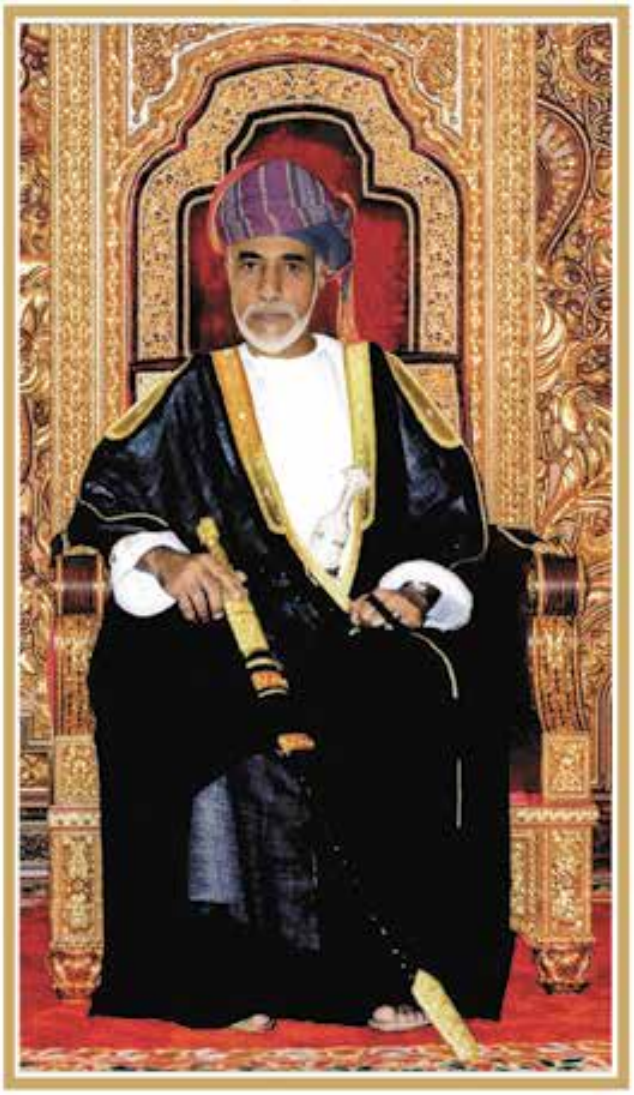

رؤية عُمان 2040
OmanVision
Ministry of Education
9A
GOLD experience
OMAN
Student's Book
Trial Edition
2026



His Majesty
Sultan Haitham bin Tarik



The Late Sultan
Qaboos bin Said

SULTANATE OF OMAN

(Governorates & Wilayats)



Praise be to Allah and Peace be upon His Messenger, Mohammed

Education is key for personal development, and it provides a wealth of opportunities in life. The commitment and efforts we put into education are some of the most fundamental investments we can make towards securing the future wellbeing of the Sultanate of Oman and its citizens.

Our education system has been the bedrock of our development. It has provided this generation and those before it with the skills and knowledge that have driven the country's growth and, with it, our prosperity. But to meet our high aspirations as expressed in Oman's Vision 2040 amidst an increasingly competitive global environment, we cannot stand still.

To compete with the best in the world, our education system must develop young Omanis who are knowledgeable, think critically and creatively, have leadership skills and are able to communicate effectively in English with the rest of the world. Just as importantly, our students must be instilled with values, ethics and a sense of citizenship that will empower them to make the right choices for themselves, their families and the country.

Given the Sultanate of Oman's historical and geographical profile, mastering English as a second language is an absolute necessity for all our students. It is the language of international communication and is also the main language for studying other subjects all over the world. Therefore, the Ministry took the decision to adopt and customise an international series called 'Gold Experience' that is benchmarked to the Global Scale of English (GSE) and the Common European Framework of Reference for Languages (CEFR), both of which are internationally recognised standards for describing language ability.

This series is based on the most cutting-edge research on teaching and learning. It will embed and develop Future Skills such as critical and creative thinking, as well as encourage holistic, well-rounded personal growth. This series will prepare our students to meet the challenges of a pluralistic society that welcomes diversity, a knowledge-based job market that is constantly evolving, and economic globalisation.

Finally, I hope that you find this book useful and enjoyable, and use it in your everyday lives, as this will enable us all to contribute to the success of our beloved country – the Sultanate of Oman – as led by the inspiration and wisdom of His Majesty, Sultan Haitham bin Tarik.

I would like to take this opportunity to wish you every success in life.

Dr. Madiha bint Ahmed Al-Shaibani
Minister of Education

Dear students,

We are very excited to welcome you to Gold Experience Oman and we hope you enjoy your studies!

Your Semester 1 books are a Student's Book with a Practice Guide and a Workbook. Remember to look after your books and to bring them to your class every day. Don't write anything in your Student's Book so that students can use it again next year.

All of your books have lots of fun activities to help you to improve your English. Your Student's Book has interesting texts to read and fun conversations to listen to, as well as enjoyable speaking activities, projects, videos and interactive digital activities. Your Workbook has lots of extra supporting practice activities to do in class.

Have a really interesting semester and we look forward to writing to you again in Semester 2!

Name: _____

Class: _____

GOLD experience

9A

OMAN

Student's Book

Pearson

YORK PRESS

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“Free time is my favourite time.”

Starter

Fun times!

Look at the photo and discuss the questions.

1 Who do you like to spend your free time with? Why?
2 How would you describe your perfect weekend?

READING
read blog posts about a great day

LISTENING
listen to people talking about holiday photos

SPEAKING
talk about your summer holiday

WRITING
write about your best moment

Get started

1 Work in groups. Find five things you have in common with the other people in your group (e.g. something you all like/dislike, a skill you share).

Read

2 Match the phrases (1–5) with the photos on page 11 (A–E).

1 Science of the future
2 Our new pet
3 My first talent show
4 A new city
5 By the sea

3 Read the posts on page 11. Find someone who:

1 thinks something is attractive. .....
2 has just celebrated a special day. .....
3 has made a decision about their future career. .....
4 will return home soon. .....
5 felt different to how he/she expected. .....

4 Match the topics (1–5) with the posts on page 11 (A–E). Add five words for each topic.

1 Science .....
.....
.....
.....
.....

2 Entertainment .....
.....
.....
.....
.....

3 Travel .....
.....
.....
.....
.....

4 Home life .....
.....
.....
.....
.....

5 Free time .....
.....
.....
.....
.....

It was a great day!



A LAITH

I was worried that I would feel a bit nervous being on stage in front of such a big audience, but in fact that wasn't a problem. It was amazing to be in a show with my classmates and our families and friends loved the show!



B DANA

The best day ever! The museum was really modern, and seeing the robot walking around was amazing! You could really see the technology working. I now know what kind of job I want to do when I'm older!



C HASHIM

There's nothing better than spending your birthday with friends – especially when you're at the beach. And it's always great to get some good photos to show our families!



D NANCY

The last day of our school trip to Paris. The tour of the city was so interesting! And I'm going to miss all my new friends when we leave tomorrow.



E RYAN

Meet our new pet! It was a present from my grandparents. Isn't it gorgeous?

5 Complete the blog post with *a*, *an*, *the* or no article (–).

Blogging and baking!

I really love baking, especially making [1] ..... cakes, so when [2] ..... visitor to our school suggested that we start [3] ..... interesting blog on our hobbies, baking was [4] ..... most natural choice for me. There are [5] ..... lot of good things about being [6] ..... blogger. For a start, I'm now better at writing, and I know that [7] ..... good communication is really important. Writing a blog also takes [8] ..... time, and you need to be organised. These are [9] ..... kinds of things that really help in [10] ..... life, too, so I'm happy that I'm developing these skills. I've also met a lot of new people who have sent me [11] ..... messages and comments. Most blogging communities are very friendly places. In fact, most of [12] ..... people I have met through blogging are really nice!

6 Did you have a good summer? Look at the list of holiday activities. Which sentences are true for you?

This summer, I ...

A went walking in the countryside. .....
B learnt a new skill. .....
C travelled to a new place. .....
D played a new game. .....
E had a picnic with friends/family. .....
F tried a new food. .....
G took lots of photos. .....
H swam outdoors. .....

Listen

7 S.01 Listen to eight people talking about their holiday photos. Match the speakers (1–8) with the activities in Ex 6 (A–H).

Speak

8 Work in pairs. Take turns to give your partner more information about the sentences you chose in Ex 6.

9 **Work in pairs. Think about your summer holiday and discuss the questions.**

1. What was the best thing you did on your last holiday? Why?
2. What new place did you go to (e.g. a new shop, a new street)? What did you think of it?
3. Are you very active in your free time? Why / Why not?
4. Do you prefer to be in the city or in the countryside when you have free time? Why?

10 **Work in pairs. Some family friends are coming to visit next month. They have two children your age. Which activity do you think everyone would enjoy the least? Why? Can you agree on the best activity?**



game

Write four sentences about your last holiday – two that are true and two that are false. Then work in pairs and read your sentences to your partner. They must guess which sentences are false.

Write

11 **Write two sentences about:**

1. something you saw on TV or at the cinema and enjoyed.
2. something new you tried.
3. somewhere you like going.
4. someone new you met recently.
5. something you do really well.

12 **Read the advert and the student's paragraph below. Then write a paragraph about yourself. Write about 100 words.**

My best moment!

We want to use our website to show the world what great students we have in our school. Tell us about your personal best moment!

- When did it happen?
- What did you do?
- What skills did you use?
- Why was it your best moment?

Last summer, the theatre in my town posted an advert for young musicians to take part in a show. I really love playing the violin, so I decided to apply.

I had to prepare a two-minute musical piece to do in front of the organisers. I chose some music and practised on my violin for days!

When I went to the theatre, I felt really nervous, but I also really wanted to do well. When I started playing, I forgot how nervous I was and I played perfectly. And they accepted me! Being in the show with the other musicians was an amazing experience, and I learnt that if you want to do something and you work hard, you can be successful.



→ **WB** p10–11



1

“Be who you are.”

Identity

READING
topic: identities
skill: matching information
task: multiple matching

GRAMMAR
talking about the present: present simple and present continuous
adverbs of frequency; time phrases

VOCABULARY
personality adjectives
adjective + preposition collocations
task: multiple-choice cloze

LISTENING
topic: cities
skill: understanding agreement and disagreement
task: multiple choice

SPEAKING
topic: giving personal information
skill: giving reasons and examples
task: introduction

WRITING
topic: a personal profile
skill: modifying adjectives: *quite* and *very*
task: an email

SWITCH ON Programme
video programme: learning throughout your life
project: prepare an information sheet

Look at the photo and discuss the questions.

1 Can you think of three words that describe your personality?

2 What different things do you want to be, now and in the future? Think about:

- your personality.
- your school.
- your way of life.

LESSON 1

READING

1 **Work in pairs. Read the instructions about how to make a photo board. Look at the photos and answer the questions.**

1 What is a photo board?
2 What kind of person do you think made this board? Why?
3 What does the board show?

How to make your own

Photo board

Choose five or six photos that show who you are. Show the different parts of your life and personality, for example where you live, your family, your hobbies and interests and your dreams!








2 **Read the profiles and underline the key words. What hobbies does each person have?**



1 Osama

I live with my family in Muscat – our capital city. I love football and I'm having karate lessons at the moment. My friends are really important to me. I hang out with them at the weekend.



2 Hana

I come from a very small village, where everyone is very friendly. I like cooking for my family and I get lots of ideas for recipes online. I travel a lot with my family, which is great. Travelling is really exciting!



3 Basil

I live in a village near the mountains with my parents and my sisters. All my cousins live nearby, so we spend a lot of time together outdoors. I'm very cheerful. I like watching movies at home. I want to be a film star.



4 Kim

I live in a city with my parents and my brother. We're very musical and we all play instruments. We go to a lot of shows, especially musicals. I also love hairstyles and clothes, and I make videos with my ideas.



5 Riley

I'm living with my grandparents by the coast this summer, and I'm really enjoying being by the sea! But I go back home every weekend to see my family. I love being outdoors, and I'm very sporty. I do a lot of different sports.



6 Cody

I live with my parents in an apartment in Warsaw, the capital of Poland. I don't have any brothers or sisters. I spend a lot of time gaming with friends online. I'm also keen on sport, but only watching it, not playing it!

→ **practice** guide: **multiple matching** p65

3 Read the study tip and complete the task.

study tip: **multiple matching**

→ PG p65

Make sure **all** the information matches, not just some of it.

What do we know about Osama in Ex 2? Choose the correct information.

1 **city** / **village**
2 likes **football** / **school**
3 is learning **karate** / **the guitar**
4 likes being **alone** / **with friends**

Read the descriptions of the photo boards A–I below. Which one belongs to Osama? Why?

4 Read the descriptions of the photo boards. Decide which photo board (A–I) belongs to the people in Ex 2 (2–6).

5 Find words or phrases in the descriptions that have these meanings.

1 an area of land between hills and mountains .....
2 the outside part of a book .....
3 with a lot of people .....
4 the area behind the main thing that you are looking at .....
5 a large building where important sports games take place .....

Sum up

6 Work in pairs. Cover the descriptions. What did the students put on their photo boards? Why?

Hana: She chose a photo of a cake because she likes cooking.

Basil: He put a photo of walking boots because he likes to spend time outdoors.

Speak

7 Plan your photo board. Work in pairs and discuss these things.

1 Choose five photos to put on your board. Why did you choose them?
2 What objects, photographs, music, etc. would you choose to show your life? Think about these things.
   - your family
   - your hobbies
   - where you live



PHOTO BOARDS

We found these photo boards. **Whose are they?**

A This board is interesting. It has a photo of a big family, with eight children. They are standing near a house at the bottom of a valley. There's also a picture of some walking boots and a photo of the cover of a book called *How to become an actor*.

B On this board, you can see a photo of a girl. She looks about fifteen. There is another photo of the same girl next to the Eiffel Tower in Paris. There is also a photo of a musician, and a picture of another teenager playing the guitar.

C This board has a photo of a page from an entertainment guide. There's a picture of two teenagers with their parents, on a bridge on a busy street. The boy is carrying a guitar. There's also a screenshot of an online account about clothes called 'My Style'.

D There's a photo of a large mosque and some beautiful buildings on this board. There is a sports kit and also a card with the contact details of a new karate club. There's a fun photo of a large group of students laughing together in a park.

E On this board, there's a photo of a recipe book and a wooden spoon. There's a picture of a family next to a modern apartment building in a city. There's also a photo of a new pair of tennis shoes.

F On this board, there's a photo of a family at the seaside. There is also a photo of a boat. There's a picture of a book called *Teach yourself to play the piano*. And there's a photo of the family on a plane.

G This board has a photo of a suitcase and some flight tickets. There's a picture of houses around a square, with a river nearby. There's a picture of a homemade cake, and another photo shows a tablet screen with a video of a famous chef.

H On this board, there is a photo of a boy playing basketball. There's also one of a boy with a surfboard, next to an older couple who are smiling. There's another photo of a school football team on a bus, with mountains in the background.

I This board has a photo of a teenage boy with his parents in a city. Another photo shows the same boy in a bedroom, with a computer with a very big screen. There's also a photo of an international football stadium, with the teams ready to start playing.

Identity is like a puzzle: you need all of the pieces to complete the picture.

→ **WB** p12–13

LESSON 2

GRAMMAR

1 **Work in pairs. Think about the photo boards. Discuss the questions.**

1 What activities do the people like doing?
2 What is one person learning to do?

2 **Read the grammar box. Are any of the sentences true for you?**

explore **grammar** → p52

talking about the present

present simple

We use the present simple:

A for permanent states.

I **live** in a village in the mountains.

B for habits and repeated actions.

I **hang out** with them at the weekend.

I **travel** a lot with my family.

present continuous

We use the present continuous:

A for actions that are happening now.

I**'m living** with my grandparents.

B for actions that are happening around now.

I**'m having** karate lessons at the moment.

present simple and present continuous

We can contrast regular or permanent activities with activities happening now, today or around this time.

I**'m living** with my grandparents by the coast this summer, ... but I **go** back home every weekend to see my family.

stative verbs

Some verbs don't often use the continuous form: *feel*, *hate*, *hear*, *know*, *like*, *love*, *see*, *think*, *understand*, *want*.

I **like** cooking for my family.

I **want** to be a film star.

Watch or listen

3 **1.01 Watch or listen to people talking about their lives. Read the questions (A and B). How many speakers answer each question?**

A What are you doing at the moment that's different to what you usually do?

B What do you usually do in the evenings and at weekends?

4 **1.01 Watch or listen again and complete the sentences.**

1 On Tuesdays, I ..... a judo class.
2 In the evenings, I ..... sport, such as tennis or football.
3 I usually ..... my dinner.
4 I ..... my friend's cat because her and her family are on holiday.
5 As it's the winter season, I ..... hockey every Friday evening for my local club.
6 I ..... a film a day to learn more about acting styles.
7 At the moment, I ..... hard for my exams that I have in, like, the next couple of months.
8 I ..... a lot more because I've got a short story competition coming up.

5 **Complete the conversation with the present simple or present continuous form of the verbs in brackets.**

Hi, Ibrahim. How are you?

I'm fine. What [1] ..... (you / do) at the moment?

Well, it's three o'clock in the afternoon in Argentina. I [2] ..... (sit) outside.

Lucky you! It's ten o'clock at night here! What time [3] ..... (your classes / finish)?

School [4] ..... (end) at two o'clock. That's why I [5] ..... (relax) now!

My school day [6] ..... (start) at eight o'clock and it [7] ..... (not finish) until two o'clock.

[8] ..... (you / study) now?

No, I'm not. I [9] ..... (watch) videos on my tablet.

Well, you [10] ..... (practise) your English now, too, which is good!

Speak

6 **Work in pairs and tell each other a few things about yourselves that the other person might not know.**

My favourite food is harees.

I'm learning to speak Spanish at the moment.



→ WB p14

→ **practice** guide: **multiple-choice cloze** p71

LESSON 3

VOCABULARY

personality adjectives

1 **Look at the three sets of adjectives. Match them with their meanings (1–12).**

clever confident funny sociable sporty

lazy unpleasant noisy rude

calm serious shy

Someone who:

1 is unkind to other people is .....
2 doesn't like working is .....
3 enjoys spending time with other people is .....
4 makes loud sounds in an annoying way is .....
5 speaks or behaves in a way that isn't polite is .....
6 makes people laugh is .....
7 is intelligent is .....
8 believes he/she can do things well is .....
9 likes activities such as ball games or team games is .....
10 thinks about things a lot and doesn't laugh much is .....
11 is often nervous with people they don't know is .....
12 is relaxed and not angry is .....

2 **Look at the adjectives in Ex 1 again. Answer the questions.**

1 Why do you think they are organised in different groups?
2 Can you add any more words to any of the groups?

3 **Choose the correct words to complete the conversation.**

A: Hi, Katy. What are you doing?
B: Nothing. I'm staying at home today.
A: You're so **[1]sociable / lazy**! Come on, let's go and play basketball in the park.
B: You know I'm not very **[2]rude / sporty**, Anna. I'm staying here.
A: Katy, you should go out. It's bad to stay inside all day.
B: It's OK for you to go out and be **[3]sociable / clever**. You don't have any exams. I've got exams next week, so I need to relax and be **[4]calm / shy**.
A: All right. Take it easy! Are you feeling **[5]confident / serious** about the exams?
B: Yes, I am. But I need to revise. Now go to the park and leave me alone.
A: OK, don't be **[6]clever / rude**!
B: Sorry, Anna!

4 1.02 **Listen and check your answers.**

explore **language**

adjective + preposition collocations

Some common adjective + preposition collocations are: *good/brilliant at, bad/terrible at, bored/fed up with, excited about, interested in, afraid/frightened of, keen on.*

We use adjective + preposition + noun.

She's also **interested in languages**.

I'm **fed up with this song**.

Remember: you can use some *-ing* forms as nouns.

Frank's brilliant at **cooking**.

5 **Read the language box and then the blog post. For each question, choose the correct answer.**

HOW OUR PERSONALITY DEVELOPS



Can you see that the way you behave in different social situations is changing as you're getting older? I'm noticing it about myself, and I'm quite interested [1]..... the changes. I think that from the age of about thirteen, it becomes more important for us to [2]..... in a way that means other people will like us. I think we also start to become [3]..... on, and more serious about, our work and study. We become good at [4]..... rules and we want to complete tasks that we started much more than we did when we were younger. One thing I'm not sure about is if our friends affect our [5]..... towards others. I think we usually choose to hang out with people who are like us, but does that mean that we change to get new friends? I don't think so. I think we stay the same – we just choose friends who are [6]..... to us!

1	**A** in	**B** with	**C** of	**D** for
2	**A** appear	**B** act	**C** stay	**D** try
3	**A** prepared	**B** careful	**C** keen	**D** active
4	**A** following	**B** keeping	**C** achieving	**D** doing
5	**A** performance	**B** behaviour	**C** activities	**D** ways
6	**A** same	**B** like	**C** matching	**D** similar

Speak

6 **Work in groups. Ask questions using the collocations in the language box. Can you find someone for every adjective?**

Are you interested in drawing or painting?

→ **WB** p15

LESSON 4

LISTENING

1 Think about a city you know. How does it make you feel? Use these words to help you.

excited happy interested pleased relaxed stressed

2 Work in pairs and compare your answers. Are they similar or different?

3 Work in pairs and read the questions (1–6). Decide if each question is asking you to listen for an agreement (A), a suggestion (S) or feelings (F). Then find the key words in the options.

1 You will hear two friends talking about cities they want to visit. What do they both think?
- **A** São Paulo is very exciting.
- **B** Istanbul has an interesting past.
- **C** The museums in Paris are interesting.

2 You will hear a grandmother talking to her grandson about changes in their city. How does she feel about the change?
- **A** She enjoys the variety of restaurants.
- **B** She likes all the modern buildings.
- **C** She is pleased that the city is busier now.

3 You will hear two friends talking about the weather in their city. What do they agree about?
- **A** They don't like the very hot weather.
- **B** The snow in winter is annoying.
- **C** They enjoy the different seasons.

4 You will hear a boy talking to a friend about his move to a new city. How does the boy feel about living in a new city?
- **A** surprised by how friendly people are
- **B** interested to learn more about the city
- **C** amazed at how many things there are to do

5 You will hear two friends talking about travelling in the city. What advice does Henry give?
- **A** The bus is the fastest way to travel.
- **B** The train is usually reliable, and it's relaxing.
- **C** Sometimes it's quicker to walk in the city centre.

6 You will hear two friends comparing the city and the country. They agree that in the city they are
- **A** more relaxed.
- **B** more stressed.
- **C** more interested.

4 1.03 Read the study tip. Then listen and complete the task.

study tip: multiple choice

→PG p79

Decide if you're listening for agreement or disagreement. You may need to listen very carefully to hear if the people express the same ideas in different ways, or give different opinions.

Look at question 1 in Ex 3 and the answers. Listen to the first conversation. Which opinion is expressed by both of the speakers? Choose the correct answer.

5 1.04 Listen to the rest of the conversations. Choose the correct answer for questions 2–6 in Ex 3.

6 1.04 Listen again and check your answers.

7 Work in pairs. Read the grammar box. Then change two of the example sentences so they are true for you or where you live.

explore grammar

→ p52

adverbs of frequency, time phrases

Adverbs of frequency go **after** the verb *be*.

I hate winter – it's **always** so cold!

Adverbs of frequency go **before** other main verbs.

I **often go** on foot.

Other time expressions usually go **at the end** of a sentence.

Give me sunshine and heat **every day**!

8 Put the words in the correct order to make sentences.

1 we can see / once a month / a full moon
2 it isn't / in June / usually / dark
3 in the river / I like swimming / now and then
4 Tom and I / once a week / go skating
5 often / it / rains / in the middle of the day
6 always / tired / am / on Thursday evenings / I

9 Write true sentences about yourself using the prompts (1–6). Use one of these words or phrases in each sentence.

all the time every week/weekend from time to time most days now and then often once/twice/three times a year/week rarely usually

1 hang out with my friends
2 go on my phone
3 take part in a sport
4 watch a film
5 study
6 read a book

I hang out with my friends every weekend.

Speak

10 Work in pairs. Compare your sentences from Ex 9. How are you similar? How are you different?

→ WB p16

→ **practice** guide: **introduction** p83

LESSON 5

SPEAKING

1 What answers would you give to these questions?

What's your:

1 name / family name / full name / surname?
2 first name / second name / middle name?

2 Work in pairs. Take turns to ask for and give the information to complete the table. Spell any difficult words. Check that the information is correct.

How do you spell the town? A-N-T-A-L-Y-A

Personal information

Full name:	
Address	
Street and house number:	
Town:	
Postcode:	
Email:	

Listen

3 1.05 Listen to Huda and Chen answering these interview questions. Who gives the best answers? Why?

1 Where do you live?
2 Where do you come from?

4 Work in pairs. How could the students in Ex 3 improve their answers? Think about information, descriptions and reasons they could add.

5 1.06 Listen to Huda and Chen answering another interview question. Who gives the best answer this time? Why?

What do you enjoy doing in your free time?

6 Work in pairs. Read the useful language. How could the other student in Ex 5 improve their answer? Think about examples, opinions and reasons they could add.

useful **language:** giving reasons and examples

because	one reason is (that)
as	for example

Speak

7 Work in pairs. Take turns to answer the questions in Ex 3 and Ex 5.

8 Work in pairs. Student A, turn to page 58. Student B, turn to page 59. Follow the instructions.

Speaking extra

9 Work in pairs. Ask and answer the questions. Give reasons and/or examples.

1 How do you get to school every day?
2 What's your favourite subject?
3 What do you like doing at the weekend?
4 Who do you like to spend time with?



A 'megacity' is a city with more than ten million people living in it.

→ **WB** p17

LESSON 6

WRITING

an email

1 Work in pairs. Take turns to talk about these things.

1 something you love
2 something you're interested in
3 something you're keen on
4 something you can't stand

I'm interested in photography.

I can't stand playing video games.









Read

2 Read the advert and Rahaf's notes. Then read Rahaf's email below. Match the paragraphs of the email (1–4) with the notes (A–D).

