3 ... but now I work in a law firm and I have to wear a suit and tie.

4 ... but now I go to the cinema almost every week.

5 ... but now I take the train every day.

5 **SPEAK** Work in pairs. Discuss topics 1–6 below. Think about the correct use of the past simple and *used to*. Ask follow-up questions for more information.

1 the types of films you used to watch

4 a type of music you used to listen to

2 a video game or sport you used to play

5 an interesting event you once attended

3 a competition you won or lost

6 a place you used to go on holiday

A: *When I was a teenager, I used to watch a lot of superhero films, but I'm not really interested in those anymore.*

B: *I used to love those films, too. Did you have a favourite superhero?*

## Reading Part 2 Matching

- 1 SPEAK** What are the advantages and disadvantages of shopping online?
- 2** You are going to read about eight clothing websites (A–H). For the people below (1–5), decide which clothing website would be most suitable.

### What to expect in the exam

- In Part 2, you have to match five descriptions of people to eight short texts (the options), all of which are related to the same topic.
- Three of the options don't match any of the descriptions, but they contain distractors. For example, option A on page 19 does not match any of the descriptions (1–5). It contains the phrase 'offers free returns within 30 days, no questions asked', which relates to description 2, but doesn't mention the other information in the description.
- For this reason, it's important to check that the option you choose correctly matches ALL the information in the description, not just one specific detail.



1

**Josip and Tara** want to buy clothing that will last a long time, and they would like to know about the people who make the clothes. They'd like to buy from a website with good reviews.



2

**Sam** needs to buy new clothes to wear while jogging, and she wants these articles of clothing to be fashionable. She'd like to buy from a website that makes it easy to return things.



3

**Isak** is very tall and needs to find clothing that will fit him. He wants clothing he can wear while doing outdoor activities and he doesn't care about the latest trends.



4

**Florence and Albert** are going to a wedding and need something nice to wear. They want to buy clothes from designer brands, but they don't want to pay full price.



5

**Francesca** is going on a trip to the mountains this winter and needs some warm, comfortable clothes to wear. She'd like to find a website with a lot of options.

- 3 SPEAK** Work in pairs. Which of the websites would you prefer to use? Why?



# CLOTHING WEBSITES

## A FASHIONSHOP.COM

Fashionshop.com aims to connect everyday shoppers with the work of promising new designers. Be the first to wear next year's big trend. If you take a risk and regret it, fashionshop.com offers free returns within 30 days, no questions asked. Plus, it sells more than just clothes: you'll find plenty of beauty products there too.

## B FORMACTION.COM

Need something to wear for a special occasion? Head to formation.com, where you'll find elegant dresses, jackets, suits and so much more. The best part about this website is the sales, you won't find high-fashion clothes at lower prices anywhere else! Attention environmentally minded customers: formation.com only uses packaging made from 100% recycled paper.

## C ATHLETEZ.COM

Gym clothes don't have to be boring! Athletez.com sells stylish clothes to exercise in. The website gives you the option of searching the site by type of workout: boxing, yoga, tennis – you name it. Check out their colourful trainers and matching tracksuit bottoms. If a piece of clothing doesn't fit right, not to worry. Send it back for an immediate refund.

## D FAIRCLOTHING.COM

Shop at fairclothing.com and make the world a better place. The site represents 200 small brands. The result? More than 40,000 feel-good products in one place. Each brand has its own profile with detailed information about everything from working conditions to the use of renewable resources. Our recommendation: the super comfortable sweaters, made from 100% New Zealand wool. They're just what you need for outdoor activities in the autumn or spring.

## E SIMPLYGOOD.COM

Are you interested in good quality clothing that won't wear out? Check out simplygood.com. It offers an impressive selection of casual clothes like sweaters, shirts and trousers. One thing that sets this site apart is the pictures they provide of the factories where the clothing is made and the employees who work there. Based on the positive comments online, this website has a bright future.

