

COURSE 2019/2020

17/10/19

Unit 5

Studying abroad

Starting off

1 Work in pairs. Find eight reasons for studying abroad by matching the beginning of each sentence (1–8) with its ending (a–h).

- | | |
|-------------------------------|--------------------------------------|
| 1 You live in and learn about | a with other ways of thinking. |
| 2 You get to know | b new people. |
| 3 You benefit | c new friends. |
| 4 You learn | d more independent. |
| 5 You become | e after yourself. |
| 6 You learn to look | f from other approaches to studying. |
| 7 You come in contact | g to speak another language. |
| 8 You make | h another culture. |

1	h
2	b
3	f
4	g
5	d
6	e
7	a
8	c

Listening Part 1

1 You will hear people talking in five different situations connected with studying. Before you listen, match the following words connected with education to their definitions from the Cambridge Advanced Learner's Dictionary.

- | | |
|--------------|--|
| 1 term | a area of knowledge which is studied in school, college or university |
| 2 subject | b course of study at a college or university, or the qualification given to a student who has completed this |
| 3 assignment | c detailed study of an area of knowledge, especially in order to discover new information |
| 4 course | d information written on paper |
| 5 tutor | e number or letter which describes the quality of a piece of work done at school, college or university |
| 6 research | f one of the periods into which a year is divided at school, college or university |
| 7 notes | g piece of work given to someone as part of their studies |
| 8 mark(s) | h set of classes or plan of study on a particular area of knowledge, usually resulting in an exam or qualification |
| 9 degree | i teacher who works with one student or a small group at a British college or university |

1	f
2	a
3	g
4	h
5	i
6	c
7	d
8	e
9	b

18/10/19

3 Now listen and for questions 1–5 choose the best answer (A, B or C).

Exam advice

- Read the questions carefully, underlining the main ideas in the question as you read.
- The words you hear will be different from the words in the question; listen for the meaning rather than the actual words.

- You overhear a student talking about the course he has been doing. How does he feel about the course now?
A frustrated
B nervous
C satisfied
- You hear a student complaining about a problem she has had. Who caused the problem?
A a teacher
B a flatmate
C a classmate

- C
- C
- B
- A
- A

- You hear a student at a language school in Japan. What does she like most about the experience?
A attending language classes
B doing other activities after class
C meeting other language students
- You hear an interview with a student who is thinking of studying abroad. What does she think will be the main benefit?
A living in a different culture
B living away from home
C getting a better qualification
- You overhear a teacher talking to his students. Why is he talking to them?
A to explain something
B to remind them of something
C to cancel something

Vocabulary

Find out, get to know, know, learn, teach and study;
attend, join, take part and assist

1 Spanish-speaking First Certificate candidates

often confuse the words in *italics* above. Circle the correct alternative in each sentence.

1. I've been thinking of going to an Italian university and *learning* / **studying** international business for a year.
2. I was really embarrassed when I **found out** / *knew* what she'd done.
3. If I lived in Italy, I'd **learn** / *study* about how Italians live and think.
4. I **learn** / *know* Japanese from Japanese teachers.
5. I'm doing a karate course *learnt* / **taught** in Japanese.
6. ... I'm *knowing* / **getting to know** lots of Japanese people
7. They also organise lots of other things for you to *assist* / **take part in** after you've finished your English lesson.
8. There are clubs you can *assist* / **join** if you're interested...
9. You're expected to *join* / **attend** all your tutorials once a week...

3 Complete these sentences by using one of the words or phrases from the box in the correct form.

assist	attend	take part in
get to know	find out	know
join	study	learn
		teach

- 1 Dimitri has been ...*attending*... Spanish classes because he hopes to study in Seville next year.
- 2 I've a lot of interesting people from different countries while doing this course.
- 3 Maria hopes to chemistry when she goes to university.
- 4 While Karen was at summer camp, she how to windsurf.

1. attending
2. got to know
3. study
4. learnt
5. find out
6. know
7. taught
8. assist
9. joined
10. taken part in

- 5 The best way to the answer to this question is to look on the internet.
- 6 I'd like to ring Kevin but I don't his phone number.
- 7 I had a wonderful course tutor who me to speak Spanish really well.
- 8 The university has an accommodation officer who will students with finding somewhere to live.
- 9 Kostas a youth club because he wanted to meet people.
- 10 It was the first time he had a marathon, so people were surprised when he won.