Tell us about you!

Channel 1 is making a programme about life for young people around the world. We want to know more about you and the place you live. We will come and film you and your family.

For this programme, you can be 13-16, so lots of teenagers can take part!

We want to know what you are like and what kind of things you enjoy.

Why should we choose you?

Send us your profile in an email.

A *tell them*

B *talk about my personality*

C *say what*

D *give a reason*

From: **Rahaf**

Dear Dana,

1 I'm Rahaf. I'm fourteen, and I come from Oman. My life is very unusual because I live in a small village called Misfat Al Abryeen. There aren't many people around, so my friends and family mean a lot to me.

2 Some people think I'm quiet, but I'm actually quite sociable. I enjoy meeting new people and chatting, especially with people who make me laugh!

3 I love living in my village. People can't drive into the village so it's very quiet. I love hiking and there are lots of places to walk nearby as well.

4 Choose me because I'm a typical teenager, but I live in an amazing place where there's a very small community and life is very close to nature. Not many people get to experience a lifestyle like this.

I hope to hear from you!

Rahaf

3 Read the language box. Find four phrases with *quite* and *very* in Rahaf's email.

explore **language**

quite and *very*

We can use *quite* and *very* before adjectives. We use *very* to make an adjective stronger and *quite* to make an adjective less strong.

He's **very funny**. I'm **quite lazy**.

If there is an article (*a*/*an*) before the adjective, then *very* goes after the article but *quite* goes before the article.

It's **a very good** film. It was **quite an interesting** story.

We don't use *quite* or *very* with extreme adjectives (e.g. *mad*, *furious*, *terrified*).

I was ~~very~~ terrified! My mum was ~~quite~~ furious!

→ **practice** guide: **an email** p73

4 Complete Filip's notes with these phrases.

a very old quite an exciting quite interested very funny very keen on

1 I'm from Kraków in Poland. There are a lot of things to do here. It's ..... city.
2 My grandparents live in ..... part of the city. I know a lot of Kraków's history.
3 I'm not ..... maths. I prefer subjects like art and P.E.
4 I'm ..... in acting. I like doing judo. I don't enjoy playing tennis.
5 Choose me. I'm a ..... person. I can make you laugh!

5 Join the sentences in Ex 4 with *and, but, or, because* or *so*.

game

Work in pairs. Close your books. Make a list of all the adjective + preposition collocations you remember from this unit. Take turns to say an adjective. Your partner has to give the correct preposition. You each get one point for each correct preposition.

Plan and write

6 Read the advert in Ex 2 again. Think about what you can say about yourself. Follow these steps to plan your email.

1 Make notes for each point you need to write about. Use Rahaf's email in Ex 2 to help you.
2 Think about your descriptions. Think about adjectives and the language you can use to make them stronger or less strong.
3 Work in pairs and check your ideas.

7 Read the exam tip and complete the task.

study tip: an email

→ PG p73

Make sure you write about **all** the content points (for example, where you live, what you enjoy, what you are like and why they should choose you). Always give some extra information about each point.

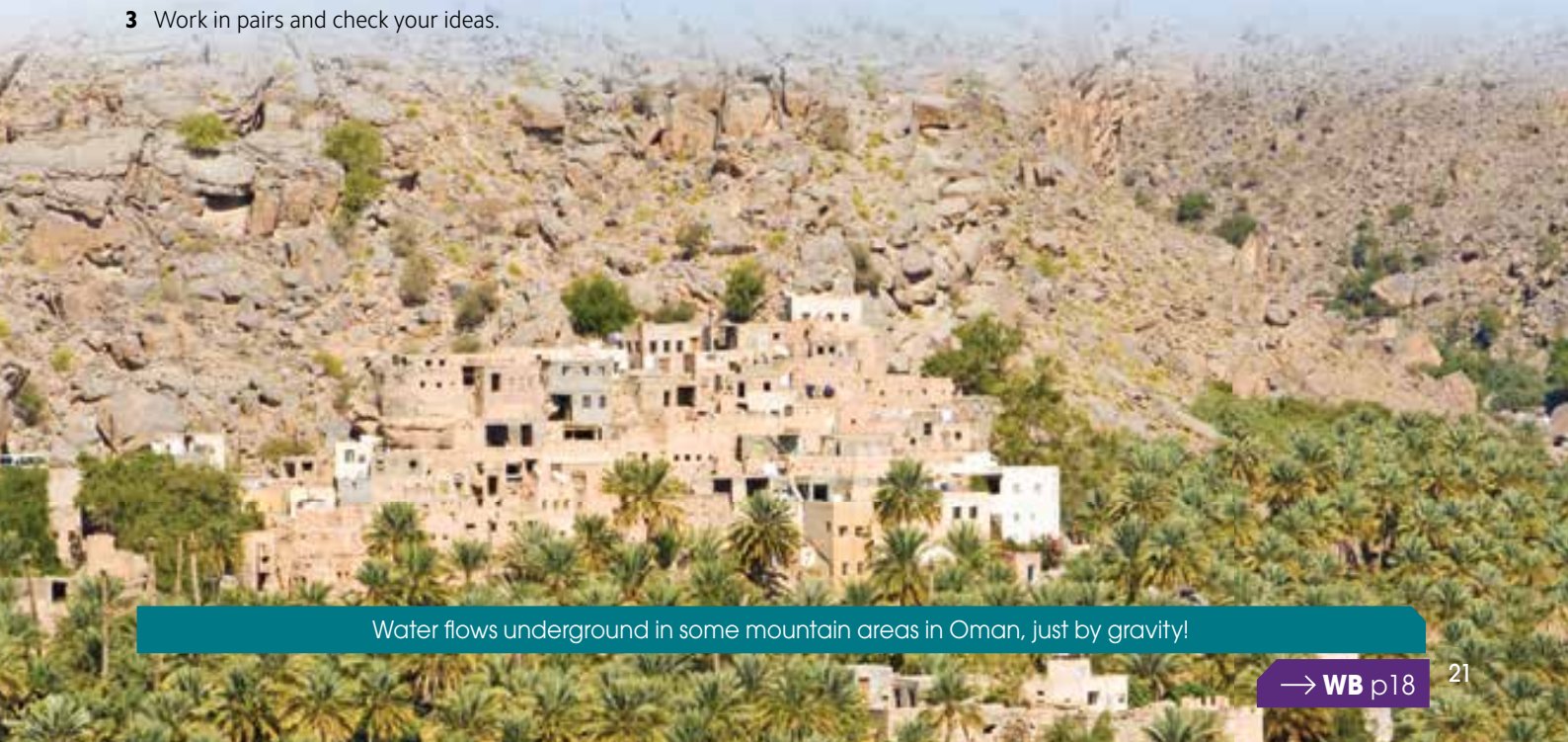
Look at your notes in Ex 6. Have you included all the points? What extra information can you add for each point?

8 Write your email in about 100 words.

Improve it

9 Work in pairs. Read your partner's email and make notes about these points. Then talk about how you can improve your email.

1 Did your partner write about all four points?
2 Does each point have extra information?
3 Did your partner use *quite* and *very*?



Water flows underground in some mountain areas in Oman, just by gravity!

→ **WB** p18

Learning is fun

LESSON 7

SWITCH ON Programme

Preview

1 Work in pairs. Answer the questions.

1 Where do you usually learn how to do things?
2 When do you think you stop learning new things? Why?

2 Work in groups. Compare your answers to Exercise 1. Do you all agree? Why / Why not?

View

3 Watch the video and answer the question in the View box. Do the speakers agree with your answer to Exercise 1?



At what age and where can people learn to do things?

4 Watch again and complete the summary.

You can keep learning all through your [1] _____. Some adults choose to learn new things at [2] _____ classes. You can learn how to make things like pottery or [3] _____, and how to do practical things like mending a [4] _____ or changing the [5] _____ in a car. Learning new skills can help you to feel more [6] _____ and help you to meet new [7] _____. Some people learn new things [8] _____. They use apps or watch [9] _____ tutorials to do this. People can learn anywhere and at any[10] _____.

5 Complete the sentences from the clip with the correct form of these verbs. Watch again to check your answers.

arrange give join make repair take

1 You might want to learn a new language or how to _____ flowers.
2 My dad is taking an evening class so he can _____ our car himself.
3 It saves him a lot of money because he doesn't have to _____ the car to a garage.
4 My aunt _____ an evening class to learn how to make mosaics.
5 She _____ new friends there, and that _____ her the confidence to apply for a promotion at work.

Speak

6 Work in groups. Discuss the questions.

1 In what ways are evening classes different from school?
2 What are the advantages to learning new skills?
3 What would you like to learn at an evening class?

Project

7 Imagine that you work for a local learning centre. Work in pairs to create an information sheet about the evening classes there.

1 Decide what evening classes people can do at the learning centre.
2 Make notes about what people can learn to do or make at each class.
3 Create an information sheet giving details about each class. Think about these things or your own ideas:

- What time are the classes?
- How long are the classes?
- Do people need to bring anything to the classes?
- What will they learn?

Add photos or drawings.

4 Share your information sheets with the class.
5 Look at other information sheets. Which of the evening classes do you think would be the most interesting? Why?

LESSON 8

UNIT CHECK

Wordlist

Personality adjectives p17
calm
clever
confident
friendly p14
funny
lazy
noisy
rude
serious
shy
sociable
sporty
unpleasant

Adjective + preposition collocations p17
afraid of
bad at
bored with
brilliant at
excited about
fed up with
frightened of
good at
interested in
keen on
terrible at

Adjectives for emotions p18
happy
pleased
relaxed
stressed

Other
achieve (*v*) p17
active (*adj*) p17
activity (*n*) p17
appear (*v*) p17
background (*n*) p15
behaviour (*n*) p17
coast (*n*) p14
cover (*n*) p15
crowded (*adj*) p18
explore (*v*) p18
follow (*v*) p17
hang out with (*v*) p14
identity (*n*) p15
matching (*adj*) p17
performance (*n*) p17
same (*adj*) p17
similar (*adj*) p17
social media (*n*) p14
stadium (*n*) p15
stay (*v*) p17
try (*v*) p17
valley (*n*) p15
way (*n*) p17

Practice

1 **Choose the correct answers to complete the sentences.**

1 Asma is a really ..... person. She loves being with a big crowd of friends!
A serious **B** clever **C** sociable **D** rude

2 My cousin's very ..... . He always gets good marks in his school exams.
A shy **B** clever **C** sporty **D** unpleasant

3 Fatima doesn't speak to many people at school. She's not very ..... .
A confident **B** funny **C** rude **D** quiet

4 My cousins are very ..... . They never help with anything around the house.
A noisy **B** calm **C** lazy **D** sporty

5 My brother loves telling jokes, but they're never very ..... !
A confident **B** calm **C** lazy **D** funny

6 Why are you always so ..... ? Come on, smile!
A serious **B** confident **C** noisy **D** sporty

7 Zeinab never says 'please' and 'thank you'. She's very ..... .
A sociable **B** rude **C** confident **D** shy

8 Our family is very ..... . We often go swimming or cycling at the weekend.
A funny **B** sporty **C** calm **D** lazy

9 My dad's always very ..... . He never gets annoyed.
A calm **B** lazy **C** shy **D** rude

10 She's very ....., so it wasn't easy for her to make new friends when she first moved here.
A sporty **B** funny **C** clever **D** shy

2 **Complete the message with prepositions. Use the wordlist to help you.**

When I first arrived at my language school in Montpellier, I was really bad [1]..... speaking French. Now, two months later, my French still isn't perfect, but I'm not afraid [2]..... trying! I was also very shy at first, but now I think I'm quite good [3]..... talking to new people. And I love hanging [4]..... with my new French friends. I'm also very interested [5]..... the museums and finding out more about this beautiful city!

3 1.07 **Complete the conversation with *Adjective + preposition collocations* from the wordlist. Listen and check your answers.**

A: I'm really [1]..... the school trip.
B: Me too. I'm really [2]..... my classes this year.
A: Yes, me too. But I seem to be [3]..... most of my subjects this year.
B: That's rubbish! You're not [4]..... maths, and you're [5]..... science – you get great marks!
A: Well, science is the only thing I'm [6]..... .
B: This school trip will be great for you then – it's to the National Science Museum!

UNIT CHECK

Review

1 **Choose the correct words to complete the sentences.**

1 Asma **thinks** / **is thinking** of travelling to Spain this summer.
2 Fares **doesn't see** / **isn't seeing** his friends every day after school.
3 **Do you understand** / **Are you understanding** the exercise?
4 I **look** / **am looking** for my phone but I just can't see it anywhere.
5 I **don't enjoy** / **'m not** going to the beach when it isn't sunny.
6 Oh no! **It's raining** / **It rains** and I haven't got my coat.
7 Eman's quiet. **Does she play** / **Is she playing** a game on her phone?
8 I **learn** / **am learning** French at school this year.
9 Bader **gets** / **is getting** ready for the family party – he's very excited!
10 **I don't know** / **I'm not knowing** where Laila is. Why don't you message her?

2 **Put the words in the correct order to make sentences.**

1 play / now and then / Fatima and Raya / volleyball
2 after school / play / three times a week / I / tennis
3 get up late / I / at the weekend / usually
4 go / my friends and I / once a month / to the cinema
5 go / once a year / on holiday / we
6 goes / Basma / most weekends / shopping
7 have lunch / always / we / on Sundays / with our friends
8 go / never / on weekdays / I / to bed late
9 late / Osama / is / for school / never
10 my dad / work / on Thursdays / finishes / at 5.00 p.m.

3 **Complete the sentences with the present simple or present continuous form of the verbs in brackets.**

1 Ahmed isn't at school today. He ..... (not feel) very well.
2 I ..... (not ride) my bike to school every day.
3 My sister ..... (have) blonde hair and blue eyes.
4 That smells really nice! What ..... (you / cook)?
5 Hala and Razan ..... (want) to go on holiday to Italy or Spain.
6 Taha ..... (live) with his grandparents while his parents are decorating their house.
7 I ..... (not understand) this maths problem.
8 Saleh and Faisal ..... (watch) videos on their phones at the moment.
9 Hurry up! Your friends ..... (wait) for you downstairs!
10 We ..... (not go) to the cinema very often.

4 1.08 **Choose the correct sentence in each pair. Listen and check your answers.**

1 **A** What? Why are you laughing? What's so funny?
B What? Why do you laugh? What's so funny?
2 **A** Do you visit always your grandparents at the weekend?
B Do you always visit your grandparents at the weekend?
3 **A** Brandon doesn't want to come with us today.
B Brandon isn't wanting to come with us today.
4 **A** Can you stop that noise? I try to revise for my test.
B Can you stop that noise? I'm trying to revise for my test.
5 **A** I don't think that's a very good idea.
B I'm not thinking that's a very good idea.
6 **A** What happened? Why does Eliza cry?
B What happened? Why is Eliza crying?

5 **Read the advert and for each question, write the correct answer. Write one word for each gap.**



Do you want to do something different after school? Many of you play sports or learn music, but we think it's time to start a new club [1] ..... helps other people. There are many older people who live on their own, and often feel lonely. Are you interested [2] ..... helping them? We hope so!

We [3] ..... looking for students who would like to help. All you have to do is spend one hour [4] ..... Wednesday afternoons serving coffee and tea to older people who want to come and meet others for a chat. We are also [5] ..... to serve cakes and biscuits, which we will make. We start next Wednesday in the school hall at 4 p.m.

At [6] ..... moment, we are still organising everything we need. Send us a message if you're keen on the idea of helping.

6 **Write a paragraph about how you do and don't enjoy spending your free time.**

→ WB p19

2

“It’s good to talk.”



Connections

READING
topic: the importance of languages
skill: understanding the main point or meaning
task: multiple choice (short texts); multiple choice (long text)

GRAMMAR
talking about the past: past simple and past continuous
-ing form

VOCABULARY
language and communication
verb + preposition collocations
task: multiple-choice cloze

LISTENING
topic: communicating with animals
skill: predicting information
task: sentence or note completion

SPEAKING
topic: communicating
skill: organising your description
task: individual long turn (photo)

WRITING
topic: posting on social media
skill: creating an atmosphere by using strong adjectives and adverbs
task: a story

SWITCH ON Video interviews
video interviews: You and your phone
project: prepare a presentation

Look at the photo and discuss the questions.

1 How do you prefer to communicate with your friends?
2 When do you and your friends usually talk?
3 What kinds of things do you talk about?

LESSON 1

READING

1 **Work in pairs. Read the statements about language. Decide if you think they are true (T) or false (F).**

1 Arabic is spoken by more than 300 million people around the world. T / F
2 Australia does not have an official language. T / F
3 The Latin alphabet, which is used in English, Spanish and many other languages, dates back over 1,000 years. T / F
4 Twenty-five percent of people in the world speak at least a small amount of English. T / F
5 Scientists believe that speaking more than one language increases your brain power. T / F

2 **Turn to page 58 and check your answers to Ex 1. Which fact do you find most surprising?**

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

1 What languages are spoken in your country?
2 What are the advantages of speaking more than one language?
3 Do you think some languages are easier to learn than others? Why?

4 **Read the texts. What kind of texts are they? Where might you see them?**

Extra English lessons

Students with low grades can attend extra classes after school. Contact your teacher if you are interested.

Hi Anna, are you OK? You weren't in school. The Spanish teacher asked me to remind you that money for the trip is due on Friday. Eliza

5 **Read the texts in Ex 4 again. For each question, choose the correct answer.**

1 What does the notice say about extra English lessons?
A They are only open to students with good grades.
B They take place during the school day.
C Students should speak to their teacher about them.

2 Why has Eliza sent the message to Anna?
A to tell her she needs to speak to the Spanish teacher
B to tell her she needs to pay for something
C to remind her about the Spanish class on Friday

→ **practice** guide: **multiple choice (short texts)** p63

6 **Read the article on page 27 quickly. Which languages does it mention? What do you find out about languages in Canada?**

7 **Read the study tip and complete the task.**

study tip: **multiple choice (long text)** → PG p67

Remember that the last question tests your understanding of the main point that the text makes.

How does the article argue that it is important that we stop languages from dying out?

8 **Read the article again. For each question, choose the correct answer.**

1 How did the writer feel about learning French when he was young?
A pleased because it was useful for reading signs and watching TV
B unhappy because it didn't seem necessary
C keen to use it to communicate with his friends
D annoyed that it wasn't an official language

2 What does he say about his trip to France?
A The trip was organised by his middle school.
B He didn't find it easy to communicate with local people on the trip.
C He didn't learn very much about French culture on the trip.
D The trip changed his opinion about learning other languages.

3 What did the writer learn when he returned to Canada?
A Some of the people in his class spoke French at home.
B French was not as important as English in Canadian culture.
C Many of his friends at school were not able to speak French.
D It was very difficult to explain to other people why French was important.

4 What does the writer say about the older languages of Canada?
A They have all died out and are never used now.
B Many people still speak them as their first language.
C More people are now interested in learning them.
D They help people understand the history of the country.

5 What would the writer be most likely to say?
A We must keep as many languages alive as possible.
B People should travel to other countries so they can learn new languages.
C It's very difficult to stop languages from dying out.
D Everyone should learn English to help them communicate.



→ **practice** guide: **multiple choice (long text)** p67

THE IMPORTANCE OF languages

1 I grew up in Canada, which has two official languages – English and French. At school, I learnt both, and while English was the main language I used daily with friends and family, I saw French used on signs and in stores, and I often heard it on TV. I remember feeling slightly angry sometimes: why did I have to deal with two languages when almost everyone spoke English?

2 But when I was in middle school, something occurred during a family trip to France that gave me a different way of looking at things. While I was chatting with some local teenagers, I realised that my French skills were useful. They allowed me to communicate with my new friends in a way that felt completely different from speaking English. Using the same language as them helped me to understand their culture better. I started to see that language wasn't just about words but about belonging to a community and sharing a way of looking at the world.

3 When I returned home, I thought more about the role of French in my home country. I realised that it wasn't just another language that people were telling me to learn – it was an important part of Canadian culture, especially in regions like Quebec. I discovered that some of my classmates grew up in families where French was their first language, and they felt this helped give them their sense of belonging. I started to understand how important it was to keep languages alive, in order to protect cultures.

4 As a result of my experiences, I became interested in the older languages of Canada that were spoken long before the Europeans arrived. I learnt that many have almost died out, but some of them, such as Cree, Ojibwe and Inuktitut are still spoken, although they are at risk because nowadays fewer people speak them as a first language. If they are allowed to die, it is not only the words that will be lost, but also the stories, traditions and memories that connect people to their past.

5 Now, I feel lucky I can understand both English and French, and I'm thinking about learning one of the original languages of Canada in order to connect with these ancient cultures and help protect their words and traditions for the future.



Although some languages are dying out, there are still over 7,000 spoken languages in the world.

9 **Find words or phrases in the article that have these meanings. The first letter of each word/phrase is given.**

1 a little (para 1) s.....
2 happened (para 2) o.....
3 suddenly learnt or understood (para 2) r.....
4 made it possible for me (para 2) a..... m.....
5 learnt (para 3) d.....
6 still in use regularly (para 3) a.....
7 in danger (para 4) a..... r.....
8 first (para 5) o.....

Sum up

10 **Work in pairs. Talk about:**

1 how the writer felt about language as a young child.
2 how the writer's opinions have changed.
3 something that might help languages survive.

Speak

11 **Work in two groups. Read the statements below. One group argues for the statement, the other argues against it. Try to think of as many reasons as possible. Take turns to share your ideas.**

'The world only needs one language. It would be better if everyone in the world could speak the same language.'

'It would be easier if everything was only in one language.'

'Different languages make the world much more interesting.'

→ **WB** p20–21

LESSON 2

GRAMMAR

1 Think about the article you read on page 27. When did the writer realise his French skills were useful? What was he doing when he realised?

2 Read grammar box 1 below. Discuss the questions.

1 How do you form the past simple of regular verbs?
2 Think of five irregular past simple verbs that you know.
3 How do you form the past continuous?

explore **grammar 1** → p54

talking about the past

past simple

We use the past simple for finished actions or situations in the past, past habits, regular past events or past actions that happened one after the other.

I **grew up** in Canada.
I **started** to see that language wasn't just about words.

past continuous

We use the past continuous to describe actions in progress in the past, especially when another action (past simple) interrupts the first one (past continuous).

While I **was chatting** with some local teenagers, I **realised** that my French skills were useful.

Watch or listen

3 2.01 Watch or listen to people talking about actions in progress. Which of these things do they talk about?

A what they were doing last night
B what they were doing when something else happened
C what they were doing when they met their best friend

4 2.01 What did each speaker say? Complete the sentences with the past simple or past continuous form of the verbs in brackets. Watch or listen again and check your answers.

1 Last night at six o'clock I ..... (walk) to my grandma's house.
2 I ..... (clean) my room about a week ago and I ..... (get) a phone call from my grandad.
3 I ..... (play) hockey and afterwards I came home and ..... (have) some food.
4 I ..... (practise) my drama lines for my drama exam and my mum ..... (call) me.
5 I ..... (be) out shopping with my friend when I ..... (hear) there was a sale.
6 I ..... (do) my homework when my auntie ..... (ring) to tell us that she had had her baby.

5 Read grammar box 2 below. Then read the first paragraph in Ex 6 and choose the correct answer for question 1. Why isn't the past continuous form used?

explore **grammar 2** → p54

verbs not used in the past continuous

Some verbs, particularly about sensing and knowing (e.g. *know*, *like*, *hate*, *hear*, *see*) are stative and are not used in the past continuous.

I **saw** French on signs and in stores, and I **heard** it on TV.

6 Choose the correct verb forms to complete the text. Are there any other examples of stative verbs in the text?



CHATTING TO MY GRANDMOTHER

When I stayed with my grandmother last month, I [1]**didn't understand / wasn't understanding** why my grandmother [2]**didn't want / wasn't wanting** me to make any phone calls to my parents before 6 pm. Then I [3]**heard / was hearing** a podcast about life in the 1970s. While I [4]**listened / was listening** to older people talking about their teenage years on the podcast, I [5]**realised / was realising** that my grandmother's generation used phones in a very different way from us.

At that time, phone calls were a lot more expensive during the day, when most people [6]**worked / were working**. So my grandmother only [7]**chatted / was chatting** on the phone to people in the evenings when calls were cheaper.

In around 2016, most people's means of communication [8]**changed / was changing** – it was suddenly possible to communicate quickly and easily on modern phones, usually without any cost. So the last time I [9]**visited / was visiting** my grandmother, I explained that phone calls today were no longer more expensive during the day.



She quickly [10]**understood / was understanding** this and yesterday she [11]**called / was calling** me four times during the day! When I was little, I [12]**loved / was loving** chatting to my grandmother, so I am always very happy when her name comes up on my phone, whatever the time of day!

7 Work in pairs. Discuss the questions.

1 How often do you receive phone calls? Who from?
2 Do you usually phone or message your friends? Why?

→ WB p22

→ **practice** guide: **multiple-choice cloze** p71

LESSON 3

VOCABULARY

language and communication

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

1 How can you communicate with someone if you don't speak each other's language well?
2 In what ways can technology help?

2 2.02 **Complete the sentences with the correct form of these verbs. Listen and check your answers. Which sentences do you agree with?**

explain mean pronounce repeat
say speak translate understand

1 It's sometimes helpful to ..... what the teacher says.
2 I know how to ..... all the days and months in English.
3 I find the AI on my phone doesn't always ..... words correctly into my language.
4 If I don't know what a word ....., I look it up to find out.
5 I'd love to be able to ..... English really well.
6 You don't always know how to ..... an English word from the way it's written.
7 If I don't ..... a grammar point, I ask the teacher to ..... it again.

explore **language**

verb + preposition collocations

A listen to, talk to, speak to, explain (something) to someone
Who were you **talking to**?

B talk about, speak about something
They were **talking about** sport.

Note: We say **something** to someone, but **tell** someone something.

3 **Read the language box. Choose the correct verb to complete the sentences.**

A tell, talk
1 **Tell** / **Talk** us a story.
2 She didn't **tell** / **talk** me the answer.
3 If I have a problem, I **tell** / **talk** to my friends.