## F ENJOYTHEOUTDOORS.COM

The homepage of enjoytheoutdoors.com says, 'Being outdoors brings out the best in us.' As you might expect, it's a great place to find clothes for hiking or camping – or just taking a long walk on a cold day. With so many different choices, you could spend hours on enjoytheoutdoors.com. We recommend their jackets – they will keep you warm all day in low temperatures.

## G FASHIONFORLESS.COM

Dress like a model without paying a small fortune. Fashionforless.com has joined forces with popular designers to bring you a low-cost collection of fun and fashionable casual designs. They also have accessories for all occasions, from scarves and gloves to sandals and sun hats. In a rush? Fashionforless.com can deliver select items in 24 hours. Now that's what I call service!

## H CLOTHES4EVERYBODY.COM

Do you find the whole idea of fashion annoying? Rather go hiking than shopping? Then clothes4everybody.com is for you. From shirts to trousers, T-shirts to jeans, sports and outdoor clothing, check out the full range of everyday items in plain colours. There is a wide variety of sizes that work for any body type, which has led to many positive reviews. Second-hand items are also available.



## Vocabulary -ed and -ing adjectives

- 1 Look at the sentences from the reading text on **page 19**. Choose the correct alternatives to complete rules 1 and 2.

*Gym clothes don't have to be **boring**!*

*Are you **interested** in good quality clothing ...?*

*Do you find the whole idea of fashion **annoying**?*

Some adjectives have two forms (-ed or -ing):

- 1 Use adjectives ending in **-ed / -ing** to describe the person who experiences an emotion.
- 2 Use adjectives ending in **-ed / -ing** to describe a person or thing that causes an emotion.

- 2 Underline the correct alternative to complete the sentences.

- 1 I was *surprised* / *surprising* to see Jules in the tournament. I didn't even know he played tennis.
- 2 United suffered an *embarrassing* / *embarrassed* 4–1 defeat at home on Saturday. The players walked red-faced to their dressing room at the end of the game.
- 3 Up there on stage, Margot looked completely *relaxed* / *relaxing*, as if she were talking to five people instead of five hundred.
- 4 Mum was *disappointed* / *disappointing* with my decision not to attend university. She wanted me to become a lawyer like her.
- 5 There's something very *satisfied* / *satisfying* about preparing a meal using vegetables that come from your own garden.
- 6 About halfway through the book, I got really *confused* / *confusing* and didn't understand what was happening in the story.
- 7 Around the world, animal populations have decreased by almost 70% in just 50 years. That is a *frightened* / *frightening* statistic.
- 8 Avoid creating *frustrated* / *frustrating* experiences for your children, such as making them learn to ride a bike before they are ready.

- 3 Make notes and prepare to tell your partner about two of the following.

- a travel experience you found frustrating
- a decision you made that you are satisfied or disappointed with
- a leisure activity you find relaxing
- a part of English grammar you find confusing
- an animal you are or used to be frightened of

- 4 **SPEAK** Work in pairs. Using your notes, tell your partner about the topics you chose from Exercise 3. Ask follow-up questions.

*For me, reading is a relaxing leisure activity.*





## Language focus Past simple and past continuous

- 1 Read the embarrassing stories and complete rules 1 and 2 below with the correct tense: past simple or past continuous.

At my wedding, I **was dancing** with my mother-in-law when I accidentally **stepped** on her foot. It really hurt and she **got** quite angry with me. I was really embarrassed!

Last year, I **was studying** Italian and I **decided** to take a trip to Italy. On the first day, I **ordered** a 'latte' at a coffee shop and **received** a glass of milk instead of a cup of coffee. I felt really silly!

- 1 Use the \_\_\_\_\_ for completed actions in the past.
  - 2 Use the \_\_\_\_\_ for actions in progress at a particular time in the past.
- 2 Go to **Ready for Grammar** on **page 204** for rules, explanations and further practice.
- 3 Complete stories A and B by choosing the correct alternative.