Grammar

Zero, first and second conditionals

1 Read the sentences (1-6) below. Which ...?

- a refer to something which the speaker thinks is possible
b refer to something which the speaker is imagining, thinks is improbable, or thinks is impossible
c refers to something which is generally true
- 1 If you speak a bit of the language, it's much easier to make friends.
 - 2 If I went, it might make it more difficult for me to get a good degree.
 - 3 If for any reason you can't make it to a tutorial, try to let your tutor know.
 - 4 If I lived in Italy, I'd learn about how Italians live and think.
 - 5 If your tutor has to cancel a tutorial or put it off, he or she'll try to tell you the week beforehand.
 - 6 Your tutors will organise you into groups and suggest research unless prefer working alone.

a	b	c
3	2	1
5	4	
6		

2 Match the beginning of each sentence (1-10) with its ending (a-j)

1 I won't mention your name	a I won't see my girlfriend for several months.	1 h	6 e
2 I'd travel round the world	b they usually get good results.	2 f	7 c
3 We don't allow people to do the course	c I'd go to the cinema with you.	3 j	8 d
4 I'll have to buy the book	d I wouldn't come back.	4 g	9 f, i
5 If I decide to study abroad,	e I'll tell her you called.	5 a	10 b
6 If I see her,	f if I had the money.		
7 If I wasn't so busy,	g unless I can find it in the library		
8 If I went to study in Australia,	h unless you want me to.		
9 I'd take a taxi	i if I could afford one.		
10 If students come to class regularly	j unless they have the right qualifications.		

Use of English Part 3

1 Form a noun from these verbs. Then look at extracts B, C and E in Reading Part 3 to check your answers.

verb	noun
qualify	1. qualification
confide	2. confidence
understand	3. understanding
improve	4. improvement
behave	5. behavior
advise	6. advice
assist	7. assistant
know	8. knowledge

2 Each of the nouns below has been formed from a verb. Write the verb next to each noun.

verb	noun
1. advertise	advertisement
2. entertain	entertainment
3. feel	feeling
4. achieve	achievement
5. investigate	investigation
6. obey	obedience
7. prefer	preference
8. sense	sensation

3 Read the text on the right. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

Learn Polish in Poland

We run Polish language courses with small classes so that students receive individual (0) attention from their teachers. During the course, you will gain a good working (1) _____ of Polish as well as an (2) _____ of Polish culture. At the same time you will meet (3) _____ people and have fun.

While we realise that many people have some (4) _____ learning Polish, we do our best to make it easy and (5) _____. Our language programme focuses on intensive classroom instruction of reading, writing, oral (6) _____, grammar and vocabulary. Starting from the most (7) _____ situations, you will notice a gradual (8) _____ in your language skills until you eventually master Polish.

To learn a language, one must interact with native speakers; our students are immersed in city life with the (9) _____ of qualified teachers who are on hand to teach, and encourage students with the aim of increasing their (10) _____ with Polish.

Adapted from www.polishsummer.com

ATTEND

KNOW
APPRECIATE
INTEREST
DIFFICULT

ENJOY

COMMUNICATE
BASIS
IMPROVE

ASSIST

CONFIDENT

(0) attention

(1) knowledge

(2) appreciation

(3) interesting

(4) difficulty

(5) enjoyable

(6) communication

(7) basic

(8) improvement

(9) assistance

(10) confidence

Reading Part 3

4 For questions 1–15, choose the person A–E from the extracts on page 53 and underline the words in the extracts which give you the answer. The people may be chosen more than once. For questions 14 and 15 you will need to choose two people.

1	B
2	E
3	B
4	D
5	A
6	C
7	E
8	A
9	A
10	D
11	E
12	D
13	B
14	B, C
15	B, C

Which person

did better in their studies as a result of going abroad? 1 ☒ B

says other students made good progress with a foreign language? 2 ☐

was entertained by a teacher? 3 ☐

wanted to spend less time studying? 4 ☐

overcame some initial difficulties with the academic system? 5 ☐

particularly appreciated meeting people from many different countries? 6 ☐

says some people are discouraged from studying abroad by problems they may have? 7 ☐

felt homesick when first in the country? 8 ☐

found communicating with other students difficult? 9 ☐

thinks studying abroad is a unique experience? 10 ☐

suggests that studying abroad may make you more attractive to future employers? 11 ☐

was surprised by the country despite speaking the language? 12 ☐

learnt a lot about people? 13 ☐

were able to get practical working experience in the countries they studied in? 14 ☐ 15 ☐

Speaking Part 1

3 Now listen again and answer the questions below. Are they true or false?	T	F
1. They answer the question very briefly.		
2. They give reason for their answers.		
3. They sound positive and enthusiastic when they are speaking.		