B say, speak
4 **Say** / **Speak** the alphabet in English.
5 We **say** / **speak** two languages at home.
6 My sisters **say** / **speak** in very quiet voices.

C hear, listen
7 Please **hear** / **listen** to your teacher.
8 **Hear** / **Listen**! This song is amazing!
9 Can you **hear** / **listen** me now?

4 **Read the blog post. For each question, choose the correct answer.**

COMMUNICATING ACROSS LANGUAGES

Last month, my pen pal, Lucia, visited me in Edinburgh for the first time. She's from Madrid, and I felt nervous because I didn't know if we'd be able to communicate well. I thought we might have to use technology apps to help us [1]..... words for each other. But it was great fun! Sometimes she [2]..... Spanish to me, and I tried to keep up, while other times we'd switch to English so I could [3]..... things about my school and my friends.

We often had to [4]..... words several times, mainly because our accents aren't very good. And it made us laugh when Lucia couldn't [5]..... my best friend's name! But it was amazing how quickly we connected across languages, and most of the time we managed to [6]..... each other well. It was almost like our language differences brought us closer together instead of keeping us apart.

1	**A** talk	**B** mean	**C** listen	**D** translate
2	**A** spoke	**B** said	**C** repeated	**D** told
3	**A** mean	**B** explain	**C** understand	**D** talk
4	**A** tell	**B** translate	**C** repeat	**D** speak
5	**A** speak	**B** pronounce	**C** understand	**D** explain
6	**A** understand	**B** listen	**C** hear	**D** mean

Speak

5 **Which English-speaking country would you like to visit? Why? What would you do there?**

game

Work in pairs. Take turns to say a verb from Ex 2 or Ex 3. Your partner makes a sentence with the verb. Which verbs don't collocate with *to*?

Listen. You never listen to me.



→ **WB** p23

→ **practice** guide: **sentence or note completion** p81

LESSON 4

LISTENING

1 Work in pairs. Do you think that people can communicate with animals? In what ways? Think of three examples and tell the class.

2 2.03 Listen to a talk about people who can communicate with animals. What animals are mentioned?

3 Read the study tip and complete the task.

study tip: **sentence or note completion** → PG p81

Looking at the gaps and predicting the kinds of words you need before you listen will help you to focus.

Look at the sentences below. What kind of word is missing in each gap? (a place, a number, a thing, etc.)

ANIMAL COMMUNICATION: How humans and animals can work together

Mudrik first became interested in animal communication when he was [1] _____ years old.

In the USA, Monty Roberts watched the way horses behaved in [2] _____.

Monty uses [3] _____ to communicate with the horses he is training.

In Brazil, dolphins chase fish towards [4] _____ for the fishermen.

Experts in some African countries can use [5] _____ to keep elephants away from villages.

All animal communicators say that in order to communicate with animals, it is important to behave with [6] _____ towards them.



4 2.03 Listen to Mudrik's talk again and complete the sentences in Ex 3. Write one or two words or a number or date.

5 2.03 Listen again and check your answers.

explore **grammar** → p54

-ing form

We use the *-ing* form:

A as the subject or object of a sentence.

Copying this allowed Monty to communicate with young horses.

B after prepositions.

Well, all the cases I've mentioned rely on **treating** the animals with respect .

6 Read the grammar box and complete the article with the *-ing* form of these verbs.

achieve be develop eat get have play understand use visit



Many animal lovers dream of [1] _____ able to talk to animals. And it seems that with the help of AI, we may be close to [2] _____ this goal. [3] _____ AI, scientists have discovered that sperm whales use an 'alphabet' of 143 different sounds to talk to each other. [4] _____ the meaning of each of these sounds may one day allow the scientists to communicate directly with the animals.

Many people hope that the same AI techniques could also result in us [5] _____ conversations with the animals around us, on farms and in zoos. But do we really want to hear what they might say? What if a cat is unhappy about [6] _____ only one or two meals a day? What if a rabbit is fed up with [7] _____ in the same area of a garden every day, or isn't keen on [8] _____ hay? And even worse, what would the animals in a zoo say to us if they knew we planned on [9] _____ the zoo to look at them? [10] _____ the technology to allow animals to tell us what's on their minds might not be such a good idea after all!

Speak

7 Choose an animal and think about what it might like to say to humans. Plan your ideas and make notes. Then work with a partner. Interview your partner about what kind of animal they are and how they feel about humans.

Do you know the noises animals make in English? Which animals *quack*, *moo* and *neigh*?

→ **WB** p24

→ **practice** guide: **individual long turn (photo)** p85

LESSON 5

SPEAKING

1 Which of these people do you speak to most days? Which do you never speak to? Why / Why not?

best friend bus drivers other people in queues
people on public transport shop assistants teachers

2 Work in pairs. Choose one of the topics below (1–3) to talk about for thirty seconds. Use these question words to help you plan your answer. Make notes before you start.

who what where when why

1 someone you see every day but never say hello to
2 the person you find it easiest to talk to about problems
3 someone you would like to speak to one day

explore **language**

describing a photo

giving an introduction

I think this photo shows a typical scene in a …

introducing the people

There are three people in this photo, and they are chatting to each other.

saying where the photo was taken

You can see that this photo was taken on a bus because people are sitting on seats or standing up and holding on.

saying what the people are doing

The friends might be watching a film because …

The woman might be taking the girl to school because …

3 Read the language box. Work in pairs to talk about photo A for one minute. Make notes before you start.

1 *Where are they? How do you know?*
.....

2 *What objects can you see? What adjectives describe them?*
.....

3 *What do the people in the photo look like? What adjectives describe them?*
.....

4 *What are they wearing? What are they doing?*
.....





4 2.04 Read the study tip and complete the task.

study tip:
individual long turn (photo) → PG p85

Remember that you need to speak for one minute. If it helps, use fifteen seconds to:

1 introduce the idea.
2 describe the place.
3 say what the people look like.
4 say what the people are doing.

Listen to a student describing photo A. What else could she talk about to fill the sixty seconds?

Speak

5 Work in pairs. Student A, turn to page 58. Student B, look at photo B on this page. Follow these steps.

1 Take turns to describe your photos in approximately one minute.
2 Time your partner as you listen. Did he/she speak for one minute? If not, what else could he/she talk about? Look at your notes from Ex 2.

Speaking extra

6 Tell the class about a conversation you had with someone you didn't know. What were you doing? What happened?

→ **WB** p25

2 Connections

LESSON 6

WRITING

a story



1 Work in pairs. Discuss the questions.

1. What social media platforms do you know about?
2. What kinds of people do people usually follow online? Why?
3. What kinds of photos or videos do people post about themselves?
4. In what ways do you think people can be honest or not honest in what they communicate about themselves online?

2 Work in pairs. Read the texts that were posted with photos on social media. Correct one mistake in each one.

1. Lucky me – I'm in holiday again. A great place, and amazing weather!
2. This is so easy for make – just flour, eggs, butter and chocolate. Mmm!
3. Check up my latest story – I think it's amazing, but see if you like it!
4. A fantastic day out! All the rides here is absolutely brilliant. This one was so scary!
5. My natural look. I've decided to stop putting up make-up and go for a natural look. What do you think?
6. I can't believe it, but I won my first competition today. So proud with myself!

3 Read the corrected texts in Ex 2 again. What do you think each photo showed?

4 Think about a photograph which you took recently. Tell a partner.

- Where were you?
- What were you doing?
- What happened?
- What photo or video did you show your family? Why?

5 Work in pairs. Think about your discussion in Ex 4.

1. Which tense do we use when we talk about the main events in a story?
2. Which tense do we use to say what we were doing at the time it happened?

6 Read the story about giving a presentation in class. Have you had similar experiences?

7 Complete the story with the past simple or past continuous form of the verbs in brackets.

Last week, I [1]..... (give) a presentation in class about my history project. My partner for the presentation was brilliant, and she [2]..... (make) some absolutely fantastic slides for us to show. While we [3]..... (wait) to start, I [4]..... (feel) really nervous. Luckily, my partner [5]..... (speak) first, and her part of the talk was really interesting. While she [6]..... (present), I [7]..... (pick up) my laptop to look at my notes. But guess what? It was out of battery! I felt miserable as I sat there and waited to give my presentation! When it was my turn to speak, I [8]..... (do) my best, but if I'm honest, my part of the talk wasn't as good as I'd hoped. The teacher [9]..... (thank) us at the end of our presentation, and I'll remember to charge my laptop before a presentation next time!



'False friend': a word in a foreign language that is similar to one in your own, but doesn't mean the same thing.

→ **practice** guide: **a story** p75

8 Read the language box. Then find strong adjectives and adverbs in the story in Ex 7.

explore **language**

strong adjectives and adverbs

We use strong adjectives to make our writing more interesting.

awful brilliant delicious disgusting fantastic
hilarious huge miserable terrible wonderful

We can also use an adverb to make an adjective stronger.

really good very exciting extremely dangerous

We don't use *very* or *extremely* with strong adjectives. We use *absolutely*.

~~very fantastic~~ absolutely fantastic
~~extremely brilliant~~ absolutely brilliant

9 Find words in the sentences that can be replaced with these adjectives.

delicious disgusting fantastic hilarious huge miserable

1 I would definitely recommend this film if you like having a good laugh. It's very funny!
2 I cooked pasta with tomato sauce for my friends, but I put too much salt in the sauce – it was very bad!
3 The beach here is really big – it seems to go on for ever, and the sea is so calm!
4 Look what happened to my new phone – it dropped out of my pocket while I was cycling. I'm so sad!
5 The three weeks I spent at a language school last summer were really good! I made loads of friends, and I didn't want to come home.
6 We tried a new restaurant last week. I had a pizza and it was very good!

10 Work in new pairs. Retell your story from Ex 4. Use past simple and past continuous verbs, and strong adjectives and adverbs. Did it sound different? How?

Plan and write

11 Read the writing task below and answer the questions.

1 Where must the sentence given in the task come in your story?
2 How many words do you need to write?
3 Who are you writing for?

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

> I looked around and thought: 'I have to take a photo and show it to my friends.'

Write your **story** in about **100 words**.

study tip: **a story** → PG p75

Are you writing a story? First, think of an idea that could follow the sentence given in the task (e.g. What did you want to take a photo of?). Then plan it (e.g. When? Where? Who? What happened in the end?). Then plan the tenses you can use.

12 Work in pairs. Read the study tip. Then read the ideas that you could use to continue the story. How could the story develop? Use the study tip to help you.

1 *I was sitting in a restaurant with my family when we saw a crowd gathering outside.*
2 *I was travelling to a book festival and my phone rang.*
3 *I was doing some sightseeing with my family in Muscat and we saw some beautiful buildings.*

13 Choose an idea from Ex 12. Answer the questions to plan your story.

1 When did it happen?
2 Where did it happen?
3 Who was there?
4 What was the main action?
5 What happened in the end?

14 Write your story in about 100 words.

Improve it!

15 Read your story and follow these steps to improve it.

1 Find the adjectives. Can you find a place to add two more?
2 Can you improve any of the adjectives by changing them to strong adjectives, or using strong adverbs?
3 Check the past tenses. Did you use the past simple and past continuous? If not, can you find a place to put them both in?



→ **WB** p26

You and your phone

LESSON 7


Sophie


Sofija


Ethan


Aisha


Maxwell


Zoe


Jack

SWITCH ON Video interviews

Preview

1 Work in groups and discuss the questions.

1 How much time do you spend on your phone each day? Work out an average time for your group, then tell the class.

2 What are the main things you use your phone for? Make a list.

View

2 Read the question in the View box, then watch the clip. Do the speakers mention any of your ideas from Ex 1?

> If you had to go a week without your phone, how would it affect your life and how would you stay in touch with people?

3 Watch the clip again. Which speaker mentions:

1 the difficulty of contacting people who are only friends online?

2 agreeing to meet friends in advance?

3 feeling that life would be less interesting without a phone?

4 writing to people offline as a way of communicating?

5 being less busy without a phone?

6 enjoying outdoor activities that you don't need a phone for?

7 spending more time on school assignments?

8 the difficulty of doing things at the right time without a phone?

4 Which speakers seemed the most relaxed at the idea of being without their phone for a week? Why do you think this is?

5 2.05 Listen to two speakers from the clip: Sophie and Sofija. Notice the pronunciation of the underlined words. Is there a big or small difference between the pronunciation of *I*, *I'd* and *I'll*?

1 I'd be late every day.

2 I have online friends.

3 I'll just go to them.

6 2.06 Listen to some more speakers from the clip: Natalia, Ethan, Aisha, Sofija and Jess. Complete the extracts with *I*, *I'd* or *I'll*.

1 ..... feel like my life would be really different.

2 ..... probably make arrangements.

3 I think ..... be quite bored.

4 ..... probably hang out with them.

5 ..... probably meet up with my friends a lot.

Speak

7 Work in groups. Discuss the questions.

1 What would the advantages and disadvantages be of being without your phone for a week?

2 How do you usually keep in touch with your friends? What would you do if you didn't have your phone?

Project

8 Work in groups. Think about a typical day for a person in the 1980s, before most people had mobile phones.

1 How do you think people your age:
- chatted to their friends outside school?
- found out what time a shop opened?
- bought tickets for a sports event?
- found out about a holiday destination?

2 Think about the things you discussed in Step 1. In what ways were things better in the past, and in what ways is it better now that we have phones?

3 Create a short presentation about your ideas in Step 1 and your opinions in Step 2.

4 Give your presentation to the class and discuss your opinions.



LESSON 8

UNIT CHECK

Wordlist

Language and communication p29

explain (*v*)
hear (*v*)
listen (*v*)
mean (*v*)
pronounce (*v*)
repeat (*v*)
say (*v*)
speak (*v*)
talk (*v*)
tell (*v*)
translate (*v*)
understand (*v*)

Strong adjectives and adverbs p33

absolutely (*adv*)
awful (*adj*)
brilliant (*adj*)
delicious (*adj*)
disgusting (*adj*)
extremely (dangerous/kind, etc.) (*adv*)
fantastic (*adj*)
hilarious (*adj*)
huge (*adj*)
miserable (*adj*)
really (dangerous/kind, etc.) (*adv*)
terrible (*adj*)
very (*adv*)
wonderful (*adj*)

Other

alive (*adj*) p27
allow (*v*) p27
ancient (*adj*) p27
at risk (*phr*) p27
community (*n*) p27
conversation (*n*) p30
culture (*n*) p27
develop (*v*) p30
discover (*v*) p27
dream (*v*) p30
grow up (*phr v*) p27
increase (*v*) p26
local (*adj*) p26
occur (*v*) p27
official (*adj*) p27
original (*adj*) p27
protect (*v*) p27
realise (*v*) p27
receive (*v*) p28
slightly (*adv*) p27
survive (*v*) p27

Practice

1 **Complete the sentences with words from the *Language and communication* section of the wordlist in the correct form.**

1 I really need someone to ..... the meaning of this word to me.
2 I don't like it when people ..... really quickly. I can't understand what they're saying.
3 My history teacher used to ..... us jokes all the time.
4 The quality of the recording was really bad. I couldn't ..... what the people were ..... about.
5 When people ..... unkind things, they don't always ..... them.

2 **Match 1–6 with A–F to make sentences.**

1 I translated the word 'sugar' as 'salt'. The cake I made was absolutely
2 I was passing notes under the table to my friend and the teacher was really
3 Putting too much personal information about yourself online can be extremely
4 The awful joke my brother sent was absolutely
5 My pen pal is really
6 I couldn't stop laughing. That meme you sent was

A terrible. Nobody would find it funny.
B furious with me.
C brilliant. She's passed all her exams with top grades!
D dangerous, so it's best to think before you post.
E hilarious, especially the cat!
F disgusting. That'll teach me!

3 2.07 **Listen to six sentences. When you hear the beep, write the correct form of a word from the *Other* section of the wordlist.**

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....

4 2.08 **Listen and check your answers.**

5 **The verbs in bold are in the wrong sentences. Put each verb in the correct sentence.**

1 Can you **speak** to me how this machine works? .....
2 I don't know how to **protect** this word into my language. .....
3 I know what the word means, but I can't say it. How do you **realise** it? .....
4 I think it's important to **repeat** different cultures, so they don't die out. .....
5 I'm sorry. I didn't hear the question. Could you **allow** it? .....
6 I hope that AI will **explain** us to communicate with animals one day. .....
7 Going to France made me **translate** how important it is to learn other languages. .....
8 Excuse me, do you **pronounce** English? .....

UNIT CHECK

Review

1 Choose the correct words to complete the sentences.

1 While I **walked / was walking** in the park with my brother, I realised he **tried / was trying** to tell me something.
2 I **spoke / was speaking** Spanish a lot while I **travelled / was travelling** in Peru.
3 I could see that Anna **smiled / was smiling**, so I **knew / was knowing** she had some good news for me.
4 I could feel that my phone **rang / was ringing** in my pocket, but I **didn't answer / wasn't answering** it!
5 When my dad **grew / was growing** up, he **spent / was spending** hours talking on the phone.
6 I **managed / was managing** to communicate with my pen pal even though she **didn't speak / wasn't speaking** English very well.
7 I **fell / was falling** over while I **took / was taking** a photo for my social media.
8 I **learnt / was learning** a bit of Japanese while I **stayed / was staying** in Tokyo with my uncle.

2 Read the answers and complete the questions.

1 **A:** ..... your presentation when I called you yesterday afternoon?
B: Yes, I heard my phone ring when I was giving it.
2 **A:** ..... what the speaker was saying?
B: No, I didn't understand it at all. She was speaking far too fast!
3 **A:** ..... that programme about animal communication last night?
B: Yes, Lucy and I were watching it together.
4 **A:** ..... anything on social media yesterday?
B: No. I didn't post anything because I didn't do anything exciting!
5 **A:** ..... for long before we arrived?
B: Yes, I was waiting for ages! Why didn't you let me know your bus was late?
6 **A:** ..... last night?
B: No, she didn't message me. Maybe she doesn't have my number.

3 Write these verbs in the correct group.

believe decide hate like
look forward to stop want watch

state	action
.....	.....
.....	.....
.....	.....
.....	.....

4 Complete the conversation with the past simple or past continuous form of the verbs in brackets.

A: How did your presentation go?
B: It was OK. But I [1] ..... (hate) being up there in front of the whole class!
A: I know. I'm the same. I felt really nervous all the time while I [2] ..... (give) mine! I just [3] ..... (want) it to be over!
B: Me too!
A: But I [4] ..... (think) yours was great. It was obvious while you [5] ..... (speak) that everyone [6] ..... (enjoy) it.
B: Thanks. The teacher [7] ..... (say) it was good, but I [8] ..... (not believe) him. I thought he was just trying to be kind!

5 2.09 Listen and check your answers.

6 Read the article and for each question, write the correct answer. Write one word for each gap.

A DIFFICULT CONVERSATION

Some conversations are hard. You've upset a friend, or someone has said something mean to you. You ask yourself: Why [1] ..... this happen? What [2] ..... my friend hoping to achieve by making those comments? You don't remember saying or doing anything to annoy or upset them. You know you need to speak to them, but you aren't at all keen [3] ..... having the conversation. But you know that if you don't talk to them, you could end [4] ..... losing the friendship. The biggest tip for this kind of difficult conversation is to focus more on listening than on speaking. Of course, it's important to [5] ..... your friend how you feel, but it's also really important to listen [6] ..... them and allow them the chance to speak and say how they feel. If both people feel that the other has listened, hopefully, you can end the conversation as friends again!



7 Write a blog post giving young people advice on how to communicate better.

→ WB p27

3

“Is **AI** your **friend?**”



The future is now

READING
topic: the future of entertainment
skill: skim-reading a text
task: gapped text

GRAMMAR
talking about the future: *will*; *be going to*; present continuous; present simple
advice and suggestions

VOCABULARY
technology in the home
phrasal verbs
task: multiple-choice cloze

LISTENING
topic: discussing technology
skill: identifying differences
task: multiple choice (pictures)

SPEAKING
topic: the future of technology
skill: giving and asking for opinions; agreeing and disagreeing
task: collaborative task and discussion

WRITING
topic: helping people with technology
skill: giving advice and making suggestions
task: an email

SWITCH ON Programme
video programme: Technology helps everyone
project: design a new technology for health

Look at the photo and discuss the questions.

1 What equipment can you see in the photo? What is it used for?
2 In what ways do you use technology for entertainment?
3 In what ways does technology make your life easier? Think of three examples.

3 The future is now

LESSON 1

READING

1 **Work in pairs. Tell your partner about:**

1 one film that you have enjoyed recently, and why.
2 one book you have read recently.
3 the devices that you and your family use to watch television and films at home.

2 **Work in pairs. Read the title of the article and discuss the questions.**

1 What's the topic of the article?
2 Which of these things do you think it might mention?

- new devices for watching films
- AI technology
- choosing what happens in a film
- making your own films
- virtual characters on social media
- jobs in films
- advertisements

3 **Read the study tip and complete the task.**

study tip: **gapped text** → PG p69

Before you do the practice task, read the text quickly to understand what it's about. To do this, you can:

- move your eyes across the text quickly to pick out key words (e.g. verbs and nouns).
- read the first one or two lines in each paragraph.

Read the article quickly using one of the methods above. Which things from Ex 2 does the article mention?

4 **Read the article again. Five sentences have been removed from the article. Choose the correct sentence for each gap. There are three extra sentences which you do not need to use.**

A For example, there are virtual influencers with millions of followers.
B Unfortunately, AI has brought some big changes to the world of film.
C And writers are already using AI to help write and film their scripts.
D Some people worry that AI could replace human jobs in entertainment industries.
E Many artists are against using AI to write songs.
F Imagine making your own movie with characters and special effects created by AI.
G It is usually obvious when an article has been created by AI.
H Soon, AI will enable you to change the story to suit you.



5 **Find words or phrases in the article that have these meanings. Are they adjectives, adverbs, verbs or nouns?**

1 change something completely (para 1) .....
2 very often (para 1) .....
3 something that you like more than others (para 2) .....
4 one form of something, which is different to others (para 2) .....
5 make something (para 3) .....
6 looking or sounding like a real person (para 3) .....
7 use something by watching it, listening to it, etc. (para 4) .....
8 something that is difficult to do (para 5) .....

Sum up

6 **Work in pairs. Explain in your own words how the article suggests that AI will change entertainment in the future.**

Speak

7 **Work in pairs. Agree on one change mentioned in the article that you think is good and one that you agree is not good. Discuss your reasons.**

8 **Think of two more changes you would like to see in entertainment. Compare your ideas in groups, then present your best idea to the class.**

Animated films have a 30 percent higher profit margin than those with real actors.

→ **practice** guide: **gapped text** p69



The FUTURE of ENTERTAINMENT

Artificial Intelligence (AI) is transforming the world of entertainment. We're used to the fact that we can ask our smart speaker what time a movie starts, or when a TV company is filming the next series of our favourite show. Online platforms regularly use AI to recommend movies based on what we like. [1]..... But in the future, AI technology will make entertainment even more exciting.

Have you ever wanted to change the style of a movie, or some of the details? [2]..... In fact, some online movie services already offer interactive content, where viewers can choose between different endings. It's clear that AI is going to take this further by changing entire movies according to your preferences. Do you love action? Your version of the movie will have more car chases. Or are you going to choose a comedy film? The same film will have the characters telling jokes and making you laugh!

On social media, you can expect to see people and profiles that are completely unreal, created with the help of AI technology. Such characters are already becoming popular. [3]..... These digital stars will become even more lifelike over the next few years. It's even possible you will be able to chat with these 'people' directly.

AI won't just be about consuming entertainment, either – it will also allow you to make your own. Soon, you'll be able to produce films or videos that look and sound professional, without needing expensive equipment or technical skills. [4]..... AI will make it easier to share your story and ideas with the world. In fact, there are already tools that can help you with simple things like short texts – and you know what, I'll definitely try them myself!

While AI sounds amazing, it's important to think about the challenges, too. [5]..... Will we still need actors when computers can produce characters that look and sound just as good? The key, I think, will be the ability of humans to work creatively with AI to improve entertainment for the benefit of actors and audiences alike.

→ **WB** p28–29

LESSON 2

GRAMMAR

1 Think about the future of entertainment that you read about. What changes do you think will happen quite soon?

2 Read the grammar box. Match the future forms in bold in the sentences (1–6) with the uses (A–F).

1 We can ask our smart speaker what time a movie **starts**.
2 We can ask … when a TV company **is filming** the next series of our favourite show.
3 In the future, AI technology **will make** entertainment even more exciting.
4 It's clear that AI **is going to take** this further by changing …
5 Or **are you going to choose** comedy films?
6 … and you know what, I**'ll** definitely **try** them myself!

explore **grammar** → p56

talking about the future

will

We use *will*:

A for predictions based on our personal opinions.

I think the way a book is written **will change** in the future.

B for offers and immediate decisions.

Don't worry, I**'ll lend** you some money for the ticket for the football match.

It's quiet in here. I**'ll put** the radio on.

be going to

We use *be going to*:

C for intentions or things we're planning.

Some of my friends **are going to start** their own book club.

D for predictions based on outside information.

You like history, so you **are going to love** this film.

present continuous

E We use the present continuous for arrangements with other people (we've agreed when, where, etc.).

I**'m meeting** my aunt at the cinema at 8 p.m.

present simple

F We use the present simple for scheduled events.

The show **finishes** late tonight.

Watch or listen

3 3.01 Watch or listen to people talking about the future. Read the questions (A–C). How many speakers answer each question?

A What are your plans for later on today? .....
B How do you think the way you watch TV programmes will change in the future? .....
C How do you think your taste in books and literature will change in the future? .....

4 3.01 Choose the most appropriate future form to complete the sentences. Watch or listen again and check your answers.

1 In the future I think people **are watching** / **will watch** TV the same way as they do now.
2 I read a lot of classic novels but in the future I think it **will change** / **changes** to plays and short stories.
3 I'm not sure, so **I probably** / **I'll probably** watch TV with my family.
4 I don't think my taste in books **is changing** / **will change.**
5 I think I **will change** / **change** my favourite types of books in the future.
6 I'm meeting my uncle for lunch and **we'll go** / **we're going** to a pizza restaurant.
7 I think more people **are starting** / **will start** reading more poetry.
8 Tonight I **go** / **am going** to visit my cousins.
9 **I meet** / **I'm meeting** a friend for lunch in town.
10 Tonight **I'll iron** / **I'm going to iron** my clothes and get ready for playing sport tomorrow.