### A

You won't believe what happened to me at the vehicle registration agency the other day. I (1) *sat / was sitting* in the office and the woman who worked there (2) *registered / was registering* my car when she (3) *asked / was asking* me a simple question, 'What body type?' I (4) *didn't know / wasn't knowing* what to say. 'Uh, average, I guess. Maybe a bit overweight?', I (5) *answered / was answering* finally. 'Of the car!', she said and immediately began to laugh. I felt ridiculous.

### B

The most embarrassing thing happened to my boyfriend the other day. He (6) *walked / was walking* down the high street when he (7) *started / was starting* to feel hungry. Just then, he (8) *saw / was seeing* a fried chicken restaurant. There was a woman outside holding a box of free samples. The fried chicken (9) *looked / was looking* delicious. The woman (10) *grabbed / was grabbing* his hand while he (11) *put / was putting* it into the box to take a piece and wanted to know what he (12) *did / was doing*. They weren't free samples. She was just a customer holding a box of chicken!

- 4 Write a story similar to the ones in Exercise 3. Use ONE of the prompts (1–2) below to help you create the story. Pay attention to how you use the past simple and past continuous.

- 1 You met somebody for the first time and made a bad impression.

- Who did you meet?
- What were you doing when you met them?
- How did you feel?

- 2 You sent an email or message to the wrong person.

- Who did you send the email or message to?
- What were you doing when you sent it?
- How did you feel?

- 5 **SPEAK** Work in small groups. Take turns to read out each other's stories. Then discuss whose story is the most original or entertaining.



## Writing Part 2 Story

1 Read the following Writing Part 2 instructions and answer the questions.

- 1 Who is the main character of the story?
- 2 Where does the story start?

Your English teacher has asked you to write a story. Your story must begin with this sentence.

**When Paula walked in, everybody at the party looked surprised.**

Write your story in about 100 words.

2 Read a model answer to the Part 1 task in Exercise 1, ignoring the gaps. Does the rest of the story clearly connect with the first sentence?

(1) \_\_\_\_\_ Paula walked in, everybody at the party looked surprised. Nobody thought she was coming – even though the party was for her.

It was Paula's birthday, so some friends decided to throw a surprise party. All her friends came. There were presents and decorations, but no Paula. They had forgotten to invite her! As (2) \_\_\_\_\_ as they realised their mistake, they texted her. 'Sorry, very busy,' Paula responded. Everybody was disappointed. 'What do we do now?', they wondered. Then, all of a (3) \_\_\_\_\_, Paula walked through the door.

In the (4) \_\_\_\_\_, instead of being surprised, Paula had surprised her friends!

3 Complete the time expressions (1–4) in the story with the words in the box.

end   when   soon   sudden



**4 Match each part of a story (1–3) to its purpose (a–c).**

- |             |   |
|-------------|---|
| 1 beginning | a The action finishes, or the problem or conflict is resolved.                                      |
| 2 middle    | b The characters and setting are introduced.  |
| 3 end       | c An important action takes place, or there is a problem or conflict the characters must deal with. |

**5 SPEAK** Work in pairs. Read the Part 2 task below and think about what kind of story you could write. Put your ideas in the table below.

Your English teacher has asked you to write a story. Your story must begin with this sentence.

**It was my first day on the course and I felt a bit nervous.**

Write your story in about 100 words.

Part of the story	Action/Reason	Good vocabulary to include
<b>1 Beginning</b> <i>painting course</i>	<b>Reason for feeling nervous</b> <i>It's your first time taking an art course.</i>	<i>paintbrush, picture, landscape, detail, studio, beautiful, original, etc.</i>
<b>2 Middle</b>	<b>What is the problem?</b>	
<b>3 End</b>	<b>What happened?</b>	

**6** Now do the Part 2 writing task from Exercise 5. Use your ideas from the table.

**How to go about it**

- Read the task instructions. Identify the main character and the setting in the first sentence of the story.
- Ask yourself: Who is this person? Why are they in this place?
- Plan the beginning, middle and end of your story.
- Start your story with the sentence in the task instructions. Connect the rest of the story to this first sentence. So, if the story starts with *Monica climbed out of the car and ran as fast as she could to the forest*, your story should involve a forest and a woman named Monica.
- Tell your story using the names or pronouns in the first sentence, e.g. using *I*, *they*, or *he/she*.