5 Choose the correct verb forms to complete the text.



On Friday, comedian Shimi Masago **[1]starts / are going to start** a tour of Japan. Many people **[2]will go / going** to her shows. We know they **[3]are enjoying / are going to enjoy** the show and laugh a lot because she is very funny. This situation doesn't sound unusual, but it is, because Masago isn't real. She's a hologram, created by a computer program. Because the technology now exists to create lifelike holograms, many people think it's likely that the world of entertainment **[4]is going to change / won't change** completely. They think we **[5]are seeing / will see** plays with holograms instead of real actors, or football matches where hologram footballers play on the pitch. But others believe there **[6]will always be / are always going to be** a role for real people with the skills to entertain us.

Speak

6 Work in pairs. Tell your partner about these things. They then ask questions to find out more about your sentences.

1 something you'll offer to do for your parents tonight
2 an arrangement you have for the next few days
3 something you intend to do in the near future
4 a prediction about the next year

I'll probably load the dishwasher after dinner.

Will you do it on your own or will someone help you?

→ WB p30

→ **practice** guide: **multiple-choice cloze** p71

LESSON 3

VOCABULARY

technology in the home

1 Match these words with the photos (A–I).

air conditioning coffee maker dishwasher
fridge-freezer kettle microwave
speaker TV washing machine



2 Work in pairs. Look at the photos in Ex 1 and try to agree on:

1 three things you and your family use every day.
2 the two things that are most important to you and your family.
3 one thing you and your family never use.

3 Match the phrasal verbs in bold with their meanings (A–H).

1 I never remember to **switch** lights **off** when I leave a room.
2 The electricity at home sometimes **goes off** during bad weather.
3 My parents often ask me to **turn** the volume **down** when I'm playing games on my computer.
4 I don't know how to **switch** the coffee machine **on**.
5 My dad asked me to help him **set up** his new smart watch.
6 I **turn** the volume **up** when I'm listening to my favourite audiobook.
7 I **plug** my phone **in** at a coffee shop when my battery's low.
8 I ask for help if I'm using something and a warning light **comes on**.

A start a light/machine working
B make the sound quieter
C connect equipment to electricity
D stop a light/machine working
E make the sound louder
F make something ready to use
G start working
H stop working

explore **language**

phrasal verbs

Some phrasal verbs can be separated.

Turn on the light. **Turn** the light **on**.

When we use a pronoun, it must come between the verb and particle.

Plug it in first. **Turn it up** now.

Some phrasal verbs cannot be separated.

The lights just **went off** for no reason.

4 Read the language box. Which phrasal verbs in Ex 3 can be separated?

5 Work in pairs. Are the sentences in Ex 3 true for you? Discuss.

I always remember to switch off lights.

6 Read the article. For each question, choose the correct answer.



How SMART is your home?

Smart homes have arrived. We talk to our smart speaker and music [1]..... on. We say, '[2]..... on the central heating,' and the room starts to get warmer. We click an icon on our phone and the air conditioning [3]..... off. So, what's the future for smart home technology? Well, first we need to be able to [4]..... all of our machines and devices to one app that we download onto our phone. This will make life much easier.

As our homes become even smarter, our machines and devices will learn to recognise us as individuals and do some of the thinking for us. So, if we get home late and are feeling tired, the system will automatically [5]..... down the lights, so they're softer and more relaxing. And when we take the last pizza from the freezer, it will perhaps [6]..... us to buy more.

1	**A** gets	**B** comes	**C** goes	**D** puts
2	**A** Get	**B** Switch	**C** Try	**D** Keep
3	**A** takes	**B** puts	**C** goes	**D** comes
4	**A** connect	**B** mix	**C** attach	**D** join
5	**A** put	**B** go	**C** get	**D** turn
6	**A** say	**B** remember	**C** remind	**D** speak

Speak

7 Work in pairs. Think about a new smart machine or device for your home. Discuss the questions. Then tell the class.

- What's it called?
- What does it do?
- How does it make your life easier / better?

What about a smart schoolbag that checks your timetable and reminds you what you need to take to school each day? Then you won't ever forget anything!

Items like fridges, freezers, dishwashers and washing machines are known as 'white goods' in English.

→ **WB** p31

→ **practice** guide: **multiple choice (pictures)** p77

LESSON 4

LISTENING

1 Look at Ex 3, question 1. Do you have any of these items? What do you use them for?

2 Read the study tip and complete the task.

study tip: **multiple choice (pictures)** → PG p77

Before you listen, read the questions, identify what is in the pictures and predict words you might hear in the recording.

Read question 1 in Ex 3. What is this conversation about? What words might you hear?

3 3.02 Listen and for each question, choose the correct answer.

1 What does the boy decide to buy?

A  B  C 

2 Which of the girl's things has stopped working?

A  B  C 

3 How does the boy prefer to listen to audiobooks at home?

A  B  C 

4 Which app does the girl want for her tablet?

A  B  C 

5 How do the boys decide to cook their snack?

A  B  C 

6 What does the woman agree to buy for the boy?

A  B  C 

7 What virtual reality experience did the girl enjoy the most?

A  B  C 

4 3.02 Listen again and check your answers.

5 Read the grammar box. Which phrase is followed by a different verb form to the others?

explore **grammar** → p56

advice and suggestions

We use *should* and *ought to* + infinitive for advice.

What **should I buy**?

You **should get** that new fitness app.

You **ought to look** for it properly.

To make suggestions, we use *why don't you/ we* + infinitive, *how about* + noun/*-ing* or *you/we could* + infinitive.

Why don't you get a tablet?

How about making a toasted sandwich?

We could make an omelette.

We use *shall I/we* + infinitive for offers and suggestions.

Shall I ask him?

Shall we go for the pizza?

6 Complete the conversation with one or two words in each gap.

A: What kind of tablet [1] ..... I buy?

B: You [2] ..... buy something older. It might not even charge properly.

A: How about this one? It's got a good camera.

B: Great! You [3] ..... make films on it!

A: Yes, that's true.

B: But maybe you [4] ..... to think about it for a while. Why [5] ..... you read some reviews?

A: Good idea. I could look some up.

B: I'm good at research. [6] ..... I help you?

A: Yes, that'd be great.

Speak

7 Work in pairs and do this roleplay. Then swap roles. Think of a different device and practise again.

Student A: You want to buy a new tablet, but you don't know which one to buy. Ask Student B for some advice.

Student B: Student A wants to buy a new tablet. Give some advice and make some suggestions.



→ **WB** p32

→ **practice** guide: **collaborative task and discussion** p87 & p89

LESSON 5

SPEAKING

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

1 If you had a robot, what would you like it to do for you?
2 In what ways do you think an AI robot assistant might be better than a human? Why?

Listen

2 **3.03 Listen to two people talking about different kinds of AI robots. Answer the questions.**

1 What types of AI robots do they talk about?
2 Which do they think would be the most useful? Why?

3 **3.03 Listen again and complete the extracts from the conversation.**

1 **A:** In my ..... , the AI household assistant would be useful. It gets to know what chores in the home you have to do every day and can help you.
B: That's ..... , but it's not the same as doing jobs in the home with your family.
2 **B:** In my ..... , you shouldn't have an AI household assistant do your jobs for you. What do you think?
A: I ..... . I think that when we're really busy with schoolwork, the AI assistant can help us.
3 **B:** What's your view ..... the AI doctor?
A: Hmm. I don't think this would be a good idea. You couldn't trust it. It's better to speak to a human.
B: I'm not ..... . Maybe the AI doctor could find out what's wrong with us in a faster and better way.
4 **A:** We would probably talk to it online, so it couldn't see us and form its own opinion about what's wrong with us. I'd ..... that's a problem.
B: That's a ..... point.
5 **A:** ..... me, an AI assistant that helps me decide what to wear would be really useful.
B: You're ..... .

4 **Read the useful language and add phrases from Ex 3 to each group.**

useful **language:**

giving opinions
I think (that)

asking for opinions
What do you think?

agreeing
I agree.
That's right.

disagreeing
I don't agree.
OK, but …



5 **Read the study tip and complete the task.**

study tip: **collaborative task and discussion** → PG p87 & p89

Listen carefully to what your partner says and respond before you give your own ideas.

Work in pairs. Choose three phrases from the useful language and give examples of how to use them.

Speak

6 **Work in pairs. Turn to page 59 and complete the task. Use as many phrases from the useful language as possible.**

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

1 Would you like more technology in your life? Why / Why not?
2 Which do you think would be more useful: a robot to clean your room or an AI assistant to help with your homework? Why?
3 What's the best technology for watching a film? Why?
4 What do you think is most interesting about social media? Why?

Speaking extra

8 **Work in two groups. Read the comments below and discuss them. Persuade the other group to agree with you, giving reasons.**

Group A: Think of reasons why the situations are good.
Group B: Think of reasons why the situations are bad.

AI assistants will change our lives.

It won't be necessary to learn how to write with a pen.

Children will learn faster and better from an AI teacher at home.

No one will need to learn how to drive.

The first industrial robot was created in the 1950s and was called Unimate.

→ **WB** p33

LESSON 6

WRITING

an email

1 Read the notice and answer the questions.

1 Do you think it's a good idea?
2 Which projects would be the most useful? Why?
3 Which project would you most like to help with? Why?
4 Can you think of any other ideas for projects teenagers could help with?

TEEN TECH HELP MONTH

Teenagers often have better technology skills than adults. Why not share these skills and help adults in your community?

- Organise workshops to teach basic tech skills to older adults.
- Offer to help a local business go digital.
- Plan events to collect old devices and take them for recycling.
- Other ideas welcome!



Read

2 Read Arwa's email to Jood and Jood's notes. Why is Arwa writing? What four things does Jood have to say in her reply?

From: Arwa To: Jood

Hi!

Sorry I didn't email last week. I had a terrible cold and I was in bed all weekend.

Have you seen the notice about Teen Tech Help Month? I'm going to try and help with one of the projects. Which do you think is better, offering to help a local business go digital, or helping with recycling old tech? And how can I best help?

Are you going to help with a project?

Arwa

say you're sorry

say which one

suggest ideas

tell Arwa

3 Read Jood's reply. Does she include all four points from the notes?

From: Jood To: Arwa

Hi Arwa,

Sorry to hear you were ill. [1]I hope you're feeling better now. [2]I think you ought to help a local business go digital.

Something like a local café or bakery. You're very good at thinking of ideas for websites, and I think you will enjoy it. [3]You could help them set up their website, so they can reach more customers. [4]How about helping them set up an online ordering system, too? I'm sure they'd like that, and it would help their business to grow.

I'm going to help with a project to collect old devices [5]because I feel that we should recycle old phones, tablets and computers. Hopefully, we can make a difference!

Jood





→ **practice** guide: **an email** p73

4 **Read Jood's reply again and answer the questions.**

1 When Jood includes the information from her notes, does she include only that information or does she say a little more about it?
2 How many paragraphs are there in the email?
3 What is the purpose of each paragraph?
4 Is the email formal or informal? How do you know?

5 **Which three highlighted phrases in Jood's email give advice or make a suggestion? What is the purpose of the other two?**

study tip: **an email** → PG p73

Use a variety of appropriate phrases in your email, e.g. phrases for giving advice or making suggestions. Avoid repeating the same one(s).

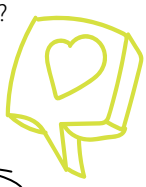
6 **Read the study tip. Then use these prompts to suggest five more things that Jood could do for the Teen Tech Help Month.**

1 You should …
2 You ought to …
3 Why don't you … ?
4 You could …
5 How about … ?



7 **Work in pairs. Read Khalid's email and discuss the questions.**

1 Which project do you think Khalid should help with? Why?
2 Which project are you going to help with? Why?
3 Will it be fun or boring? Why?



Great!

say which and why

From: Khalid

Hi!

Did you see the notice about ideas for helping with technology? I'm going to try and help with something. I can't decide between helping organise recycling of old devices and helping people use the internet. What do you think I should do?

What are you going to help with? Do you think it will be fun or boring?

Khalid

tell Khalid

say which and why

Plan and write

8 **Plan your reply to Khalid. Decide:**

- what information to give about each of the four notes.
- how many paragraphs to include.
- the purpose of each paragraph.
- what phrases to use to give advice and/or make a suggestion to Khalid.

9 **Write your reply to Khalid in about 100 words. Include all the information in the notes in Ex 7. Follow your plan from Ex 8.**

Improve it

10 **Read your email and answer the questions.**

1 Does it include all the information in the notes? Did you add a little more information to each one?
2 Did you organise your ideas clearly into paragraphs?
3 Did you use a variety of appropriate phrases for advice and suggestions?

11 **Use your answers to Ex 10 to improve your email. Write it out again if necessary.**

12 **Read your email one final time. Look for other errors (e.g. grammar, spelling and punctuation). Correct them.**

'Experience is one thing you can't get for nothing.' (Oscar Wilde, Irish author)

→ **WB** p34

Technology helps everyone

LESSON 7

SWITCH ON Programme

Preview

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

1 What technology do you use to stay healthy?
2 What healthcare problems do people have in different parts of the world?
3 How do you think that technology can help doctors and patients?
4 Do you think everyone has the same access to healthcare and technology? Why or why not?

2 **Work in pairs. Look at the photo. Discuss the questions.**

1 What can you see in the photo?
2 How do you think technology has helped the girl?



View

3 **Watch the clip and note down how the technology has improved health.**

1 Telemedicine .....
2 Smartwatches and smart rings .....
3 3D printing .....

4 **Watch again and complete the sentences.**

1 Telemedicine lets people talk to doctors without ..... to a hospital or a clinic.
2 Wearable devices can count steps, ... heartbeat, and track sleep.
3 A cochlear implant changes sounds into ..... signals and sends them to the hearing nerve.
4 A dentist's digital scanner makes a clear ..... picture of the teeth.
5 AI can write medical notes so that doctors spend less time on .....
6 Drones can carry blood, ..., and medicine to places that are hard to reach.

5 **Read the sentences from the video and look at the words and phrases in bold. Match the phrases with the meanings A–D.**

1 These devices can count steps and **track** sleep.
2 3D printing is also **improving** healthcare.
3 This is more **comfortable** for patients.
4 Finally, drones can carry blood and medicine to places that are **hard to reach**.

A difficult to get to or difficult to contact
B to follow the movement or progress of someone or something
C becoming better or making something better
D pleasant, relaxed, and not causing pain or difficulty

Speak

6 **Work on your own. Make notes on the types of technology you learnt about and how useful they could be for people's health.**

Cochlear implant .....
Digital scanner for teeth .....
Drone .....

7 **Work in groups. Discuss your notes on each technology and tell the class which you think is the most helpful and why.**

Project

8 **Work in groups to research and design a new technology that can be used to improve health around the world. Follow the steps.**

1 Research technologies that already exist.
Answer these questions.
- What services do these technologies provide?
- How are they helpful around the world?
- Can you think of ways to improve them?

2 Think of a health problem that technology might be able to help. Plan what the technology is and what it will look like.
3 Write a short description of the technology. You can be creative!
4 Think of three reasons why your technology is useful.
5 Present your technology to the class.
6 Vote for the best technology as a class.

LESSON 8

UNIT CHECK

Wordlist

Technology in the home p41

air conditioning (*n*)
coffee maker (*n*)
dishwasher (*n*)
fridge-freezer (*n*)
kettle (*n*)
microwave (*n*)
speaker (*n*)
TV (*n*)
washing machine (*n*)

Phrasal verbs p41

come on (*phr v*)
go off (*phr v*)
plug (the printer) in (*phr v*)
set up (a new device) (*phr v*)
switch (the TV) off (*phr v*)
switch (the light) on (*phr v*)
turn (the volume) down (*phr v*)
turn (the sound) up (*phr v*)

Smart homes p41

AI assistant (*n*) p43
app (*n*)
battery (*n*) p42
central heating (*n*)
click (*v*)
device (*n*)
download (*v*)
icon (*n*)
machine (*n*)
robot (*n*) p43
smart speaker (*n*) p39
system (*n*)

Other

challenge (*n*) p39
consume (*v*) p39
create (*v*) p39
digital (*adj*) p39
earphones (*n*) p42
games controller (*n*) p42
headphones (*n*) p42
hologram (*n*) p40
interactive (*adj*) p39
lifelike (*adj*) p39
platform (*n*) p39
predict (*v*) p42
preference (*n*) p39
produce (*v*) p39
regularly (*adv*) p39
screen (*n*) p42
smart watch (*n*) p42
social media (*n*) p38
tablet (*n*) p42
transform (*v*) p39
version (*n*) p39
virtual reality (*n*) p38



Practice

1 3.04 Listen to eight people describing an object from the *Technology in the home* section of the wordlist. Which item is each speaker describing?

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....

2 Rewrite the sentences. Replace the words in bold with the correct form of a phrasal verb from the wordlist.

1 This audiobook is too loud. Can you **make** it **quieter**, please?
.....
2 Can you **start** the dishwasher before you go out?
.....
3 Where can I **connect** my phone **to electricity**?
.....
4 My dad bought a new phone and asked me to help him **get** it **ready for use.**
.....
5 Can you **stop the light working**? It's too bright.
.....
6 Oh, I love this TV programme. **Make** it **louder**!
.....
7 The TV suddenly **stopped working** and I don't know why.
.....
8 If the temperature in the freezer gets too warm, a warning light **starts working**.
.....

3 Complete the conversations with words from the *Smart homes* section of the wordlist.

1 **A:** You should listen to my friend's new story. You can ..... it from his website for free.
B: Cool. I'll do that.
2 **A:** How do I change the ringtone on this phone?
B: Just go to 'Settings' and ..... on 'sounds'.
3 **A:** It's cold in here!
B: I'll turn on the ..... . It'll soon warm up.
4 **A:** I need to charge my phone. The ..... is really low.
B: You can plug it in here.
5 **A:** Look, we've got a new ..... for making ice cream.
B: Cool. Shall we try it now?
6 **A:** How can I control the air conditioning from my dad's phone?
B: You need to install the ..... onto the phone.

4 3.05 Listen and check your answers.

5 Complete the sentences with words from the *Other* section of the wordlist in the correct form.

1 Some of the dolls look very ..... – it's hard to believe they aren't real!
2 I ..... that in the future the world will be safer.
3 We can have pizza or a burger – what's your ..... ?
4 My new phone's got a much bigger ..... so it's better for watching videos.
5 I go to the cinema quite ..... – at least once a week.

UNIT CHECK

Review

1 **Choose the correct verb forms to complete the conversations.**

1 **A:** Are you OK?
B: No. Look at the time. **I'll / I'm going to** be late!

2 **A:** The game's nearly over and Faisal's won all the points.
B: Yes, he has. **He'll / He's going to** win this match.

3 **A:** When will you be home?
B: The after school club **finishes / is finishing** at three, so just after that.

4 **A:** I can't find my phone charger anywhere.
B: It's in the kitchen. **I'm going to / I'll** get it for you.

5 **A:** My tablet's not working.
B: Wait a minute. **I'll / I'm going to** have a look at it.

6 **A:** **I'm meeting / I'll meet** Alice tonight.
B: Oh, that'll be nice.

7 **A:** Do you want to go out tonight?
B: No, thanks. **I'll / I'm going to** stay in and watch something.

8 **A:** Majid knows a lot about computers.
B: Yes, he does. Perhaps **he'll / he's going to** be a computer programmer.

9 **A:** Shall we go swimming?
B: OK. The pool **is opening / opens** at 8 a.m.

10 **A:** **I'll start / I'm starting** Chinese lessons tomorrow.
B: Good luck!

2 **Complete the sentences with the correct form of *will* or *be going to* and the verbs in brackets.**

1 I ..... (visit) the science museum with school next week.

2 I'm not sure if I have Bushra's number. I ..... (have) a look on my phone.

3 Look at this game – it looks great. I think I ..... (ask) the shop assistant how much it is.

4 Oh no, I've forgotten my phone! I ..... (have to) go back home and get it.

5 I ..... (play) football with my friends after school.

6 Next week I ..... (buy) some new headphones with my birthday money.

3 3.06 **Listen to six conversations. What suggestion is given in each one?**

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

4 3.06 **Complete the conversations with these words. Listen again and check your answers.**

about could go going I ought shall should you

1 **A:** I dropped my phone and the screen's broken. What ..... I do?
B: You ..... to take it to a phone repair shop. There's one in town – they'll help you.

2 **A:** I'd like a new ringtone.
B: How ..... this one? It's a bird singing – I like it!

3 **A:** I'd like to go shopping tomorrow. Why don't we ..... together?
B: Oh sorry, I can't tomorrow. I'm going to see my grandparents.

4 **A:** What ..... we do on Saturday?
B: How about ..... to the cinema?

5 **A:** You should watch this video. It's really funny.
B: I don't have time now, but why don't ..... send me a link? I'll watch it later.

6 **A:** It's hot in here. Shall ..... open a window?
B: Sure. You ..... put on the air conditioning, too, if you want.

5 **Read the article and for each question, write the correct answer. Write one word for each gap.**

The future of TV

by Lewis Kane

Will the next generation of families still watch TV? I'm not sure. Research shows that quite a lot of families still watch at least some TV together, [1] ..... television isn't dead yet. However, I think that might change. The main reason is that older people are happy to watch their favourite weekly shows [2] ..... TV, but young people generally prefer [3] ..... watch video clips or movies, and they can watch these on their own devices, like phones or tablets.

One thing is for sure: TV companies [4] ..... going to have to find new ways to attract the attention of young people. They'll need to be creative and produce things [5] ..... interest us. I think that [6] ..... first thing TV bosses should do is research. They ought to interview young people and ask us for our ideas and opinions. I'm sure we'll have a lot to share.

6 **Write a paragraph suggesting ideas for attracting younger viewers to TV channels.**

→ WB p35–37

IRREGULAR VERBS

verb	past simple	participle
admit	admitted	admitted
be	was	been
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deny	denied	denied
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
earn	earned/earnt	earned/earnt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept

verb	past simple	participle
know	knew	known
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spill	spilled/spilt	spilled/spilt
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

GRAMMAR FILE STARTER UNIT

REFERENCE

articles

We use the indefinite article (*a*/*an*):

- before single countable nouns that we are talking about for the first time.

  I've got **an** umbrella – here you are.

- before a noun that is one of many.

  Is there **a train station** near here?

We use the definite article (*the*):

- before single countable nouns that we have talked about before.

  We saw **a film**. **The film** was about a family in a big city.

- with uncountable nouns or plural nouns, when we are talking about a specific object or group.

  The children stayed at home.

  Could you pass **the water**, please?

- when there is only one of something.

  I went on **the internet** last night.

We don't use an article:

- before uncountable and abstract nouns.

  Do you want **sugar** in your coffee?

  Life is amazing sometimes.

- before plural nouns, when we are talking about something in general.

  Cats are wonderful **pets**.

past simple

We use the past simple to talk about:

- an action that started and finished in the past.

  I **visited** my grandparents.

- two or more past actions that happened one after the other.

  I **made** the salad and then **helped** my mum set the table.

For more information on the past simple, see page 54.

comparative and superlative structures

We use *as* + adjective + *as* to compare two people or things that are equal.

Reem is **as tall as** her sister now.

We use *not as* + adjective + *as* to compare two people or things that are not equal.

Tennis is**n't as dangerous as** rugby.

We can also use comparatives (adjective + *-er* + *than* or *more* + adjective + *than*) to compare two people or things that are not equal.

My brother's room is **bigger than** mine.

I was **more upset than** you were about the results.

To compare three or more things, we use superlatives (*the* + adjective + *-est* or *the most* + adjective).

Yesterday was **the coldest** day of the year so far.

This is **the most beautiful** beach I've ever seen.

type of adjective	comparative/superlative
one syllable	+ *-er* → *fast**er***
	+ *-est* → *fast**est***
one syllable ending in *-e*	+ *-r* → *nice**r***
	+ *-st* → *the nice**st***
one syllable ending in one vowel and one consonant	double the consonant + *-er* → *bi**gger***
	double the consonant + *-est* → *bi**ggest***
one or two syllables ending in *-y*	change *-y* to *-i* + *-er* → *happ**ier***
	change *-y* to *-i* + *-est* → *happ**iest***
two or more syllables	*more* + adjective → ***more beautiful***
	the most + adjective → ***the most beautiful***
irregular	*good* → *better* → *the best*
	bad → *worse* → *the worst*
	far → *further/farther* → *the furthest/ the farthest*



PRACTICE

articles

1 **Choose the correct words to complete the sentences.**

1 I've got **a** / **the** new video game at home.
2 Is there **a** / **the** supermarket near your home?
3 I bought **a** / **the** book last week.
4 **A** / **The** book was about **a** / **the** sports star.
5 I can see **a** / **the** Moon.
6 My grandfather had **a** / **an** amazing life.
7 There's **a** / **an** university near my home.
8 Do you want **–** / **the** milk in your coffee?
9 **–** / **The** books are still popular.
10 I think **–** / **the** beauty is over-valued.

2 **Complete the text with *a/an*, *the* or no article (–).**

I was on holiday last summer, and me and my brother were at [1]..... river near our house. We wanted to go swimming, so we had [2]..... towels and [3]..... stuff with us. We left our [4]..... jeans on [5]..... ground and jumped into [6]..... water. It was freezing! While we were swimming, we heard [7]..... loud cry. We looked around and there was [8]..... enormous crocodile swimming past us. We were terrified!

past simple

3 **Complete the sentences with the past simple form of the verbs in brackets.**

1 I ..... (help) my sister with her homework.
2 ..... (you / arrive) in time for the film?
3 My brother ..... (not finish) his project yesterday.
4 The chef on TV ..... (use) a whole bar of chocolate for the cake.
5 ..... (the shops / open) early last weekend?
6 My friend ..... (not like) his holiday.
7 We ..... (watch) a great film last night.
8 ..... (you / check) your last exercise?