For more information on writing stories, see [page 194](#).

## Vocabulary Leisure activities

**1 SPEAK** Work in pairs. Talk about what you like doing in your free time.

**2** Write each verb on the left (A) next to the correct leisure activity on the right (B). The first one has been done for you.

A	B	A	B
go	1 _____ at a restaurant	use	7 _____ events
take	2 <u>go</u> hiking	attend	8 _____ shopping
eat out	3 _____ photographs	go	9 _____ social media
do	4 _____ films at the cinema	go	10 _____ video games
see	5 _____ exercise	read	11 _____ the news
spend	6 _____ time with friends	play	12 _____ for a walk

**3 SPEAK** Work in pairs. Look at pictures 1–4 below. Which of the leisure activities from Exercise 2 are the people doing?

**4 SPEAK** Take turns to describe pictures 1–4 below.

**5** Put the expressions in the correct column.

I really enjoy ... I'm not really into ... I'm a big fan of ... I can't stand ...

I don't like ... at all. I like ... a lot. I can't live without ...

Likes	Dislikes
<i>I really enjoy ...</i>	

**6 SPEAK** Work in small groups. Discuss the leisure activities in Exercise 2. Use expressions from Exercise 5. Give reasons why you like or dislike the activities.

*Personally, I'm a big fan of going for a walk in the evening. I find it very relaxing*





## Speaking Part 4 General conversation

**SPEAK** Read the information in the boxes below. Then discuss the questions that follow with a partner.

### What to expect in the exam

- In Speaking Part 4, you discuss your habits, opinions, likes/dislikes and personal experiences.
- The examiner may ask you a question to answer individually. They may also ask you a question to discuss together with your partner.
- Listen carefully to your partner while they are answering a question. The examiner may ask you a follow-up question about what your partner said, e.g. 'Do you agree?'
- Ask your partner questions to find out their opinions.

- 1 What do you usually do after work or school? Why?
- 2 What did you do last weekend?
- 3 Do you have enough free time? Why/Why not?
- 4 Do you prefer spending your free time with your family or with your friends? Why?
- 5 Is it important to relax in your free time? Why/Why not?

### Useful language

#### Talking about personal experiences

*The other day*, I started listening to a new podcast.

*In my experience*, it's hard to make time for exercise.

*When I was younger*, I used to spend most of my time indoors watching TV.

3



4



## Reading Part 6 Open cloze

For questions 1–6, read the text below and think of the word which best fits each gap. Use only one word in each gap.

### What to expect in the exam

- In Reading Part 6, you read a short text with six missing words. You have to fill each gap with one word – never two. The answer is never a contraction (*it's, you're*).
- This task mainly tests grammatical structures, so the missing words are often 'grammar words', such as pronouns (*your, it*), prepositions (*in, of*) and verb auxiliaries (*have/has/had, was/were*).
- The open cloze also tests vocabulary by gapping words in phrasal verbs (*look forward to, base on*) and fixed expressions (*in spite of, after all*).

## STARGAZING

My friend Rory belongs to a stargazing club – a group of people that get together to look at the night sky – and last Saturday he invited me to go with him. The club meets (1) ..... month in the Galloway Forest Park. This part of Scotland is famous (2) ..... being a 'dark sky park'. There's no light pollution there, so it's perfect for stargazing.

Rory told me to arrive between 7.30 (3) ..... 8.00 pm, because it was important to set (4) ..... the telescopes before it got dark. That night, we looked at Venus, Mars, Saturn and Jupiter. But my favourite was the Moon. I could see its mountains and valleys!