4 **Complete the sentences with the past simple form of these verbs.**

bring come fall go send sing swim think

1 Tom ..... with me to the park at the weekend.
2 My mum ..... in a school talent show when she was younger.
3 I ..... that the book was absolutely brilliant.
4 Khaled ..... cookies to our meeting yesterday.
5 My parents ..... to Paris without me this year.
6 I ..... and broke my arm over the summer.
7 We all ..... in the pool at the end of the day.
8 My friend ..... me an email last night.

comparative and superlative structures

5 **Complete the sentences with the comparative or superlative form of the adjectives in brackets.**

1 My sister is so much ..... (short) than me.
2 That was the ..... (kind) thing anyone ever did for me.
3 My last holiday was much ..... (nice) than this one.
4 My mum's old phone was much ..... (large) than her new one.
5 That was the ..... (happy) day of my life.
6 Fish is much ..... (smelly) than most other food.
7 The coffee is ..... (expensive) in that shop than in the one near home.
8 The TV documentary was the ..... (interesting) thing on TV last night.

6 **Complete the second sentence so that it means the same as the first sentence. Use the words in brackets.**

1 That tree is the same size as our house. (as)
That tree ..... our house.
2 My bag is stronger than Najla's bag. (not as)
Najla's bag is ..... mine.
3 I've never seen a bigger cat. (the)
It's ..... I've ever seen.
4 London isn't as near to my home as Manchester. (far)
London is ..... away from my home than Manchester.
5 My best friend and I are the same age.
I'm ..... my best friend. (as)
6 Documentaries are more interesting than soap operas. (not)
Soap operas ..... documentaries.

REFERENCE

talking about the present

present simple

positive

I/We/You/They	dance.
He/She/It	dance**s**.

negative

I/We/You/They	**don't** dance.
He/She/It	**doesn't** dance.

questions

Do	I/we/you/they	dance?
Does	he/she/it	

short answers

Yes,	I/we/you/they	**do**.
	he/she/it	**does**.
No,	I/we/you/they	**don't**.
	he/she/it	**doesn't**.

We use the present simple to talk about:

- permanent states.
  She **lives** in Spain.
- habits or repeated actions.
  He **sees** his friends most weekends.

present continuous

positive

I	**'m** (**am**)	work**ing**.
He/She/It	**'s** (**is**)	
We/You/They	**'re** (**are**)	

negative

I	**'m not** (**am not**)	work**ing**.
He/She/It	**isn't** (**is not**)	
We/You/They	**aren't** (**are not**)	

questions

Am	I	work**ing**?
Is	he/she/it	
Are	we/you/they	

short answers

Yes,	I	**am**.
	he/she/it	**is**.
	we/you/they	**are**.
No,	I	**'m not**.
	he/she/it	**isn't**.
	we/you/they	**aren't**.

We use the present continuous to talk about:

- actions that are happening now.
  She**'s talking** to the teacher.
- actions that are happening around now.
  We**'re studying** ancient Greece at school.

Note: Look at the spelling changes:

put – pu**tt**ing take – tak**ing**

present simple and present continuous

We can contrast permanent activities (present simple) with activities happening now or around now (present continuous).

I**'m studying** French this summer but in school I **do** German.

stative verbs

Stative verbs describe states, not actions. Some common stative verbs are:

- verbs of being and owning, e.g. *be*, *have*, *own*.
- verbs of feeling or wanting, e.g. *hate*, *like*, *love*, *need*, *prefer*, *wish*.
- verbs of thinking, e.g. *believe*, *know*, *remember*, *think*, *understand*.
- verbs that describe the senses, e.g. *feel*, *hear*, *see*, *smell*, *taste*.
- verbs that describe appearance and qualities, e.g. *appear*, *look* (= seem), *seem*, *sound*.
- other verbs, e.g. *cost*, *mean*.

Note: We also use some stative verbs in the continuous form when we describe actions.

We**'re having** lunch at the moment. (having = eating)

I**'m thinking** about my answer. (thinking = considering)

adverbs of frequency, time phrases

We use adverbs of frequency to say how often something happens. Some common adverbs of frequency are: *always*, *usually*, *frequently*, *often*, *sometimes*, *occasionally*, *rarely*, *hardly ever*, *never*.

Adverbs of frequency come before the main verb, but after the verb *be* and modal verbs.

I **never go** swimming in the winter.

Karl **is always** happy.

You **must never** open this door.

Other time expressions usually go at the end of a sentence.

We go to the cinema **twice a month**.

PRACTICE

present simple and present continuous

1 Choose the correct words to complete the sentences.

1 My older sister **sends** / **is sending** a lot of text messages, so she's always on her phone.
2 Our football team **is practising** / **practises** hard for the competition on Saturday.
3 **Are you chatting** / **Do you chat** on the phone? I need your help.
4 We **don't have** / **aren't having** any lessons when it's the festival.
5 Look! She **runs** / **'s running** really quickly.
6 They **stay** / **are staying** at home because they are ill.

2 Complete the text with the present simple or present continuous form of the verbs in brackets.

Hi. I'm Brian and I [1] _____ (be) from California. At the moment I [2] _____ (stay) with my grandparents because my parents [3] _____ (work) in Hong Kong. I [4] _____ (study) hard at school because I [5] _____ (try) to get good results in my exams. I really [6] _____ (love) playing volleyball with my friends and I think I'm quite good at it. I [7] _____ (practise) hard now because we [8] _____ (want) to do a competition with another school.

3 Make questions using the present simple or present continuous. Then complete the answers.

1 where / you / live?
A: _____
B: _____ in Paris.
2 who / you / live / with?
A: _____
B: _____ my brothers.
3 how / usually / you / get / to school?
A: _____
B: _____ by bus.
4 you / like / school?
A: _____
B: Yes, _____.
5 what / you / study / at the moment?
A: _____
B: _____ science.
6 what / you / do / now?
A: _____
B: _____ TV.

4 Choose the correct verb forms to complete the email.

Hi Alex,

Thanks for your email. Now I can tell you about myself.

At the moment, I [1]**sit** / **'m sitting** in my bedroom in my flat. I [2]**live** / **'m living** here with my grandparents.

I've got lots of friends but they [3]**aren't coming** / **don't come** to the flat very often. We usually [4]**meet** / **are meeting** in town. Today it [5]**snows** / **'s snowing** outside, so I [6]**stay** / **'m staying** at home.

What about you? [7]**Does it snow** / **Is it snowing** in New York at the moment, too? What [8]**do you do** / **are you doing** when it snows?

Speak soon,
Jack

stative verbs

5 Choose the correct words to complete the sentences.

1 **Do you think** / **Are you thinking** about your holiday?
2 My mother **doesn't like** / **isn't liking** using a laptop.
3 **Are you understanding** / **Do you understand** this lesson?
4 I **don't need** / **'m not needing** any help right now, thanks.
5 We **have** / **'re having** dinner. Do you want to join us?

adverbs of frequency, time phrases

6 Write these words and phrases in the correct place in the table.

at the moment every day never now often on Tuesdays
once a month this week today usually

present simple	present continuous

7 Complete the sentences with the present simple or present continuous form of these verbs.

come round cook do go go out make

1 At the moment, I _____ my homework.
2 She _____ now, so she can't talk to you.
3 Every Friday we _____ for a pizza.
4 Once a week I _____ to visit my grandparents.
5 She often _____ to my house after school.
6 I _____ my bed every day except Fridays.

8 Choose six words/phrases from Ex 6. Use them to write true sentences about you.

REFERENCE

talking about the past

past simple

positive

I/He/She/It/We/You/They	**helped** at the event.
I/He/She/It/We/You/They	**went** to the event.

negative

I/He/She/It/We/You/They	**didn't help** at the event.
I/He/She/It/We/You/They	**didn't go** to the event.

questions

Did	I/he/she/it/we/you/they	**help** at the event?
Did	I/he/she/it/we/you/they	**go** to the event?

short answers

Yes,	I/he/she/it/we/you/they	**did**.
No,	I/he/she/it/we/you/they	**didn't**.

We use the past simple to talk about:

- an action that started and finished in the past.
  Osama **finished** his maths homework.
- one completed past action after another.
  I **got** home and **sat** down.
- a past habit or regular past event.
  Areej and Razan **visited** the lake every day on their holiday.

Note: Look at the spelling changes:

help – help**ed**
practis**e** – practis**ed**
stud**y** – stud**ied**
cho**p** – cho**pped**

past continuous

positive

I/He/She/It	**was**	wait**ing**.
We/You/They	**were**	

negative

I/He/She/It	**wasn't**	wait**ing**.
We/You/They	**weren't**	



questions

Was	I/he/she/it	wait**ing**?
Were	we/you/they	

short answers

Yes,	I/he/she/it	**was**.
	we/you/they	**were**.
No,	I/he/she/it	**wasn't**.
	we/you/they	**weren't**.

We use the past continuous to:

- talk about an action in progress in the past.
  I **was playing** video games.
  We **were eating** breakfast.
- set the scene in a story.
  The sun **was shining**.
  My dad and brother **were watching** TV.

We use the past simple for an action that interrupts or happens during another action in progress in the past. For the action in progress, we use the past continuous.

Zahra **was studying** in Pisa when she **met** Halima.

We can use *while* instead of *when*, but we put *while* before the past continuous verb.

My uncle **heard** the news **while** he **was reading** through his social media account.

When my uncle **heard** the news, he **was reading** through his social media account.

stative verbs

We don't usually use stative verbs in the past continuous form. See page 53 for more information on stative verbs.

-ing form

We use the *-ing* form:

- as the subject or object of a sentence.
  Eating vegetables is good for you.
  I really love **surfing**!
- after prepositions.
  I always end **up leaving** my keys at home.
  I went home **after finishing** my game.
- after some verbs: *begin*, *continue*, *enjoy*, *finish*, *hate*, *imagine*, *like*, *love*, *practise*, *remember*, *start*, *stop*, *suggest*.
  I **remember stopping** at the shop on the way home.
  I **continued playing** in the rain.

PRACTICE

past simple

1 Complete the sentences with the past simple form of the verbs in brackets.

1 I _____ (see) my friend last night.
2 I _____ (enjoy) the book more than the film.
3 The lesson _____ (not end) on time.
4 We _____ (speak) Italian when we were on holiday.
5 Where _____ (you / be) last night?
6 I _____ (not want) the night to end.

2 Read the sentences and complete the questions.

1 I saw Alex yesterday morning.
Who _____?
2 The family party ended really early.
When _____?
3 They left the theatre at about 10 p.m.
What time _____?
4 The teacher gave us a lot of homework.
How much _____?
5 The old man told them a story.
What _____?

past continuous

3 Complete the sentences with the past continuous form of the verbs in brackets.

1 What _____ (you / do) at this time last week?
2 I _____ (not consider) entering the competition.
3 _____ (your sister / play) tennis in the park on Saturday?
4 The internet _____ (not work) at home, so I couldn't go online.
5 _____ (it / rain) on your way home yesterday?
6 I had the TV switched on, but I _____ (not pay) attention to it.

4 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

1 I _____ (do) the washing-up while I was listening to the song.
2 When I _____ (come) in, my friends were waiting for me.
3 I _____ (tidy) my room when the phone rang.
4 Our team _____ (win) until the others scored in the last minute.
5 It _____ (rain) when I went out for a walk yesterday morning.
6 The sun _____ (shine) when we left the house.

5 Choose the correct verb forms to complete the sentences.

1 I didn't know what he **meant** / **was meaning** about the homework. Did you understand?
2 I **thought** / **was thinking** about what to do when my dad called me.
3 I **heard** / **was hearing** the good news while I was having breakfast.
4 I didn't want to call him while he **watched** / **was watching** the film.
5 I completely **believed** / **was believing** what that man said.
6 Jack **understood** / **was understanding** everything.
7 We **didn't have** / **weren't having** time for breakfast because Emma was waiting for us.
8 He was hiding behind a tree, so I **didn't see** / **wasn't seeing** him.

-ing form

6 Complete the sentences with the correct form of these verbs.

do eat listen look paint play say swim talk think

1 _____ is probably the best form of exercise.
2 Nada doesn't like _____ in front of everyone else in class. She's very shy.
3 I wanted to go to the museum – I'm interested in _____ at old things.
4 After _____ my dinner, I went round my friend's house and we watched a film.
5 Without _____, I ran into the garden and rescued the cat!
6 _____ to music is the most relaxing hobby.
7 You shouldn't leave without _____ goodbye – it's rude!
8 My dad finished _____ my room yesterday. It looks great!
9 Experts say that by _____ homework, students learn to manage their time better.
10 I hate _____ chess with my brother. He always wins!

7 Complete the sentences to make them true for you. Use *-ing* forms.

1 _____ is one of my favourite activities.
2 I can't stand _____.
3 I love _____.
4 I don't like _____ very much.
5 I sometimes watch TV after _____.
6 I'm not very keen on _____.
7 I hate _____.
8 I never go to bed without _____.

REFERENCE

talking about the future

will

positive

I/He/She/It/We/You/They	**'ll** (**will**)	win.

negative

I/He/She/It/We/You/They	**won't** (**will not**)	win.

questions

Will	I/he/she/it/we/you/they	win?

short answers

Yes,	I/he/she/it/we/you/they	**will**.
No,	I/he/she/it/we/you/they	**won't**.

We use *will*:

- to talk about things we think are going to happen, based on our personal ideas and opinions.
  Perhaps we **will use** e-books for all our studies in the future.
- to make offers.
  I'**ll help** you with your homework.
- for unplanned decisions that we make at the time we are speaking.
  I feel tired. I think I'**ll go** home now.

be going to

positive

I	**'m** (**am**)	**going to**	leave.
He/She/It	**'s** (**is**)		
We/You/They	**'re** (**are**)		

negative

I	**'m** (**am**) **not**	**going to**	leave.
He/She/It	**isn't** (**is not**)		
We/You/They	**aren't** (**are not**)		

questions

Am	I	**going to**	leave?
Is	he/she/it		
Are	we/you/they		

short answers

Yes,	I	**am**.
	he/she/it	**is**.
	we/you/they	**are**.
No,	I	**'m not**.
	he/she/it	**isn't**.
	we/you/they	**aren't**.

We use *be going to* to talk about:

- intentions and plans for the future that haven't been arranged or agreed yet.
  I'**m going to visit** my friend in Türkiye sometime next year.
- things that we expect to happen because of outside information.
  It'**s going to rain** soon. (There are big grey clouds.)

present continuous and present simple

We use the present continuous for future arrangements. These are activities that we've agreed to do with other people. We know the details such as when, where, etc.

I'**m playing** in a football match on Saturday.

We use the present simple for schedules and timetabled events.

The film **finishes** at 9.30 p.m.

advice and suggestions

advice

We use *should*/*shouldn't* + infinitive to give strong advice. This is an opinion about what we think is a good or bad idea.

You **should have** a nap. You look tired.

You **shouldn't cycle** so fast.

We use *should* in questions to ask for advice.

What **should** I **do**?

Where **should** we **go** to get the bus?

suggestions

We use *how about* + noun/*-ing*, *why don't you*/*we* + infinitive and *you could* + infinitive to make a suggestion. This is an idea for the listener to consider. We use *you could* + infinitive when different options are possible.

How about watching a film?

Why don't we go out?

We **could go** by train to the beach.

We use *shall I*/*we* + infinitive for suggestions and offers.

Shall I bring some crisps for the picnic?

What **shall we do** after school today?

PRACTICE

talking about the future

1 **Find and correct the mistakes with future forms in six of the sentences.**

1 Oh look, there's no bread left. I'm going to the shop to get some.

.....

2 Bader and I go to the cinema later.

.....

3 I'm not sure why but I think the trip tomorrow is being fun.

.....

4 Do we play football after school?

.....

5 I'm going to start a new book tonight.

.....

6 Sara's going play video games later.

.....

7 The class starts at six on Monday.

.....

8 The flight arrives in a few moments.

.....

2 **Choose the correct verb forms to complete the sentences. Where both forms are possible, choose the most appropriate one.**

1 I'm **reading** / **going to read** a book tomorrow morning.

2 You aren't **sleeping** / **going to sleep** tonight after that scary film.

3 Jack and I are **playing** / **going to play** in the snow. Are you coming?

4 I'm **taking** / **going to take** the train to my grandparents' house at the weekend. I've already got my ticket.

5 It's cold outside. I'm **going to put** / **putting** the heating on.

6 We're **meeting up** / **going to meet up** at six on Friday.

3 **Complete the sentences with the most appropriate future form of the verbs in brackets.**

1 We ..... (meet) Hashim at school in five minutes.

2 I think you ..... (be) tired tonight. You've been busy all day.

3 The train ..... (leave) at 12.35 p.m., so we've got thirty minutes to get there.

4 My grandparents ..... (come) to visit us tomorrow.

5 Watch out! The cat ..... (jump) on you.

6 We need some bread. I ..... (go) to the bakery to buy some now.

7 Where ..... (you / meet) your cousin tonight?

8 The play ..... (start) at 8 p.m., so don't be late.

4 **Complete the predictions with *will, won't* or the correct form of *be going to*. Decide which is the most appropriate in each case.**

1 I ..... enjoy the film. I don't like scary movies.

2 It's ..... rain later. I saw it on the weather report.

3 I don't think we ..... win the match tonight. We've lost our best player.

4 I expect my parents ..... come and pick me up later.

5 Our teacher ..... be late. His car's broken down.

6 We ..... finish this homework in time. The lesson starts in ten minutes.

advice and suggestions

5 **What is the speaker doing in each sentence: giving advice (A) or making a suggestion (S)?**

1 You shouldn't eat so many sweets! .....

2 Why don't you grow your hair long? .....

3 How about chicken for dinner? .....

4 We could cycle or walk. Which would you prefer? .....

5 Omar should apologise to his friend. .....

6 We should go out and get some fresh air. .....

6 **Complete the conversation with one word in each gap.**

A: [1] ..... we make a video today?

B: What about?

A: We [2] ..... film ourselves on our skateboards.

B: Good idea. Why [3] ..... we go to the skate park and film there?

A: Everyone does that. We [4] ..... go somewhere different. It's better.

B: Alright. How [5] ..... the beach? We could skate near the mini-golf course.

A: Sounds good. Why [6] ..... you message Alex and invite him?

B: OK … Done!

7 **Find and correct the mistakes in four of the sentences.**

1 Shall I to help you with those books?

.....

2 Why aren't we go to the park after school?

.....

3 We could stay at home and watch a film.

.....

4 How about have some sandwiches for lunch?

.....

5 What shall we get my brother for his birthday?

.....

6 What should I wearing to the wedding?

.....

ACTIVITY FILE

Unit 1 Speaking, page 19, Ex 8

Student A

You and Student B are going to ask and answer questions about your life. Follow these steps.

1 Ask Student B for the information to complete your fact file.

2 Imagine you are a famous person. Answer Student B's questions.

Famous Person Fact File	
Name:	.....
Town/City:	.....
Free time:	....

Unit 2 Speaking, page 31, Ex 5

Student A



Unit 2, Reading, page 26, Ex 2

Answers

They are all true.

Unit 3, Speaking, page 43, Ex 6

A company is thinking of creating a new kind of AI assistant. Here are some ideas for things an AI assistant might do. Talk together about the different kinds of AI assistants they could make and which would be the most useful.



Unit 1 Speaking, page 19, Ex 8

Student B

You and Student A are going to ask and answer questions about your life. Follow these steps.

1 Imagine you are a famous person. Answer Student A's questions.

2 Ask Student A for the information to complete your fact file.

Famous Person Fact File

Name:	.....
Town/City:	.....
Free time:	....

ADDITIONAL SPEAKING PRACTICE TASKS

Unit 1 Part 1 Introduction

Answer the questions.

- What do you usually do at the weekend?
- What do you like doing in the school holidays?
- Do you prefer playing or watching sport?
- What kinds of films do you like?

Unit 2 Part 2 Individual long turn (photo)

Student A: Here is your photograph. It shows people eating something. Talk about your photograph for about one minute.



Student B: Here is your photograph. It shows people looking at new clothes. Talk about your photograph for about one minute.



Unit 3 Part 3 Collaborative task

A company wants to create AI technology to help students at school. Here are some of the areas of school life they are thinking about.

Talk together about the different ways in which AI technology could help students in these areas of school life, and say which would be the most useful.



PRACTICE GUIDE

Reading Part 1 – Multiple choice (short texts)

How to use this page

1 Read the task. Then read the text and the options for Q1.
2 Review the notes on Q1.
3 Review the answer and explanation for Q1.
4 Turn to p90 of this Practice Guide and read Q2–5. Then review the answers and explanations.
5 Read the advice on p63 and think about how this could help you perform better in the task.

Example task

Questions 1–5

For each question, choose the correct answer.

Underline important words in the text.

1

Library computers out of use Thursday morning until Friday afternoon for repairs. You can reserve a school laptop to use instead from your teacher in advance.

Think about the meaning of *in future*.

Think carefully about what you can't use. Is it the computers, the library or the laptops?

A You can't use the library on Thursday or Friday.
B In future, you will always need to use a school laptop to work in the library.
C If necessary, ask your teacher to borrow a laptop before Thursday.

Think about the meaning of *borrow* and the times mentioned in the notice.

Answers and explanations

Q1 C

borrow suggests *reserve*, and *before Thursday* is *in advance* (of Thursday morning)

A is incorrect. It is the computers in the library, not the library itself that you can't use.

B is incorrect. *In future* suggests for a long time, and this is supported by *always*. It's only Thursday and Friday.

Questions 2–5 → **PG** p90

NUMBER OF QUESTIONS
5

TASK
Short real-world notices, messages and other short texts

SCORING
1 mark per question

About the task

- You will read five short texts.
- The texts are a mix of real-world notices, messages and other short texts.
- For each text, there are three multiple-choice options.
- Sometimes there is a question or sentence beginning before the options, but sometimes there are just the options.
- You choose the option with the meaning that matches the text.

What is being tested?

This part focuses on your understanding of the main message in a real-world notice, message or other short text. The questions may test your knowledge of:

- instructions and rules, e.g. **All players must arrive by 2 p.m., ready for the match at 2.30.**
- functional language such as invitations, offers and requests, e.g. **Why don't we meet outside the cinema?**

How do you do it?

BEFORE THE TASK

- Look at the five texts and decide what kind of text each one is, e.g. a real-world notice, message or other short text.
- Think about where you might see these texts, who wrote them and why.
- Read each text carefully and try to understand the main message.
- Don't look at the questions and options at this stage.

DURING THE TASK

- Read each text again carefully.
- Read the question and three options for the text. Compare the meaning of each option with the meaning of the text.
- Remember, the options may not use exactly the same words as the text.
- Choose the option where the meaning exactly matches the meaning in the text.
- If you are not sure of the correct answer, choose the one that seems the most likely answer. You should always give an answer, as your guess may be right!

AFTER THE TASK

- Read through each text again and check that the option you have chosen matches the meaning exactly.

Study tips

- **Missing words:** the notices or messages (signs, headlines, etc.) might have words missing such as *the, will, there are, a,* etc. You can easily work out the meaning.
- **Specific information:** the texts often use specific times, costs, days or dates. Think about time expressions such as *until, in advance, during, for, since,* etc.
- **Check details:** check things that might be confusing, for example, whether an action comes before or after another, or who is sending and receiving the message.
- **Look for instructions:** some messages are instructions and use words such as *allowed, available, provided, unless*, etc.

Reading Part 2 – Multiple matching

How to use this page

1 Read the task. Then read the first profile (Q6: Ella) and the eight descriptions on pp64–65 (A–H).
2 Look at the notes and the underlined information which describes Ella's needs.
3 Read the profiles for Q7–10 and find information in the descriptions which matches each person's needs.
4 Turn to p91 of this Practice Guide and review the answers and explanations.
5 Read the advice on p65 and think about how this could help you perform better in the task.

Example task

Questions 6–10

For each question, choose the correct answer.

The young people below want to do some drama during their summer holidays.

There are descriptions of eight different things they can sign up for.

Decide which would be the most suitable for the people below.

Underline the key information: the things she needs to consider.

6 Ella is seventeen and has a week to spend during the summer on a drama course near her home. She doesn't want to perform yet, but wants to learn about technical skills as well as acting.

7 Molly loves drama, especially acting. She's eighteen and enjoys being on stage, both as an actor and as a singer. She'd like to join a group or course that meets every week in her holidays, which finish at the end of August.

8 Marty has never acted before, but wants to learn and go on stage. He'd like something regular during the summer months, where he can also do some writing and talk about plays, too. He's fifteen.

9 Toby is interested in plays, but not acting. He'd like an activity or job to do in the summer that is linked to drama if possible. He wants to see some plays, too, and chat to actors. He's nineteen and is going to study literature at university.

10 Alice is fifteen and likes watching plays, and streaming films and series. She's tried acting, but didn't enjoy it. However, she's done some writing and would like to improve. She is on some other courses in July and September, but she has some time in August.

Read through each text and find what suits Ella's needs.

Drama in the summer

A Hightown College

Do you love drama and want to spend a week away this summer? Are you over sixteen? Come to us and focus on both writing and acting, with a final play in front of an audience. Experts will give you one-to-one advice. Courses run in July and August.

B Morningtown stage course

The Longford short play festival is in September. Join us for one day a week over the summer, and help write a play to enter the three-day competition. Members of the group will do the acting, directing and stage design. No experience needed. We have two groups, 12–16 year olds, and 16 and over.

C Barford theatre school

Our weekly acting classes – Mondays or Fridays, through July, August and September – are very popular, with no pressure of an audience! We also organise theatre trips to London, followed by discussions. Classes are open to under-eighteens.

D Get Creative at Collingwood!

If you'd like to start a new hobby related to drama, join our one- or two-week courses available every month this summer. Learn from experts about writing for the stage or for television. You'll need to be over 14 and a little experience is good, but not necessary.

E Norwood drama course

We are now looking for local young people aged between 14 and 18 to come on our week's summer theatre course. We teach all theatre skills, including lights, costume and make-up. There will be no final production, but you will visit a local professional theatre group and watch rehearsals for their next play.