I (5) ..... to love looking at the night sky when I was child, but (6) ..... wasn't until my trip to Galloway Forest Park with Rory that I got to see the Moon and the planets up close with a professional telescope.



## Language focus Past simple and past continuous

Complete the sentences using the past simple or past continuous form of the verb in brackets.

- 1 When my train arrived at the station, my parents ..... (wait) for me on the platform.
- 2 No, Levi ..... (not meet) Sara while he was visiting Madrid. They first met in Utrecht.
- 3 So, what ..... you ..... (do) at 10.05 am on the day of the crime?
- 4 Sorry, I ..... (not hear) the phone because I was outside watering the garden.
- 5 The sun ..... (rise) over the sea just as we arrived at the coast.
- 6 Can you believe it? They refused to let us into the restaurant because my husband ..... (not wear) a suit jacket.



## Vocabulary Leisure | -ed and -ing adjectives

Choose the correct alternatives to complete the sentences.

- 1 I *saw* / *looked* this horror film at the cinema when it first came out and, let me tell you, it was really *frightened* / *frightening*. It gave me bad dreams.
- 2 To keep active and *do* / *make* more exercise, we started taking step aerobics classes, but the instructor kept shouting at us to work harder. We quickly got *frustrated* / *frustrating* and quit.
- 3 After a particularly stressful week at work, Linh finds it *relaxed* / *relaxing* to drive out to the countryside and *go* / *give* for a long walk.
- 4 I began *making* / *taking* photographs a long time ago, but I had my first exhibition only recently. It felt really *satisfied* / *satisfying* to see my photos up there on the gallery walls.
- 5 They had plans to *attend* / *assist* a talk by their favourite author, but it was cancelled at the last minute. Lucy was very *disappointed* / *disappointing*; she had very much wanted to go.

## Writing Part 1 Email

Read this email from your English-speaking friend Kim and the notes you have made.

From: Kim  
Subject: Fancy dress party!  
Hi  
I'm thinking of having a fancy dress party at my house with some of my good friends – including you, of course!  
We could have the party on Friday or Saturday night. Which one would be better?  
I don't want to cook, so I'm planning to order some takeaway food. What kind of food do you think people would like?  
Let me know if you have any questions.  
Talk to you soon,  
Kim

Good idea!

Explain which day and why.

Suggest ...

Ask about transport to Kim's house.

Write your email to Kim using all the notes. Write your answer in about 100 words.



For more information on writing emails, see pages 192–193.

## Pronunciation -ed endings

1 **2.2** For 1–3 below, listen and repeat the past forms of the regular verbs. Underline the word that ends in a different sound from the others in the group.

- |            |          |           |          |
|------------|----------|-----------|----------|
| 1 started  | decided  | performed | repeated |
| 2 answered | received | ordered   | searched |
| 3 checked  | divided  | fixed     | walked   |

2 There are three possible pronunciations for -ed: /t/, /d/ and /ɪd/. Put the words from Exercise 1 in the correct column.

/t/	/d/	/ɪd/
<i>searched</i>	<i>performed</i>	<i>divided</i>

3 What does the -ed ending sound like when it's added to verbs whose base form ends in the letters 't' or 'd', for example, *visit* or *need*?

4 **SPEAK** Work in pairs. Read the rules and play the game.

### NOUGHTS AND CROSSES

- 1 Player A, you are X. Player B you are O.
- 2 Take turns to say the correct pronunciation of the past tense form of a verb. If you say it correctly, put an X or O in the square.
- 3 The first player to win three squares in a row (up, across or diagonally) is the winner.

handle	knock	test
end	stop	interrupt
announce	inform	encourage

5 **SPEAK** In your notebook, create your own noughts and crosses board using the words below. With a partner, play the game again.

answer argue follow introduce knock push regret skate wait