F Burley Youth Zone

The famous local Shakespeare festival is here again in the month of August. We need some volunteers at the weekends (over eighteen) to sell tickets and show audiences to their seats. For that you can watch all the plays for free! Also, there are weekly question-and-answer sessions with the actors.

Answers and explanations → PG p91

NUMBER OF QUESTIONS
5

TASK
Five descriptions of people and eight short texts

SCORING
1 mark per question

About the task

- You will match five descriptions of people to eight short texts.
- The texts are all on the same topic and contain similar ideas and information.
- You have to decide which short text matches each person.
- There are three short texts which do not match any of the people.

What is being tested?

This part tests your ability to read texts quickly and find the information that you need. You should:

- read quickly without worrying about the meaning of every word.
- read carefully to match the information about the people with the information in the texts.
- recognise that there may be ideas in other texts which seem to match, but don't match the people exactly.

How do you do it?

BEFORE THE TASK

- Read the instructions carefully, as these will tell you what the five people are looking for and give you an idea of the general topic.
- Read the descriptions of the five people and think about what each one wants or needs. Each person usually has three wishes or needs. Underline key words. Remember, you may not see these exact words in the texts, but you will find the same information.

DURING THE TASK

- Focus on each person in turn.
- Scan (look quickly at) the texts and mark any parts that seem to match the person.
- Read these parts carefully, to see which text matches the person completely. If you are not sure, keep looking.
- If you cannot find a perfect match, move on to the next person and come back to this one later.
- You will find that the task becomes easier as you match each person in turn, as you will become more familiar with the texts.

AFTER THE TASK

- Quickly check your answers to make sure you are happy with them.
- Make sure you have answered all the questions – don't leave any questions unanswered. If you are not sure of an answer, make a sensible guess.

Study tips

- **Distraction:** remember there will be distraction in some of the texts. Some information may match one person, but only one will have <u>all</u> the information that matches.
- **Read the details:** the information about the people is usually quite general and short. The descriptions are longer with more specific details to help you match. Read them carefully.
- **Paraphrasing:** sometimes the information is worded differently (e.g. *weekly* and *regularly*).

G Dibden Players

We put on an end-of-summer play each year in the last week of August. If you've done some acting and are aged between 14 and 21, contact us. We rehearse weekly. We are also looking for singers and dancers. You'll have fun, learn a lot and make some new friends.

H National Young Actors' Group

Apply now to join us for our summer production in London. We visit schools for interviews in May and June. If you're successful you can travel to London for six weeks of the holidays. You will rehearse and act with other 14–17 year olds in a famous theatre! Good experience if you want an acting job in future.

How to use this page

1 Read the text, then read Q11 and look at the notes.
2 Read the relevant part of the text again and look at the answer and explanation for Q11 below.
3 Turn to p92 of this Practice Guide and read Q12–15. Identify the key words. What information do you need to look for?
4 Read the relevant parts of the text again. Then go to p92 and review the answers and explanations for Q12–15.
5 Read the advice on p67 and think about how this could help you perform better in the task.

Example task

Questions 11–15

For each question, choose the correct answer.

My new skill

by Claudia Jones

I've always done several sports. That has meant a lot of travelling. When I was younger, my parents used to drive me to different places, like the swimming pool or to music lessons, and they never complained! In the last few years, I've travelled around on buses or for long distances with a friend who has a car and I have paid towards the petrol. But it isn't always that convenient and I don't like relying on other people. Now I don't have to. Last year, I decided to learn to drive. And the world has opened up to me!

It wasn't an easy decision, mainly because of the price of lessons. They were really expensive, but luckily my parents were kind enough to give me some lessons as a birthday present. I was so excited before my first lesson, but, afterwards, not so much! It was harder than I'd expected. I like to be in control – and I wasn't. I made so many mistakes and the car kept jumping! The instructor told me it was the same for everyone, but I didn't believe him. I was sure I could never pass a test.

Of course, the next lesson went better, and the next. People gave me a lot of advice, but in the end, you need to just carry on and learn from experience. And I must say, driving instructors have a very difficult job, which they do well. They stay so calm, even when their students, like me, get irritated or drive down the wrong streets. Once, I went the wrong way round a small roundabout! My instructor still stayed calm. Amazing!

It took a long time, but finally I was ready to take my test. The night before, I decided to watch several films to stop me worrying. Not a good idea. Always get a good rest before something difficult and eat well, too. I did neither. I went to bed late, was too nervous for breakfast and, to be honest, I'm amazed I passed. 'Relax' is the key word. I was stressed the whole time. I've always thought that forty minutes with an examiner is not enough for them to decide if you pass or fail. Why aren't there regular assessments? Now, I'm happy it was only forty minutes! But if I can do it, anyone can!

11 Why did Claudia want to learn to drive?

A to become more independent
B to save money on public transport
C to socialise with her friends
D to please her parents

Underline the key words in the question and the options. You are looking in the first paragraph for a reason.

Answers and explanations

Q11 A

I don't like relying on other people.

B is incorrect. She doesn't mention money for buses.
C is incorrect. She mentions friends, but not socialising.
D is incorrect. Her parents never complained, but she doesn't mention their attitude to her driving.

Questions 12–15 → **PG** p92

NUMBER OF QUESTIONS
5 (each with four options to choose from)

TASK
One long text

SCORING
1 mark per question

About the task

- You will read a long text which is followed by five multiple-choice questions.
- Each question has four options to choose from.
- The first four questions come in the same order as the information in the text. There is usually one paragraph for each of the first four questions.
- The final question asks about the general meaning of the whole text.

What is being tested?

In this part, the multiple-choice questions may ask about:

- the detailed meaning of parts of the text.
- the writer's attitude or opinion.
- the general meaning of the whole text.

How do you do it?

BEFORE THE TASK

- Read the title and the whole text quickly to get a general understanding of the meaning.
- Read the first four questions to identify what you're looking for. Number the paragraphs where you will find the answer to each question so you can find the information easily.

DURING THE TASK

- Read the options for each of the first four questions. Underline key words that might help you find the information you're looking for.
- Deal with each of the first four questions in turn and read the correct paragraph. Mark where you think the answer is in the text, then choose the option that is closest to that. Remember that you may not see the same words in the text and the options.
- Check that the other options are definitely wrong. For example, they may be mentioned in the text, but the meaning in the text might not match the option.
- For the final question, read the options, then read the whole text again and think about the general meaning. Choose the option which matches the general meaning. If you are not sure, find the options that are definitely wrong, then choose from the others the one that seems most likely.

AFTER THE TASK

- Check your answers quickly to make sure you are happy with them.
- Make sure you have answered all the questions, even if you are not sure of the answers.

Study tips

- **Distractors**: there will usually be some word or phrase that links to the incorrect options in each question. Try not to be distracted by them.
- **Unfamiliar words**: try not to worry about a question on an unfamiliar word or phrase. You are not expected to know the meaning, so you need to use the context to work it out.
- **When answering the final question**, the correct answer will refer to the whole text, not just one paragraph. You are looking for the best summary.

How to use this page

1 Read the text and sentences A–H.
2 Review the notes for gaps Q16–20.
3 Look again at the gap for Q16. Review the answer and explanation below.
4 Turn to p93 of this Practice Guide. Review the answers and explanations for Q17–20.
5 Read the advice on p69 and think about how this could help you perform better in the task.

Example task

Questions 16–20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

You need a sentence that fits with the topic of where Molly lived before moving.

You need a sentence that links to friends or activities.

You need a sentence that links to the benefits of change.

You need a sentence that connects with transport.

You need a sentence that is a bridge between negative (previous sentence) and positive (following sentence).

Moving on

When her parents told her they were moving from the city to a small mountain village, Molly did not react well. Whereas her parents saw it as an adventure, Molly had a very different view. She had grown up in a busy neighbourhood with lots of places to visit nearby. **(16)** … She was happy at school, with great teachers and a strong circle of friends. She was definitely not looking forward to moving.

At first, life in the mountains was exactly as Molly had expected – quiet and boring, and there was no public transport. **(17)** … She depended on them to take her to school, or to the nearest town (ten kilometres away) for shopping. It was lonely and starting a new school was scary. It wasn't easy to make new friends, as her classmates already had their own little groups. Everything was new, the teachers, the classrooms, everything. And after school she had nothing to do and nowhere to go. She missed her old friends and the activities she used to do with them. **(18)** … Here, in the mountains, there were just trees and hills and wildlife.

For months, Molly was really unhappy. **(19)** … She joined a local hiking group for teenagers and found that she enjoyed walking in the mountains. She also got to know some of the other students in her class and started to feel more comfortable. They invited her to their homes, and with a new bicycle which her parents had given her, she could get around more on her own.

Moving home and moving schools is sometimes upsetting and stressful, but Molly realised that change can actually be good for us. She got to live in a whole new environment, meet another set of lovely people and learn a lot of new things. **(20)** … Whatever they are!

A As a result, she started to enjoy the peace and calm of the countryside.
B For example, they often used to go to the cinema together or for a swim at the beach.
C That's why she had made good friends in the city.
D So, she had to get lifts everywhere from her parents.
E Her parents were therefore happy with the move.
F Because of this, she is now confident about facing new challenges in the future.
G But slowly, things began to change for the better.
H She couldn't imagine living somewhere else with only a few houses and no shops.

Answers and explanations

Q16 H

She refers back to Molly. *Somewhere else* contrasts with where she lived in the city and *only a few houses and no shops* links back to *busy neighbourhood*.

Questions 17–20 → **PG** p93

NUMBER OF QUESTIONS
5

TASK
A long text with five gaps

SCORING
1 mark per question

About the task

- You will read a long text with five gaps where sentences have been removed.
- The missing sentences that fill these gaps are written below the text, in a jumbled order.
- There are also three extra sentences which do not fit any of the gaps in the text.
- You have to decide which of the eight sentences fits each of the five gaps.

What is being tested?

In this part, you need to understand the way a text is organised and how words and ideas in a sentence refer back to the previous sentence or forwards to the next sentence. These words can be:

- pronouns, e.g. **he**, **they**.
- references to people, places or ideas, e.g. **these**, **those**, **that**, **there**.
- time references, e.g. **after that**, **then**.
- vocabulary references (words with similar meanings).

How do you do it?

BEFORE THE TASK

- Read the title and the whole text quickly, ignoring the gaps, to get a general understanding of the content and how the text is organised.
- Read the eight sentences.

DURING THE TASK

- Read the text again, stopping at each gap. Read the sentence before and after the gap and think about what kind of information might be missing.
- Look at the sentences, and see if there are any ideas or words that refer to anything in the text before or after the gap. Look for pronouns, references to people, ideas or places, time references, etc.
- Choose the best sentence for each gap. Read it again with the sentence before and after the gap, to check that it fits.
- If you're not sure of an answer, then go on to the next gap.
- When you have completed all the gaps, check that the extra sentences do not fit any of the gaps.

AFTER THE TASK

- Read the whole text again, with the missing sentences in place. Make sure that it makes sense and the ideas follow each other in a logical way. If you have any doubts, check your answers again.
- Make sure you choose an answer for each gap – there is no negative marking, so make a sensible guess if you are not sure.

Study tips

- **Look at the context:** always look at the sentence before AND after the gap. There may be clues in both.
- **Focus on the first word(s):** the first word or phrase of the sentences to choose from is important. It could introduce a contrast: *But, However.* It could introduce a reason: *Because, As a result, That's why*. It might introduce a comment: *Unfortunately, Luckily*. It might be a time expression: *Later, After this*. It could introduce an example: *For example*.
- **Check pronouns:** always check the pronouns if there are any, and what or who they might refer to.
- **Think about the meaning**: the section of text must make sense and fit the text structurally and grammatically.

How to use this page

1 Read the task and the text, ignoring the gaps.
2 Review the notes for gaps Q21–26.
3 Read the text and review the answer and explanation for Q21 below.
4 Turn to p93 of this Practice Guide and review the answers and explanations for Q22–26.
5 Review the advice on p71 and think about how this could help you perform better in the task.

Example task

Questions 21–26

For each question, choose the correct answer.

You're looking for part of a phrasal verb (the verb) which is followed by *up*. Note the phrase *on a map*.

You're looking for a verb related to looking around or visiting, because it's followed by *new places*.

You're looking for a verb related to suddenly becoming aware of something.

To the island

The last time our family went away together we **(21)** … a weekend camping near a large lake, which had an island in the middle. There was a small wooden boat tied up at the edge of the water. My brother and I looked at the boat, then at the island and we grinned. We had to row over!

I'd **(22)** … the island up on a map and it was quite big with a few houses on it, and some woodland. I'd brought my camera because we loved **(23)** … new places and taking photographs of nature. So, we pushed the boat into the water and took **(24)** … rowing across to the island.

However, halfway across we ran into difficulties. Water started coming in. I usually get **(25)** … well with my brother, but that day I shouted at him: 'You said the boat was OK!' He shouted back: 'So did you!' The boat tipped over – we fell into the water and had to swim back to the shore. Then I **(26)** … something awful. We'd left the camera on the boat. It was now at the bottom of the lake!

You're looking for a verb that is followed by a time expression and verb +*-ing*.

You're looking for a noun that collocates (goes together) with *took*, and can be linked to the action of rowing.

You're looking for a preposition or particle that makes a phrasal verb with *get*. The meaning should give a contrast to *I shouted at him*.

21	**A** took	**B** spent	**C** made	**D** saved
22	**A** searched	**B** checked	**C** looked	**D** found
23	**A** researching	**B** detecting	**C** crossing	**D** exploring
24	**A** turns	**B** sides	**C** times	**D** attempts
25	**A** by	**B** along	**C** up	**D** off
26	**A** knew	**B** realised	**C** imagined	**D** reminded

Answers and explanations

Q21 B

The gap is followed by *weekend*, part of a time expression (*spent a weekend*).

A, C and D are incorrect because, although we can sometimes use them with time expressions, they do not collocate with *weekend* for this meaning.

Questions 22–26 → **PG** p93

NUMBER OF QUESTIONS
6 (with 4 options to choose from)

TASK
Short reading text

SCORING
1 mark per question

About the task

- You will read a short text with six gaps.
- You choose the word that best fits each gap from four multiple-choice options.
- Only one of the options will fit each gap, although all the options will be the same word class (e.g. all nouns, all verbs, etc.).

What is being tested?

This part focuses on your knowledge of vocabulary.
The questions may test your knowledge of:

- the correct meaning or use of a word, e.g. we tried to catch some fish (**catch** goes with **fish**).
- words that are used together in fixed phrases, e.g. we need to make progress (**make** goes with **progress**).
- words that follow verbs or nouns, e.g. meat is an important part of their diet (**part** is followed by **of**).
- phrasal verbs: either the verb, the preposition or the whole phrasal verb, e.g. he took up a new hobby (**take** + **up** = to start doing something).
- how different verbs are used in different structures, e.g. this will prevent you from getting cold (we use **prevent** + object + **from** + **-ing**).

How do you do it?

BEFORE THE TASK

- Read the title of the short text, and then read the whole text through quickly, ignoring the gaps, so you know what the text is about.
- Don't look at the options at this stage.

DURING THE TASK

- Read each text again carefully, stopping at each gap.
- If you think you know the answer, check your idea against the four options and choose the one that is closest.
- Check the words before and after each gap – look for clues such as words that are followed by particular prepositions, or words that form part of a fixed phrase.
- If you are not sure of an answer, cross out the options that are definitely wrong.
- If you are still not sure, choose the one that seems the most likely answer. You should always put an answer, as your guess may be right!

AFTER THE TASK

- Read through the text again quickly with the words in place. Does it make sense? Can you spot any mistakes?
- Make sure you have chosen an answer for each gap – there is no negative marking, so make a sensible guess.

Study tips

- **Check your chosen option**: it must always make sense in two ways. Firstly, it must fit grammatically into the sentence. Secondly, it must fit with the meaning.
- **Use your instinct**: sometimes when you read through the text for the first time, you feel that you know the word that is missing. Try not to get confused by the other options, just check through them to make sure.
- **Words with content:** remember, the focus is on these: verbs, nouns, adverbs, adjectives, or parts of phrasal verbs or similar structures. Grammatical structures before or after the gap can help you choose the correct word.
- **Options can be very close in meaning:** if you are unsure, try thinking of examples when you've heard the words before. This can help.

Writing Part 1 – Email

How to use this page

1 Read the task.
2 Review the example answer and the notes.
3 Review the Useful language below and the advice on p73 of this Practice Guide. Think about how this could help you write a good email in Part 1.

Example task

Question 1

Read this email from your English teacher, Mrs Barnes, and the notes you have made.

From: Mrs Barnes
Subject: End-of-year trip
Dear students,
I'd like to take all our class on an end-of-year day trip to celebrate the end of the summer term.
We could either go to a city or the countryside. Which would you prefer?
What kind of activities could we do on the trip?
Is the last Saturday of term OK for everyone?
Please reply soon!
Mrs Barnes

great!
say which I prefer
suggest
tell Mrs Barnes

Write your email to Mrs Barnes using all the notes.

Write about 100 words.

Example answer

uses the correct greeting

Dear Mrs Barnes,
Thank you for your email. It will be brilliant to go on an end-of-year trip. I'm really looking forward to it.
I think I'd **prefer** to go to a city like London **because** there is more for us to do. The countryside can be fun, but not in bad weather.
Why don't we spend the day at an amusement park? Everyone would love that! Or we could go to one of the big museums.
That Saturday is **fine** for me. I haven't made any plans.
Best wishes

gives a preference
gives reasons
makes suggestions
tells teacher about that day

useful **language:**

greetings and endings
Dear (Mrs Barnes), / Hi Helen, / Hi there,
Best wishes / Write back soon / See you soon

describing what you like, dislike, want and prefer
I like / love / really enjoy (the countryside / going shopping)
I don't particularly like / I'm not that keen on
I'd like/love/prefer to / I prefer doing … to …

making suggestions
Why don't we …?
How about going …?
What about doing …?
I think we should …
It's a good idea to …

offering
I'll tell my friends.
I can bring a cake.

accepting/refusing invitations, agreeing times
Thanks for inviting me. I'd love to go.
I'm sorry, I can't come.
That time is fine for me. / I'm free that evening.

explaining
I'd love to go, but I'm afraid I'm busy.
It's going to be popular because she's got a lot of friends.

TASK
Write a reply to an email in around 100 words

TIMING
Around 30 minutes

SCORING
Half the available marks on the Writing paper

About the task

- The Writing paper has two parts. Part 1 is compulsory (i.e. you must do it).
- You are given an email from an English-speaking friend with notes you have written.
- You reply to the email, including all the information in the notes, in around 100 words.

What is being tested?

This part tests your ability to use functional phrases, e.g. to suggest, accept an invitation, agree, explain, etc. in everyday written communication. You are marked on a scale of 1–5 in the following areas:

- **Content**: this must be relevant and use the ideas in the notes.
- **Communicative achievement**: your email should be written with a friendly tone if it is to a friend.
- **Organisation**: organise your ideas into clear paragraphs, and use linking words to connect your ideas.
- **Language**: use a range of grammar and vocabulary accurately and appropriately.

How do you do it?

BEFORE THE TASK

- Read the email carefully.
- Read the notes carefully – these are prompts for your reply. You must include all of this information.
- Think about what you can say each time and reasons you can give for your response to extend your writing.
- Plan your email. Think about what you will say and in what order you'll say it.

DURING THE TASK

- Start the email with a greeting.
- Make sure you address each of the four prompts. Extend your answers with reasons or further explanations.
- Use appropriate language to get the right tone.
- Link your ideas where appropriate.
- Divide your email into paragraphs – they may be short, but that's all right.
- Sign off your email at the end.
- Write around 100 words. You don't immediately lose marks for writing more or fewer than this. However, if you write fewer, you might get a lower score for content. If you write a lot more, you might lose marks for accurate/appropriate use of language.
- Leave time to read through your email. Read it once and check that the information is clear and organised/linked well. Read it a second time to check your use of language, spelling and grammar.

Study tips

Organisation

- Refer to the email you've received.
- Use separate paragraphs to deal with the different points.

Language

- Use an appropriate greeting and ending.

Content

- Make sure that what you write is relevant to the questions or points.
- Remember to explain why you can or can't do something, and give reasons for what you'd prefer.

How to use this page

1 Read each task.
2 Review the example answer and the notes for an article below, and for a story on p94 of this Practice Guide.
3 Review the Useful language for an article below and for a story on p94, and the Study tips on p75. Think about how this could help you write a good article or story in Part 2.

Example task

Questions 2–3

Answer **one** of these questions. Write your answer in about **100 words**.

2 Article

You see this announcement in your school's English-language magazine.

> **Articles wanted!**
>
> **A good friend**
>
> Write an article telling us what makes a good friend.
>
> Is it important to have the same interests as your friends?
>
> How important is it to meet friends out of school?
>
> The best articles answering these questions will be put on the website.

Write your **article**.

3 Story

Your English teacher has asked you to write a story.
Your story must begin with this sentence.
I woke up and jumped out of bed.

Write your **story**.

Example answer: article

gives a title

starts with an introduction

uses adjectives to give descriptions

A good friend

My best friend is **Holly**. **She's 15**, like me, and she's very kind and **generous**.

responds to first point

A good friend is **someone who** understands you and helps when you have problems. **Don't you agree?** Holly always knows when I'm feeling miserable or stressed, and she always tries to make me feel better.

engages the reader

answers first question

Holly and I both love the **same sports**, which is **great**. But we also have different interests, **so** I don't think it's important to share all the same hobbies with a friend.

uses linkers to make a longer sentence

uses informal language

I see Holly every day in class, and we also meet up at weekends. I think it's **important to see friends outside school** so you can relax and chat about things.

answers second question

Example answer: story → **PG** p44

useful **language: article**

Linkers for addition

and / as well as / also / too …

Linkers for contrast

but / although / however …

Linkers for giving reasons

so / that's why / because / as …

Giving opinions

I think … / In my opinion, … / For me, …

Useful language: story → **PG** p94

About the task

- In Part 2, you write either an article or a story.
- In the article task, you read an advertisement asking for article on a particular topic.
- You use the questions in the advertisement to write your article.
- In the story task, you are given the first sentence of a story.
- If you choose to write the story, you continue it in around 100 words.

TASK
Write an article **or** story in around 100 words

TIMING
30 minutes

SCORING
Half the available marks on the Writing paper

What is being tested?

This part focuses on testing your ability to write a longer text using appropriate language.
You are marked on a scale of 1–5 in the following areas:

- **Content:** this must be relevant to the questions asked in the advertisement, or the first line of the story.
- **Communicative achievement:** your text must read like an article or feel like a story, and should be interesting.
- **Organisation:** organise your ideas into clear paragraphs, and use linking words to connect your ideas.
- **Language:** use a range of grammar and vocabulary accurately and appropriately.

How do you do it?

BEFORE THE TASK

- Read the instructions carefully and decide which task you want to complete.
- Think about what you can write about and make some notes.
- Organise your ideas into a plan. Think about how you'll start and end your article or story.

DURING THE TASK

Article

- Write a title. This will help you to be clear what your article is about.
- Engage the reader – use I/you/we, communicate directly with the reader, use contractions and informal words/phrases.
- Make sure you answer all the questions in the advertisement in your article.
- Use friendly language (e.g. neutral or less formal phrases).

Story

- Organise your ideas into paragraphs – beginning, middle and end. Link your ideas.
- Use narrative tenses and time sequencers to make the order of events clear to the reader.
- Use language (e.g. adjectives, verbs and adverbs) to describe people, actions and how they feel.
- Use direct speech to help bring the story to life.

Study tips

- **Choosing an option:** think carefully before you choose the **article** or the **story.** Which is more interesting to you? Which can you write more easily about?
- **Organisation:** answer all the questions in the **article**, or write clear paragraphs which give different events in the **story**.
- **Content**
  - Make sure you answer all the points in the **article**, or don't change the first sentence in the **story**.
  - Try to make the article or story interesting for the reader.
  - Don't change the name or pronoun you are given in the first sentence in the rest of the **story**.
  - Give the **story** a clear ending which is interesting, surprising or amusing if possible.
- Don't forget to check your work when you have finished.

Listening Part 1 – Multiple choice (pictures)

How to use this page

1 Read Q1 and look at the notes on it.
2 PG01 Listen to Q1 and review the answer and explanation below.
3 Turn to p95 of this Practice Guide. Read Q2–7 and underline the important words.
4 Look at the pictures for Q2–7. Think about the vocabulary you might hear.
5 PG02 Listen to Q2–7 and review the answers and explanations on p96.
6 Read the Study tips on p77 and think about how this could help you perform better in the task.

Example task

Questions 1–7

For each question, choose the correct answer.

1 How will the boy's family travel to London?

Think about what might be said about the ways of travelling. What might influence a choice of transport?

A



B



C



Listen for references to the three types of transport and what is said about them. They may not be mentioned in the order of the images.

Answers and explanations

Q1 B

Travelling by car is mentioned negatively at first, but then is chosen at the end.

A is incorrect. The bus is mentioned as an alternative to the train, because some work is happening on the line, but isn't how they will travel.

C is incorrect. It's expensive and they'd also have to get a bus for part of the journey.

Audioscript PG01

A: You're going to London for the weekend, aren't you?

B: Yes. We're leaving on Friday. I'm really looking forward to it!

A: It's a long journey by car. On Fridays, there are usually traffic jams.

B: I know! But if we go by train, it's very expensive. Also, this Friday there's a bus between two stations because they're doing some work on the line.

A: That's a shame. Perhaps the roads won't be too bad.

B: Yes, we're going to leave early to try to miss the traffic. It might be a long day!

Questions 2–7 → **PG** pp95–97

NUMBER OF QUESTIONS
7 (with 3 picture options to choose from)

TASK
7 short recordings

SCORING
1 mark per question

About the task

- You will hear seven short recordings. Each one will either be a conversation or a monologue.
- For each recording, there is one question and three picture options, A–C.
- You choose the picture which answers the question.
- You will hear each recording twice.

What is being tested?

This part focuses on testing your ability to listen for specific information.

How do you do it?

BEFORE THE TASK

- Read each question. Underline key words if it helps you, but focus on what you need to listen for.
- Look at each picture and think about what you can see, and what vocabulary you might hear in the recording. This will help you to prepare for what you'll hear.

DURING THE TASK

- Listen carefully to each recording from the beginning to the end.
- Choose the picture which gives the correct answer.
- Take care! The speaker(s) will mention each of the pictures, but only one answer will be correct. Don't choose an option because it's the first thing you hear.
- Listen for the second time and check your answers, focusing on the key information. Make sure you haven't been distracted by the incorrect answers.

AFTER THE TASK

- Mark the option you think is correct clearly on your answer sheet. (Note: you have six minutes to do this.)
- Make a guess if you're not sure.

Study tips

- **Predict vocabulary**: when you read the question and look at the pictures, think about the sort of vocabulary you might hear, e.g. picture of someone swimming – *pool*; a car – *roads*, *traffic jams*; a rocket – *space*, etc.
- **Distractors:** remember that all three options will be mentioned, but only one will answer the question.
- **Listen for context:** listen carefully. Sometimes the option you need might be mentioned negatively first and then come up again as positive.
- **Questions about detail:** questions may ask about practical things, e.g. prices, times, dates, places, gifts, activities, etc.
- **Order:** sometimes a question will ask about the order of activities, e.g. which will the person do first or last. Listen for clues in the time words: *then, before that, afterwards*, etc.

Listening Part 2 – Multiple choice

How to use this page

1 Read Q8 and review the notes on it.
2 PG03 Listen to Q8 and review the answer and explanation below.
3 Read the context sentences, and the questions and options in Q9–13. Think of what you need to listen for.
4 Underline the key words in Q9–13, and the the options.
5 PG04 Listen to Q9–13 and review the answers and explanations on p98 of this Practice Guide.
6 Read the Study tips on p79 and think about how this could help you perform better in the task.

Example task

Questions 8–13

For each question, choose the correct answer.

8 You will hear two friends talking about a school trip. What do they agree about?
A They had too much work.
B The painter's work was interesting.
C The day was too long.

Listen for words and phrases that are paraphrases for agreeing or disagreeing.

Underline the key words in the options.

9 You will hear two friends talking about a nature documentary. How did Zainab feel about it?
A surprised by the photography
B pleased she watched it
C confident Manar will like it

10 You will hear a boy talking to a new student at his school. What is he doing?
A explaining who to ask for help
B reminding him where the classrooms are
C making him feel welcome

11 You will hear two friends talking about a birthday celebration. What does Basma think about the plans?
A They should change the time.
B They should invite more people.
C They should tell Kira about it.

12 You will hear two friends talking about a competition. What does the boy worry about most?
A losing another match
B getting hurt
C being fit enough

13 You will hear two friends talking about a phone. What does Talal think?
A Ahmed needs a new phone.
B Ahmed doesn't have a problem with his phone.
C Ahmed should get someone to check his phone.

Answers and explanations

Q8 A

Q8 asks about agreement. The boys agree with each other. *Yes – all that work wasn't necessary! You're right. I had to finish it off after dinner.*

B is incorrect. The second boy says that *he's OK, but …* and gives a negative comment: *but a lot of his paintings look the same to me.*

C is incorrect. The first boy complains about the time, but the second boy says: *I didn't mind, though.*

Audioscript Q8 PG03

A: It was a good trip to the art gallery last Friday. I really like that painter.
B: Yes, he's OK, but a lot of his paintings look the same to me!
A: It took ages to get there, though, and back. We didn't get home until 5.30.
B: I know. I didn't mind, though. I did most of the homework Miss Robins gave us about the trip on the coach home.
A: Yes – all that work wasn't necessary!
B: You're right. I had to finish it off after dinner.

Questions 9–13 → PG p98

NUMBER OF QUESTIONS
6

TASK
6 short dialogues

SCORING
1 mark per question

About the task

- You will hear six short dialogues.
- For each dialogue, there is one question or one sentence stem and three options, A–C.
- You listen to each dialogue and choose one correct answer for the question.
- You will hear each recording twice.

What is being tested?

This part focuses on testing your ability to listen for gist (i.e. the general meaning).

How do you do it?

BEFORE THE TASK

- Read the question or sentence stem. Underline key words if it helps you, but focus on what you need to listen for.
- Read the options and think about the difference between them. Underline the key words to help you remember these.

DURING THE TASK

- Listen carefully to each dialogue from the beginning to the end.
- Focus on what you need to listen for. It could be agreement, an opinion, feelings or purpose.
- Choose the option which gives the correct answer.
- Take care! The speaker(s) will mention each of the options, but only one answer will be correct. Don't choose an option because it's the first thing you hear.
- Listen for the second time and check your answers. Make sure you haven't been distracted by the incorrect answers.

AFTER THE TASK

- Mark the option you think is correct clearly on your answer sheet. (Note: you have six minutes to do this.)
- Make a guess if you're not sure.

Study tips

- **Distractors:** try not to be misled by distractors. The wrong options will be referred to in some way in the recording (e.g. the mention of the painter in Q8), but do not answer the question.
- **Listen for gist:** questions may ask about the general meaning of what you hear. There will be clues in what the speakers say, maybe in more than one sentence or phrase.
- **Agreement/Disagreement:** listen for phrases like 'I know what you mean' or 'You're right', but be careful because sometimes this is followed by a contrast word, e.g. *but,* and a negative comment. Sometimes the information you need may not be at the start of the next turn, but later, e.g. 'I quite admired *that*'.
- **Feeling**: listen for paraphrases of the adjectives given in the options, e.g. 'A lot of people came to my party, which was great!' could be phrased as: 'She was pleased that …' in a question or option.
- **Purpose:** this will often ask about a function such as suggesting, advising, instructing or reminding. There may be more than one clue to the answer in the recording. The question may be phrased as 'What is the boy doing?' or 'Why is the man talking to the boy?'

How to use this page

1 Read the task and review the notes.
2 PG05 Listen and review the answers and explanations below.
3 Read the Study tips on p81 of this Practice Guide and think about how this could help you perform better in the task.

Example task

Questions 14–19

You will hear a woman called Leila Danton telling a group of students about her work as a writer for television.

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

Leila's ambition to become a TV writer started when she was **(14)** ..... years old.

You're listening for a number (an age) because of *years old*.

At college Leila decided she wanted to write **(15)** .....

You're listening for a noun, singular or plural, because it comes after *write*.

The stories Leila likes writing most are about a **(16)** .....

You're looking for a singular noun that is the topic of *stories*.

Leila won an award which was a gold **(17)** .....

You're listening for a noun that can be described as being *gold*.

Leila usually gets ideas when she's at her **(18)** .....

You're listening for a place because it's after *at her*.

Leila decided to call her recent stories **(19)** .....

You're listening for a name of some stories.

Answers and explanations

Q14 12 / twelve (*at the age of **12**, I decided …*)
Audio cue: *Then later*
Distractor: *6 / six* (her first short story)

Q15 children's programmes / programs (*it was **children's programmes** that interested me*)
Audio cue: *I went on to study creative writing at college*
Distractor: *police dramas* (many of the other students wanted to write these)

Q16 fox (*My favourite programme has stories with a **fox** called Lexi*)
Audio cue: *I prefer writing stories that can teach children important things*
Distractor: *princess* (another story)

Q17 keyboard (*But a gold **keyboard**!*)
Audio cue: *I actually won an award for that story*
Distractors: *statue*, *pen* (what she didn't get)

Q18 aunt's house (*Most often I think of stories at my **aunt's house***)
Audio cue: *So, where do I get my ideas?*
Distractor: *I sit at my screen at home*

Q19 Dreamland (*The stories are about a place called **Dreamland**, that's all one word, and it's the name I've chosen for them*)
Audio cue: *Right now I'm doing something that I hope will help parents*
Distractor: *Bedtime* (an alternative title that she decided against)

Audioscript PG05 → **PG** p99

NUMBER OF QUESTIONS
6

TASK
A monologue

SCORING
1 mark per question

About the task

- You will hear a monologue.
- There are six sentences in a set of notes to complete.
- You listen to the monologue and complete the sentences or notes with one or two words, or a number or a date or a time in each gap.
- You will hear the recording twice.

What is being tested?

This part focuses on testing your ability to listen for specific information.

How do you do it?

BEFORE THE TASK

- Read the sentence that tells you who's speaking and what they're speaking about. It'll help you understand the context and prepare for what you'll hear.
- Read the sentences or notes and think about what kind of information is missing in each gap, e.g. a number, a date, an object, a place.

DURING THE TASK

- Listen carefully for the information in each gap, e.g. a number, a date, an object, a place, etc. The written information is in the same order as the information in the recording.
- Don't just write down the first answer you hear. The speaker will probably mention two or more different things that could fit the gap, but only one will be the correct answer. If you're not sure, write down the possible answers.
- Write down the exact word(s), numbers, dates or times you hear in the recording. Less common names will be spelt for you.
- In the second listening, check your answers are correct and that the word fits the notes/sentence. If you're not sure between two possible answers, listen carefully and decide which is the correct answer.

AFTER THE TASK

- Read the sentences or notes and check that they make sense. Make a guess if you're not sure.
- Check your spelling is correct. Words which are spelt out in the recording must be correct.

Study tips

Question wording: the questions are a paraphrase of what you hear.

Cues: there will usually be a cue in the recording: words or phrases to show that what you are listening for is about to come up.

Grammar: check the sentence – do you need to include an article (*a/an* or *the*) from the audio? The answer must fit the sentence grammatically.

Numbers: you can write these as numerals (e.g. *12* instead of *twelve*). It's quicker.

Spelling: correct spelling is important. Sometimes with a more difficult word, it will be spelt out for you in the recording.

Distractors: there will usually be a distractor for each answer. This will be the same type of word as the answer, e.g. a name or a place.

Speaking Part 1 – Introduction

How to use this page

1 Read the example questions. Think about how you would answer.
2 Review the example answers and the notes.
3 Review the Useful language below and the Study tips on p83 of this Practice Guide. Think about how this could help you in the Part 1 introduction task.

Example task

Phase 1: Standard questions

What's your name?
How old are you?
Where do you live?
Who do you live with?
Where do you come from?

These questions are regularly asked. Answer the questions with short answers.

Phase 2: Questions about likes, dislikes, routines, activities, etc.

Think of a film and say why you like it.

Tell us about a film you like.

What do you usually do at the weekends?

Think about your weekends. Say something about what you regularly do: activities, routines, etc.

What's your favourite subject at school?

Say what you like studying and why you enjoy it.

Do you prefer the summer or the winter?

Say what you like about one and what you don't like about the other. If you like both, say so!

Example answers

Tell us about a film you like.

I really like the film *Funny Animals 2*. I like the first film, too, but that's my favourite. The story and the effects are brilliant!

good length: not too short, not too long; not a 'learnt' answer; includes a reason and an example

What do you usually do at the weekends?

I love the weekends because I can spend time with my family. I often go shopping with my friends and I like to watch sports on TV.

good length; includes a reason and two examples, and a comment about weekends in general

What is your favourite subject at school?

I'm sorry – could you repeat that, please?

asks for repetition, politely; much better than remaining silent or answering a question that wasn't asked

OK. Well, my favourite subject at school at the moment is history. I love learning about the past, and I'd like to be a history teacher one day! Our history teacher is very good.

good length, with two reasons and a comment

Do you prefer the summer or the winter?

That's an interesting question. I like both seasons. They have good and bad points. I mean, I like the sun in the summer, but sometimes it gets too hot. I also like the snow in winter, but I don't like feeling cold when I walk to school!

good length; refers to and comments on the question, and gives reasons

useful language:

talking about likes and dislikes

My favourite … is …
I really love …
I like a lot of …, but my favourite is …
I like both, but I prefer to …
I enjoy …, but I'm not very good at it.
I'm not very keen on …

giving reasons

That's because …
The main reason is …

responding to difficult questions

I'm sorry – could you repeat that, please?
That's an interesting/difficult question.

About the task

- There are two teachers. One speaks to you, and the other one just listens.
- You and your partner answer personal questions in turn.
- You will answer questions about personal details, daily routines, likes and dislikes, etc.
- You don't need to speak to your partner in this part. You just speak to the teacher.

TASK
Answering personal questions

TIMING
About 2 minutes

SCORING
Marking takes place throughout

What is being tested?

This part focuses on your ability to give basic information about yourself.
The teachers mark you on your use of the following:

- **Grammar and vocabulary:** try to use a range of simple sentences accurately. Try to use more complex sentences as well, but don't worry about making mistakes.
- **Discourse management:** this means answering the question by giving more than just a one- or two-word answer, even if you hesitate. It also means linking ideas using a range of linking words.
- **Pronunciation:** this includes individual sounds, word stress and sentence stress, but the important thing is that you can be understood easily.
- **Interactive communication:** this means responding to and interacting with another person. In Part 1, this means listening carefully and answering the questions.

How do you do it?

BEFORE THE TASK

- Take a deep breath and try to relax.
- Get ready to listen carefully.
- Remember that the teacher is interested in what you have to say. Imagine you're having a normal conversation with them.

DURING THE TASK

- Listen carefully to the question. If you don't hear it, ask them to repeat it.
- The first questions will always be about your name, where you're from and your work/studies. The teacher will then ask you further questions on different topics.
- Answer each question and give a little more information. You don't need to give very long answers, but make sure they're more than a few words.
- Try to speak without too much hesitation and with appropriate pronunciation.
- Try to use a range of everyday vocabulary and grammar without too many errors.
- The teacher will ask you and the other candidate in the room questions separately. You don't need to talk to the other candidate.

Study tips

- Answer the question, giving a reason and an example.
- Add some extra information to make your answer interesting.
- Try not to give very short answers such as 'I watch the TV.' Give some details, but you don't need to talk for very long.
- Say something, even if it's just 'I'm sorry, I've never thought about that before.'
- Refer to or repeat the question – it helps you to focus and gives thinking time.
- Ask the teacher to repeat a question if you don't hear or understand it.
- These questions are personal, so you know the answers!

Speaking Part 2 – **Individual long turn (photo)**

How to use this page

1 Read the task. Think about what you would say.
2 Review the example answers and the notes.
3 Review the Useful language below and the Study tips on p85 of this Practice Guide. Think about how this could help you in the Part 2 individual long turn task.

Example task

Your photograph shows people spending time together outside.
Please tell us what you can see in the photograph.



This is the task for Candidate A. Candidate B will be given a different long turn task.

Example answer

Starts the description clearly

In the centre of the photograph, there are two people. **I think** it's a mother and her young son. The boy **is learning** to ride a bike and his mother is helping him. She is holding the bike and walking beside him because he might fall off. They are both smiling. The boy is enjoying learning how to cycle and his mother is happy, too. The boy's bike is red and he is wearing a yellow – **I'm not sure of the word**. **It's a hat that** protects your head when you're on a bike. So he is safe. They are on a road that goes through a park. **On the right** and **on the left** of the road, or path, there is grass and I can also see a lot of trees. There aren't any other people in the picture, so it's a good time for the boy to practise. The weather is fine. It isn't raining and I don't think it's cold because they aren't wearing thick clothes. It's a nice day in the park!

Gives opinion

Uses present continuous to describe actions

Explains that some vocabulary is unknown

Explains the word in a different way

Gives location in the photograph

Good length, and the answer is clear and well ordered. It moves from the people to the activity, to the location, to the weather and clothes. Ideas are well linked and the speaker deals with unknown vocabulary well. It finishes with a general comment.

useful **language:**

parts of the photograph

At the top, …
In the background, …
On the right/left, …
Behind the …
In the middle, …
In front of …

linking ideas

and / because / so / also / as well as …

giving an opinion

I say that because …
I think …
Perhaps …
They might …

dealing with words you don't know

I'm sorry, I don't know the word.
I'm not sure of the word.
It's when you …
It's the thing that …
It's someone who …

About the task

- You have the chance to speak on your own for one minute.
- The teacher will show you a photograph.
- You describe what you can see in the photograph for one minute.

TASK
Describe a photograph for one minute

TIMING
One minute

SCORING
Marking takes place throughout

What is being tested?

This part focuses on testing your ability to speak for a longer period of time.
The teachers mark you on your use of the following:

- **Grammar and vocabulary:** try to use a range of simple sentences accurately. Try to use more complex sentences as well, but don't worry about making mistakes.
- **Discourse management:** this means speaking for longer, even if you hesitate, with relevant information about the photograph. Your ideas should be organised and linked.
- **Pronunciation:** this includes individual sounds, word stress and sentence stress, but the important thing is that you can be understood easily.
- **Interactive communication:** in this part, it means listening to the instructions. It also means listening to what your partner says, but you don't need to respond to them.

How do you do it?

BEFORE THE TASK

- Look quickly at the photo and think about what you can see.

DURING THE TASK

- Describe the people's appearance, their actions, the place and any objects you can see. You only need to describe what you see.
- Try to speak until you are stopped, but don't worry if you stop before the minute is finished. You will be prompted you to say more.
- Try to speak without too much hesitation, and with appropriate pronunciation.
- Try to organise your ideas clearly so that you describe each thing in turn rather than jumping from one thing to another and back again.
- Try to link your ideas.
- If you're not sure of a word to describe something in the photo, paraphrase it (i.e. use different words to explain it).
- Try to use a range of vocabulary (e.g. adjectives), and grammar without too many errors.

Study tips

- **Describing the photo**
  - Try not to give a list of what you see, but make sentences, giving reasons and linking ideas.
  - Imagine you are describing the photo to someone who can't see it.
- **Words you don't know:** don't worry about these – explain that you don't know what something is called and use a different way to say what you want, e.g. *You use it when …*
- **If you run out of ideas:** try to keep talking until you are stopped, but if you need to fill some time, think about whether you've talked about everything – people, place, clothes, weather, actions, feelings, etc.
- **If you have forgotten to mention something:** you can say, for example, 'Going back to the weather, it …'

How to use this page

1 Read the example task. Think about points you could make.
2 Review the example answers and the notes.
3 Review the Useful language below and the Study tips on p87 of this Practice Guide. Think about how this could help you in the Part 3 collaborative task.

Example task

A girl wants to give her grandmother a 70th birthday present. She doesn't have much money.

Here are some things she could give her.

Talk together about the different presents the girl could give her grandmother, and say which would be best.

Think about what is appropriate for the grandmother's age.

Remember this when you choose a present.

You need to interact here, not take turns to give ideas.

A 70th birthday present for Grandma



Example answer

A: **So, we have to talk about** which present the girl should buy for her grandmother's 70th birthday. **Shall we start with** the tablet? **What do you think?**

repeats question

chooses a starting point

involves partner

B: I think **that's a great idea**.

A: But perhaps she's already got one.

B: Everyone likes a new version. It will cost a lot, though.

agrees, responds to partner

A: A new one will, yes! A big bunch of flowers is a nice idea, and cheaper.

B: But they don't last. **How about** the photographs? Then the grandmother can remember lots of special events.

makes a suggestion

A: I agree. That's a possibility. I'm not sure about a T-shirt, **are you?**

B: No, not really. Maybe a T-shirt with special words on it. That could be great.

A: That's true. Like a heart with all the family members' names in it.

B: Yes, I like that, and it's quite cheap. We haven't thought about the afternoon tea. I know my grandmother loves afternoon teas. With cakes and sandwiches.

uses question tag to involve partner

A: I'd like that myself! If she likes sweet food, then the chocolates might be nice, too.

B: But everybody buys chocolates. People often buy them when they can't think of anything else!

A: OK. You're right about things that last. Chocolates, flowers and afternoon teas are nice, but they don't last. I think things for the bath are the same.

B: I agree. Although I think the memory of the afternoon tea is something special. But **for me** the photographs are probably the best present that doesn't cost a lot.

gives opinion

A: Yes, **let's go for** those.

makes a decision

Useful language: → **PG** p100

About the task

- In Part 3, the teacher will describe a situation where a person or some people have to make a choice. They will give you some picture prompts and ask you to discuss a question.
- You and your partner discuss the question, using the picture prompts to help you.

TASK
Discuss a situation and try to agree on an answer

TIMING
3 minutes

SCORING
Marking takes place throughout

What is being tested?

This part focuses on testing your ability to interact with your partner, give opinions and suggestions, and work together towards an agreement.

You will be marked on your use of the following:

- **Grammar and vocabulary:** try to use a range of simple sentences accurately. Try to use more complex sentences as well, but don't worry about making mistakes.
- **Discourse management:** this means speaking fluently without a lot of hesitation or repetition and making sure you try to discuss the situation. You should also organise your ideas and link them.
- **Pronunciation:** this includes individual sounds, word stress and sentence stress, but the important thing is that you can be understood easily.
- **Interactive communication:** this means taking control of the conversation but also making sure your partner has a chance to speak. It means giving your ideas, asking your partner for his/her ideas and responding.

How do you do it?

BEFORE THE TASK

- Listen carefully, as the situation will be explained to you and you will be give you a set of picture prompts.
- Look quickly at the picture prompts and think about what you can see.

DURING THE TASK

- Discuss each picture with your partner and decide which one best answers the question.
- Interact with your partner and keep the conversation going. Listen and respond to their ideas.
- You won't lose marks if your partner is quiet, as long as you ask them some questions and respond.
- Give reasons for your ideas.
- You don't need to talk about all the pictures in the time you are given. What is important is that you have a good discussion.

Study tips

- It's important to involve your partner by asking for their opinion or responding to their suggestions.
- Try to think of reasons why a prompt is a good idea or not, and not just say 'That's not a good idea'.
- You don't need to complete the task – it is the discussion that is important. Therefore, it's not necessary to go through all the pictures.
- If you have a lot to say about one prompt, keep talking about it. Don't rush round the pictures and say very little about each one.

Speaking Part 4 – **Discussion**

How to use this page

1 Read the example questions. Think about points you could make.
2 Review the example answers and the notes.
3 Review the Useful language below and the Study tips on p89 of this Practice Guide. Think about how this could help you in the Part 4 discussion.

Example task

These will refer back to the Part 3 collaborative task. They will ask about your personal opinions, habits, likes and dislikes, etc.

Example questions

1 Would you like to receive any of these presents? Why / Why not?
2 Do you usually buy presents for your friends and family?
3 Do you think it's important to spend a lot of money to get a good present for someone?
4 Would you prefer to get a lot of small presents, or one big one?
5 How often do you send cards to people for birthdays or other celebrations?

Example answers

Would you like to receive any of these presents? Why / Why not?

A: **Oh yes! I'd love** a new tablet. Mine is really old now, and I use it a lot. And I always love to get chocolates, but I eat them too quickly.

good answer, gives a reason and two comments

Do you usually buy presents for your friends and family?

B: I usually buy presents for my parents and brother and sister, and my best friend. I've got a lot of cousins and I can't afford to buy something for everyone! Sometimes my friends collect money to buy a present for someone. That's OK.

good length, answers the question, gives a reason and extends by adding a personal comment

Do you think it's important to spend a lot of money to get a good present for someone? Discuss together.

A: **No, I don't.** Sometimes just a small thing makes people happy. **What do you think?**

B: **I completely agree.** If you think carefully about the person, you know, the things they like, you can buy something cheaply which they will love. My mum loves books and I bought her a book by her favourite writer. It wasn't expensive and she was very happy.

A: **What a good idea. Also**, you can make something. That doesn't cost anything. I like art and I drew a picture of my friend's cat for her birthday. She loved it.

B: **That's a lovely idea!**

good interaction, asking for opinion and responding, agreeing and adding, giving reasons and examples

useful **language:**

referring to the question and agreeing or disagreeing

Yes, I think that's a good idea.
No, I'm afraid I don't agree.
That's a great question.
I've never thought about that before.

giving reasons

I say that because …
The reason I say that is …
That's because …

giving examples

For example, …
Once, when I was …
You see, if you … then you …
Here's an example …

responding to your partner

I completely agree with you.
Yes, I think you're right.
I think exactly the same.
I'd just like to say …
I would add that …
You've got a good point, but …
I have a different opinion. I think …

TASK
Answer questions about likes, dislikes, experiences, opinions, etc.

TIMING
3 minutes

SCORING
Marking takes place throughout

About the task

- In Part 4, you will be asked questions related to the topic discussed in Part 3.
- You might answer a question by yourself or answer the same question as your partner after they finish. The teacher might also want you to discuss one or more questions together.
- Usually the teacher asks you to answer the question, or shows you with their hand who they want to answer.
- You might be asked several questions or just one or two.
- The teacher doesn't take part in the discussion. They ask the question and then you, or you and your partner, answer.

What is being tested?

This part focuses on testing your ability to discuss your likes, dislikes, habits and opinions.

You will be marked on your use of the following:

- **Grammar and vocabulary:** use a range of simple sentences accurately. Try to use more complex sentences as well, but don't worry about making mistakes.
- **Discourse management:** this means speaking fluently without a lot of hesitation or repetition and making sure you try to answer the questions. You should also organise your ideas and link them.
- **Pronunciation:** this includes individual sounds, word stress and sentence stress, but the important thing is that you can be understood easily.
- **Interactive communication:** this means taking control of the conversation, but also making sure your partner has a chance to speak if you are asked to discuss a question together.

How do you do it?

BEFORE THE TASK

- Quickly think about your own likes/dislikes, views and experiences of the topic in Part 3 to help prepare yourself to answer any questions about this.

DURING THE TASK

- Listen carefully to the question. Ask the teacher to repeat it if you need to hear it again.
- Answer the question and then extend your answer. Give reasons, explanations or examples.
- Listen carefully to what your partner says as you might be asked to comment on it.
- If the teacher asks you to discuss your answers with your partner, ask them a question or respond to their answers.

Study tips

- Many of these questions will be personal questions. So, you know the answers! This is the last part, so relax.
- Listen carefully to the question. You can ask the teacher to repeat it if you don't hear it, but he/she can't rephrase or explain the question.
- Try not to give very short answers. Think of a reason, an example and maybe a comment. It's better to speak for too long than for too little time.
- When giving your opinion, remember that there are no right or wrong answers.
- If you can't answer a question, say so, but don't stay silent. The teacher needs to hear your language to assess you.
- If you are asked to discuss a question with your partner, as for Part 3, try not to talk all the time, but give your partner a chance to speak.

← **PG** p62

Questions 2–5

2

Jake – the match starts at 6 p.m. not 5!
Let's meet at 5.30 to get a good seat. Mark

A The match will be earlier than they thought.
B They haven't reserved seats.
C Mark might be late for the match.

3

Keep in a cool, dry place. When opened, put in the fridge and use in three days.

A Store it in the fridge until you want to open it.
B Eat it immediately when you open it.
C Don't use it after it has been in the fridge for more than three days.

4

Tennis competition

Students who can take part, please tell Coach Lena before the end of Wednesday. For doubles matches, choose your partner or ask Lena to give you one.

The notice says that
A the tennis competition will take place on Wednesday.
B you need to inform the tennis coach if you can't play.
C it doesn't matter if you haven't got a partner for doubles matches.

5

Wanted – help in garden!

We need someone to water our plants once a day on Monday and Thursday next week. Contact Sue on number below for rate of pay.

A The pay for watering the plants is given below.
B A person to water the plants is needed twice a week.
C The plants need watering more than once a day.

Answers and explanations

Q2 B

Mark wants to *get a good seat*, so they haven't *reserved* any yet.

A is incorrect. It's at 6, not 5, which is an hour later, not earlier.

C is incorrect. 5.30 refers to the suggested meeting time before the 6 p.m. start, not when Mark is getting there after a 5 p.m. start.

Q3 C

The label says *use in three days*, and that is after putting it in the fridge, which is after opening it.

A is incorrect. It goes in the fridge after opening (*When opened*), not before.

B is incorrect. You have three days to eat it – *use in three days*.

Q4 C

You can choose your partner, or the coach can *give you one*.

A is incorrect. Lena needs to know names on Wednesday – it's not the day of the competition.

B is incorrect. You need to tell the coach if you can and want to.

Q5 B

The care of the plants is for *Mondays and Thursdays*.

A is incorrect. It's the contact number that is given, not the rate of pay.

C is incorrect. The watering is needed once a day. 'More than once a day' isn't mentioned.

Answers and explanations

← **PG** p64

Q6 E

Her age is suitable (14–18). No public performance. She'll learn technical skills (*theatre skills, including lights …*). Course lasts a week and is *local* (Ella wants something near her home).

Incorrect: A – a week's course, but is away. B – involves stage design, but it is focused on writing. C – age is OK, but it's not a week's course. D – age is OK and some courses are for a week, but it is focused on writing. F – age is wrong, it's for a month and there's no acting. G – age is OK but it's acting and no tech, not a week's course, and involves a performance. H – it involves travel, it isn't for a week and there will be a performance.

Q7 G

It suits her wishes – age, it's in August, it's regular and her singing might be useful, too.

Incorrect: A – it's a week, not regular; other needs are OK. B – OK, but performances will be in September when she's back at school. C – OK, but no performing and she is just too old (open to under eighteens). D – courses only one or two weeks and no performing. E – not regular, no performing. F – weekends only, no performing. H – not regular (involves six weeks away).

Q8 B

Age is fine, requires no experience, is regular and there's an opportunity to write.

Incorrect: A – wrong age, and is a week, not regular. C – regular and there are discussions, but no writing. D – involves writing but is for one or two weeks. E – age OK, but is for a week, without a performance. F – age isn't right. G – he hasn't acted before. H – not regular (involves six weeks away) and no writing.

Q9 F

Toby doesn't want to act and would like a job/activity during the summer linked to drama and to see some plays. He's the right age and would enjoy the question-and-answer sessions with actors.

Incorrect: A – only for one week and it doesn't involve seeing plays. B – focus is on writing, not seeing plays. C – there are theatre trips, but he is too old. D – talks about a hobby related to drama, but it is a short course focused on writing. E – involves seeing rehearsals, but he is too old. G – is about performing only. H – mentions a job, but only for the future.

Q10 D

She's keen to write, with time in August. She has some experience and is the right age.

Incorrect: A – she is too young, she doesn't like acting and only has time in August. B – includes writing, but Alice doesn't like acting and the timing is wrong. C – there is no writing. E – focus is on theatre skills, but no writing. F – timing is OK, but age is wrong and no writing. G – timing and age OK, but no writing. H – age OK, but no writing and timing wrong (six weeks).

← **PG** p66

12 How did Claudia feel after her first lesson?

A worried about the cost

B keen to take more lessons

C surprised by the difficulty

D encouraged by her instructor

13 In the third paragraph Claudia says that she

A listens to suggestions.

B needs to be patient.

C gets angry with other drivers.

D admires instructors.

14 What is Claudia doing in the final paragraph?

A explaining how she passed the test

B advising people how to prepare for the test

C complaining about how long the test took

D describing how she felt after the test

15 What might Claudia post about learning to drive?

A 'I can now drive all my friends around other friends' houses and meetings, and I'll be very popular.'

B 'Anyone can learn to drive in a few weeks if they concentrate and practise a lot – it's not that hard.'

C 'I appreciate all the help and advice my parents have given me, particularly just before my test.'

D 'I'm glad I did it, in spite of all the worries, and I really benefitted from the experience in many ways.'

Answers and explanations

Q12 C (*It was harder than I'd expected.*)

Q13 D We infer from her comments that she admires them (*… which they do well. They stay so calm, … Amazing!*)

Q14 B (*Not a good idea. Always get a good rest before something difficult and eat well, too … 'Relax' is the key word.*)

Q15 D It summarises her attitude to learning to drive, with references to information from several parts of the text.

Answers and explanations

← **PG** p68

Q17 D

So introduces a result. This follows from *there was no public transport*. This implies that she needed her parents' help to travel. The following sentence – *she depended on them to take her to school* – is another clue: *them* refers back to *her parents*.

Q18 B

For example introduces what she used to do with her friends. *They* in the added sentence refers back to *her old friends* and *them*. The beginning of the next sentence, *Here,* suggests a contrast between now and what she could do before.

Q19 G

Things began to change is the bridge between negative and positive: Molly was unhappy, and then she joined a local hiking group. *Change for the better* connects with the following sentence, *she … found that she enjoyed …*

Q20 F

This refers back to the new things she's learnt. The following sentence, *Whatever they are!,* refers back to *new challenges*.

The incorrect sentences are:

A This doesn't fit anywhere. Context tells us that it might go in the final two paragraphs, but *as a result* suggest that an activity or change happened before the sentence.

C We aren't given any reasons why Molly made friends in the city.

E Nothing is mentioned about her parents' attitudes. *Therefore* suggests a reason in the previous sentence and there is nothing to give us that.

Answers and explanations

← **PG** p70

Q22 C

looked is correct. It is part of the phrasal verb, *look up*, meaning to find a reference or information.

A is incorrect: *searched* would need to be followed by *for*. B is incorrect: *checked* would need *out* to form a relevant phrasal verb. D is incorrect: *found* would not be followed by *up*.

Q23 D

exploring is correct. *Explore* means to look around a new place, usually for fun.

A is incorrect: *researching* implies studying somewhere before visiting it, or just finding the information. B is incorrect: *detecting* means finding something specific. C is incorrect: *crossing* implies going from one side to another, often with a specific purpose.

Q24 A

turns is correct. *Take turns* is an expression meaning first one person, and then another, which makes sense while rowing.

B is incorrect: *take sides* means to have the same opinion in an argument. C is incorrect: *take + times* do not collocate. D is incorrect: *take + attempts* do not collocate.

Q25 B

along is correct. *Get along with* is a phrasal verb which means *have a good relationship with someone*. Here it is the brother. It contrasts with the idea that the narrator *shouted at him.*

A is incorrect: *get by* implies *manage* and doesn't fit here. C is incorrect: *get up* is usually used to mean *get out of bed*. D is incorrect: *get off* is wrong because it is used for moving from something higher to something lower (e.g. *get off the bus*).

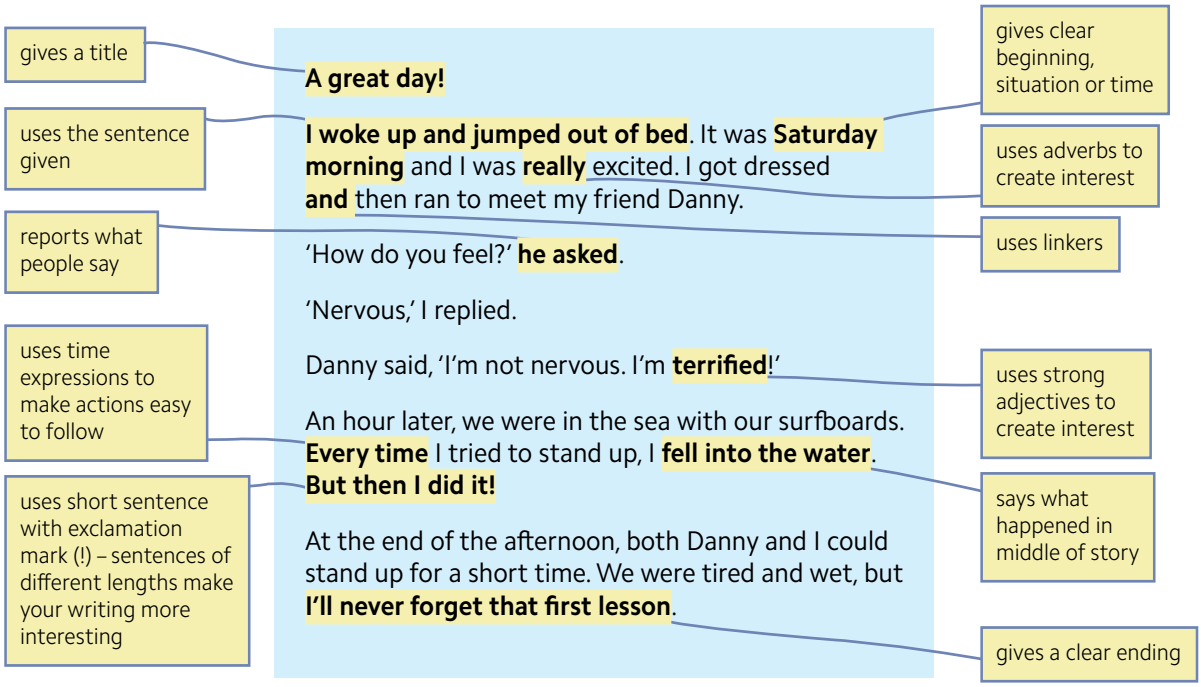
Q26 B

realised is correct. *Realise* means that you suddenly become aware of something – in this case, that they'd left the camera in the boat and it had sunk.

A is incorrect: *knew* is not used in this context. C is incorrect: the narrator is not imagining, it's a fact – they left the camera on the boat. D is incorrect: *remind* would need an object and does not fit the meaning here.

Example answer: story

← **PG** p74



A great day!

I woke up and jumped out of bed. It was **Saturday morning** and I was **really** excited. I got dressed **and** then ran to meet my friend Danny.

'How do you feel?' **he asked**.

'Nervous,' I replied.

Danny said, 'I'm not nervous. I'm **terrified**!'

An hour later, we were in the sea with our surfboards. **Every time** I tried to stand up, I **fell into the water**. **But then I did it!**

At the end of the afternoon, both Danny and I could stand up for a short time. We were tired and wet, but **I'll never forget that first lesson**.

useful **language: story**

Using time expressions

while / as I was / before / then / an hour later / right at that moment

when / suddenly / immediately / finally

In the end, …

Before that, …

Afterwards, …

Creating interest with strong adverbs and adjectives

really / slowly / sadly / terrified / wonderful / amazing

Using a range of tenses

I **was looking** at …

We**'d been** to the beach.

While we **were walking** …

He **told** me to hurry.

← **PG** p76

Questions 2–7

2 What time did the girl get up?

A 

B 

C 

3 What is the boy going to do with his cousin on Saturday?

A 

B 

C 

4 What did Dana watch last night?

A 

B 

C 

5 Which after-school course does the boy choose?

A 

B 

C 

6 What did the girl eat at the restaurant?

A 

B 

C 

7 Which activity will the boy do last?

A 

B 

C 

Answers and explanations

← **PG** p76

PG02

Q2 C (7.30)

… *finally got out of bed at seven thirty.*

A is incorrect because six thirty is when the alarm woke her, but she went back to sleep.

B is incorrect because seven o'clock is when she started work on her project the previous night.

Audioscript Q2

Hi Kate – I'm really sorry, but I'm afraid I'm going to be late for drama club this morning. I had a very bad night. I started work on the drama project straight after dinner at seven o'clock and I spent hours on it! I put my alarm clock on to wake me up at six thirty this morning to finish it off. But, of course, I went back to sleep and finally got out of bed at seven thirty. So, I've only just finished it. Dad's going to give me a lift to the theatre. Please tell everyone I'll be there in half an hour. Thanks! See you soon.

Q3 C (cycling)

Adil mentions starting cycling and that *we can spend the afternoon in the countryside*.

A is incorrect because, although he mentions needing clothes for his holiday, he follows that with *but the weather's going to be good*.

B is incorrect because that's what they usually do, and Basil agrees it's not a good idea: *Yes, you don't want to sit in front of a computer screen if it's a nice day.*

Audioscript Q3

A: Hi Basil. My cousin is staying with us this weekend.

B: Hi Adil. That's great. Have you decided what to do?

A: Well, usually when he visits, we stay in and play computer games. He's very good and always wins! But this time I think we'll do something different. I need to go shopping to buy some clothes for our holiday, but the weather's going to be good on Saturday. I recently started cycling and I've just bought a new bike. Harry can borrow Dad's bike and we can spend the afternoon in the countryside.

B: Yes, you don't want to sit in front of a computer screen if it's a nice day.

Q4 B (drama)

I streamed the next episode of my favourite drama.

A is incorrect because Ruba says she didn't have enough time last night, but is planning to watch it tonight.

C is incorrect because it was Dana who watched the sports and gives details, whereas Ruba says *I don't watch sports much*.

Audioscript Q4

A: Hi Dana. So, did you watch the science fiction film last night?

B: Hi Ruba. I didn't have a lot of time last night, so I streamed the next episode of my favourite drama. It's getting very interesting. The acting is brilliant and I love the clothes from the nineteenth century. I guess you watched the sports, didn't you?

A: Yes, you know me very well! We won the 100 metres.

B: Yes, I heard about that. I don't watch sports much, but I am planning to watch the space film tonight. I haven't got too much homework to do.

Q5 A (computer)

The boy says that he'll enjoy learning about *technology and computers* more than the course about finances.

B is incorrect because of information in the same sentence: *I'll enjoy that more than the other course which teaches us about money and banks and savings*.

C is incorrect because it is the photography course that will stop.

Audioscript Q5

I have to choose an after-school course to go to on Thursdays because the photography one has stopped. I loved it, but I don't think there were enough members. Now there's going to be a course where you can learn all about technology and computers, which sounds interesting. I'm sure I'll enjoy that more than the other course which teaches us about money and banks and savings. No, that's not really going to be much fun!

Q6 A (pizza)

The girl says she had the same as her brother: *My brother immediately chose the pizza … So I had the same as my brother*, although at first she hadn't wanted to (*but I had pizza the night before*).

B is incorrect because she saw someone at the next table have the pie and it was small.

C is incorrect because they had run out: *unfortunately, they didn't have any left*.

Audioscript Q6

The new restaurant in the High Street is amazing. I went there with my family last weekend to celebrate my mum's birthday. The menu is really good with lots of different choices. My brother immediately chose the pizza, but I had pizza the night before, so I thought about the pie. Then someone at the next table had it – and it was quite small. I like fish, but, unfortunately, they didn't have any left. So I had the same as my brother and it was good!

Q7 A (tennis)

My main sport is tennis and there's going to be a short competition before we end for the day.

B is incorrect because they'll do that first and again after gym training, but not to end the day.

C is incorrect. He'll do gym training between two swimming sessions: *I love swimming, but an hour of that first thing in the morning … we'll have gym training and then we'll be back in the pool!*

Audioscript Q7

I've looked through the information about the sports training day and it's really full. I think I'm going to be very tired when we finish. I love swimming, but an hour of that first thing in the morning will certainly wake me up! My main sport is tennis and there's going to be a short competition before we end for the day, but before that we'll have gym training and then we'll be back in the pool! I'll look like a fish after all that time in the water!

Answers and explanations

← **PG** p78

PG04

Q9 B

Q9 asks about feelings. Zainab was unsure that it would be worth watching, but she says: *I'm glad I didn't miss it*.

A is incorrect. Zainab says that the camera work *is brilliant, as usual*. She'd expected that.

C is incorrect. She mentions what she enjoyed about the programme, but suggests that as Manar didn't like the previous one, she may not like this one: *But if you didn't like his last one, maybe you won't enjoy it*.

Audioscript Q9

A: Hi Zainab. My friend recommended this new documentary about the oceans. Have you seen it?

B: Hi Manar. Yes, I have. I've seen lots of documentaries by this director about the sea, and I thought this might be a bit like the others. But it wasn't. I'm glad I didn't miss it.

A: Well, I wasn't that impressed by the last one I saw.

B: The camera work in this one is brilliant, as usual, and so is the music. And I learnt a lot about whales! But if you didn't like his last one, maybe you won't enjoy it.

A: I'll think about it.

Q10 C

Q10 asks about a purpose: what the boy is doing in the dialogue. He engages the new student in conversation, sympathises and reminds him about help. The gist of the dialogue tells us that he is trying to make him feel welcome.

A is incorrect. He suggests that he asks for help, but doesn't specify who to ask.

B is incorrect. He mentions remembering where the classrooms are and he suggests an app, but he doesn't remind him.

Audioscript Q10

A: How is your first day going?

B: Not too bad, thanks. There's a lot to remember, like where all the classrooms are and lesson times.

A: Yeah, I can understand. My first day was a nightmare! I got lost all the time. There's an app you can download which has a map of the school.

B: Thanks. I'll do that.

A: And don't forget, if you've got any questions, just ask. You'll soon know where everything is.

B: That's good to hear.

Q11 A

Q11 asks about opinions. Basma isn't sure about the afternoon and suggests the evening.

B is incorrect. Hanan mentions the number of guests as being enough and the girl doesn't refer to this.

C is incorrect. It's going to be a surprise family party and Hanan hopes that no one will tell Kira. Basma agrees with this.

Audioscript Q11

A: Hi Hanan. So the idea is to organise a surprise family party for Kira on Saturday afternoon.

B: Hi Basma. Yes. At my house. She's coming round to play computer games with me, so it's a good opportunity, isn't it? I've invited ten of her best friends and her family and grandparents to arrive at three. I think that's enough.

A: A family party's a great idea! But I don't know about the afternoon. Could we do it in the evening?

B: But everyone knows about it now, I can't change the plans. It's going to be fine. I just hope that no one tells Kira!

A: OK!

Q12 C

Q12 is about feelings. The boy is concerned about not playing well after hurting his ankle and not practising much.

A is incorrect. The boy mentions that the other team haven't lost, but the possibility of losing isn't his main focus.

B is incorrect. He was hurt before, but he doesn't mention getting hurt in this match.

Audioscript Q12

A: Good luck for the football match tomorrow! I'm coming with Mum and Dad to watch. I'm really excited.

B: Thanks. I'm not! The other team is very strong and they've won all their matches this season.

A: Yes, but you're an excellent footballer. You always score.

B: I'm just not sure I'll play well. I had a problem with my ankle last month and I haven't practised much.

A: You'll be fine. Just make sure you sleep well tonight.

B: That's not a problem!

Audioscript

Q13 B

Q13 is about opinion. Talal thinks Ahmed's phone is OK, and that it's another person's problem. *I think it might be a problem with your cousin's phone, not yours. Why don't you suggest he checks his phone?*

A is incorrect. Ahmed thinks he needs a new phone.

C is incorrect. Talal thinks Ahmed's cousin should get his phone checked, not Ahmed.

Audioscript Q13

A: Hi Talal. There's something wrong with my phone – I think I need a new one.

B: Ahmed, you only bought it a few weeks ago.

A: I know, that's why I'm annoyed. Sometimes I can't hear the person when I call them.

B: Just sometimes?

A: Well, mainly when I phone my cousin. We chat most evenings. But I need to call him several times before I can hear him.

B: That's strange. I think it might be a problem with your cousin's phone, not yours. Why don't you suggest he checks his phone?

A: Why didn't I think of that? I thought it was my new phone.

← **PG** p80

Audioscript PG05

Good morning! I'm Leila Danton and I'm a TV writer. It's my dream job. I wrote my first short story when I was six. Then later at the age of **twelve**, I decided I was going to write dramas for TV! And I love it!

After school, I went on to study creative writing at college. Most of my classmates wanted to write police dramas, but it was **children's programmes** that interested me. I remember how important TV was when I was a child.

Luckily, people have liked what I write! My first success was about a princess called Greta. But now I prefer writing stories that can teach children important things. My favourite programme has stories with a **fox** called Lexi. I love her! Check it out!

I actually won an award for that story! It was completely unexpected when they called my name. It wasn't a gold statue like the Oscars, unfortunately, but a gold **keyboard**! I imagine fifty years ago, a writer might have won a gold pen!

So, where do I get my ideas? Sometimes I sit at my screen at home and wait for an idea. That doesn't usually work! Most often I think of stories at my **aunt's house**, when I'm with my young cousins. They inspire me.

Right now I'm doing something that I hope will help parents. The stories are about a place called ***Dreamland*** – that's all one word, and it's the name I've chosen for them. The idea is they will encourage young children to go to bed! At first, I wanted to call them *Bedtime*, but I don't think that's as good.

Now, about …

useful **language:**

← **PG** p86

involving your partner

What do you think?

Is this a good idea?

giving opinions and responding to your partner

That's a great idea.

I agree / OK.

That's true.

Yes, I like that.

I'm not sure about …

For me, …

That's a possibility.

making suggestions

How about …?

Let's go for / choose …

I think we should …

We mustn't forget …

ordering the discussion

So, we have to talk about …

Shall we start with …?

Next, there's the …

We haven't thought about …

Speaking: frequently asked questions

Q: I'm not very good with timing. What happens if I speak for too long?

A: When you're describing the photograph, it's good to keep talking as long as you can. You will be stopped if you go on for too long. You can practise talking for about a minute at home. Use a timer and you get used to how long a minute is! When you're talking to your partner, try to make sure that you share the time.

Q: How important is my pronunciation in the Speaking tasks?

A: The most important thing is for your partner and the teachers to understand you, so you need to speak clearly. You get marks for pronunciation of individual sounds, but also for intonation and linking your words. So, try not to hesitate too much or break up your speech.

Q: What happens if my partner does all the speaking when we're talking together? Will I lose marks?

A: You will be marked throughout. So don't worry if you don't get a chance to speak much during the discussion. It's different if you are given the chance to speak, but then you say nothing. You can also interrupt your partner politely if they are talking for a very long time.

Q: Will I lose marks if I don't know the word for something in my photo?

A: If you don't know a word, but you try to explain it in other words, you'll be fine. The important thing is to say something.

Q: If my partner is better at English than I am, will that make me get a lower mark?

A: No. The teachers mark you on how you each do in the tasks. You will get the right marks depending on your ability. Don't worry, just do your best.

Q: I worry a lot about my grammar when I'm speaking, and sometimes it takes me a long time to answer a question. Is that a problem?

A: Good grammar is important and you get marks for this, but it does not have to be perfect. If you hesitate too much because you're thinking about grammar, this will mean that your answers do not flow well and may not be as full as they could be.

Q: What happens if my partner and I finish our conversation too quickly – if we haven't got any more things to say?

A: If you finish early, don't just sit in silence, but look again at the question and the pictures. Try to find something else to say about one or two of them to fill the time. You could say, for example: *OK, let's think about … again. We said that …, but maybe …*

Q: I get very nervous in speaking tasks. What can I do about that?

A: Remember that it's the same for a lot of people. Try to think of it as an opportunity to show off your language. The teachers are always kind and encouraging, and they know that the candidates get worried, so they will try to help you relax. The first part is all about you and what you like or what you do. It will be familiar and this should help you get less nervous. Smile, and remember to breathe!

Writing: some general points

- An important point to remember is to **answer the question** you are asked. That includes ALL the points, because you will lose marks if you don't. Read the question after you've started writing, and again at the end to make sure that you've done everything you should. Sometimes your eyes might skim over an important part, or you might focus on a point that interests you. Remember to check.
- **Plan your answer** and use good **paragraphing**. Even if it's just a few notes, or points, plan what you're going to write. Think about what will go in (if relevant) an introduction and a conclusion, and the other paragraph (or paragraphs). Paragraphs are important: if you organise the writing well, you gain more marks, but if you organise your writing badly, you will lose some marks. Think about the person who will read your writing. It needs to be clear for them. This means that a series of paragraphs where you write about different points is easier to read than one long paragraph with no breaks.
- **Link your sentences**. It's fine to have some short sentences, but try to have some sentences which link two ideas. The linkers don't need to be complicated – you can use simple joining words like *and* / *but* / *because*. They show your ability to use more complex language.
- **Link your ideas**. If you're writing the story, use time phrases, e.g. *At first*, *Then*, *When*, *In the end*. If you're making several points in your email or article, you can help the reader to follow by using words such as *Firstly*, *Secondly*, etc.
- Don't forget to use **punctuation** well and check it after you've finished. Again, this doesn't need to be complicated, but make sure your full stops and commas are in the right place. Some students make mistakes with apostrophes (') when writing a contraction (*you're* v. *your*). Also pay attention to your **spelling**. This does not have to be perfect, especially if you try to use difficult words (which is a good thing and can gain you marks). However, if you don't spell simple words right, you will lose marks.
- In the question, you are given a **word length**. This is an important guide, but it is not exact. It means that you should try to write about 100 words. You won't lose marks if you write 95, or even 110. But if you write a lot fewer, it means that you probably haven't answered the question fully. If you write a lot more, the teacher might only mark you on the first 100 or so words.
- With **grammar and vocabulary**, it's a good idea to use language you know well, but make sure it's correct. It's also good to try to use more complicated language, even if you don't get it completely right. You will get marks for trying.

Remember these points and you'll write good answers.

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