Spelling and sounds

9 Complete the table with the oo words from Exercise 8 and from the box below.

book	loose	stood	mood	flood
moon	pool	cool	food	good
wool	monsoon			

/u:/		/ʊ/		/ɪ/
school	cool	wood	good	blood
loose	mood	book	wool	flood
moon	food		stood	
pool	monsoon			

Writing Part 1

6 Do the writing task below and write a letter of between 120 and 150 words. Remember to use all the handwritten notes and try to use some of the question forms you have just practised.

Your Australian friend, Caroline, has recently sent you this email. Read her email and the notes you have made on it. Then write an email to Caroline using all your notes.

*Of course!
What dates?*

*Say which
subjects I want
and why*

How much?

*The Great
Barrier Reef
because ...*

I've just found out about an educational summer camp here in Australia and I immediately thought of you! Would you be interested in coming?

There would be lots of people our age from all over the world. You can choose which subjects you want to study and there's also the opportunity to do lots of sports.

It's not very expensive and afterwards we could do a trip together. Which would you prefer: to visit the Australian desert or the Great Barrier Reef? I'm enclosing a couple of photos of them to help you decide!

Let me know soon.

Love,

Caroline

Hello Caroline.

Unfortunately, I am not interested in the camp because I don't have money to afford it. My family had had some difficulties because my girlfriend stopped to work because of an illness. She is recovering little by little but she was near to die. Now, all my energy is in my kids. I have a plan for next summer: If my woman survives, all the family will go to New York to celebrate it, we want to see an NBA basketball match since it is my woman's dream.

You are not allowed to come with us unless you pay all the trip. I am sorry but the rules are like that. When you know what you are going to do, please tell me to organised it as soon as possible.

Best wishes,

Daniel

Unit 5 Vocabulary and grammar review

Vocabulary

1 Complete the crossword with words connected with education.

1 R	E	2 S	E	3 A	R	C	H	
		U		S				
		B		S				
		J		I				
		E		G				
		C		N		1 M		
		T		M		A		5 T
			6 D	E	G	R	E	E
				N		K		R
		7 N	O	T	E	S		M

Across

- 1 During the course you do some to find out something new about the subject. (8)
 6 He's hoping to study for a in history at university. (6)
 7 I couldn't go to the last class, so can I borrow your so I can see what I missed? (5)

Down

- 2 What was your favourite at school? Mine was maths. (7)
 3 My teacher has given me a really difficult to do this week. (10)
 4 Sophie always gets high in her school exams. (5)
 5 We don't do any exams here until the end of the second (4)

2 Circle the correct alternative in *italics* in each sentence.

- Mario is thinking of taking driving lessons to *know* / *learn* how to drive.
- Ludmila wants to *know* / *study* biology at university.
- Sven is *teaching* / *learning* me how to ski.
- If you *join* / *assist* this club, you will *know* / *get to know* people from all over the world.
- You should *attend* / *assist* lessons every day if you want to get high marks.
- Sayed decided to *assist* / *take part in* the debate on human rights.

Word formation

3 Write nouns for each of these verbs.

verb	noun
investigate	investigation
obey	obedience
practise	practice
prefer	preference
achieve	achievement
understand	understanding
know	knowledge
qualify	qualification

Grammar

- 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 He won't pass the test because he doesn't work hard enough.
HARDER
If he worked harder, he would pass the test.
- 2 Studying abroad will make you more independent.
BECOME
If you more independent.
- 3 Sandra only goes to lessons because she wants to meet other students.
ATTEND
If Sandra didn't want to meet other students, lessons.

1. harder, he would
2. study abroad, you will become
3. she wouldn't attend to
4. look after my book
5. knew the answer, I would
6. he wasn't so tired

- 4 I'll lend you my book if you take care of it.
AFTER
If you , you can borrow it.
- 5 I can't tell you the answer because I don't know.
WOULD
If I tell you.
- 6 He's not very enthusiastic because he's tired.
SO
If , he'd be more enthusiastic.

Unit 6

The planet in danger

Reading Part 2

- 4 Now choose from the sentences A-I the one which fits each gap (1-8). There is one extra sentence which you do not need to use.

1	I
2	C
3	B
4	H
5	E
6	D
7	F
8	A
EXTRA	G

A close encounter in Africa

There are only 600 mountain gorillas left in the world, half of them in Uganda's Great Impenetrable Forest. Tim Adams joined a jungle adventure to visit this endangered species.

I realised why it was called the Great Impenetrable Forest after we had been climbing all morning through thick forest; our guide, Caleb, had to cut a path through the trees with a machete.

Less than 48 hours earlier, I had been in London


running my finger over a map of this prehistoric green mountainside. **1** / Now I was beginning to feel near the heart of Africa.

During our climb, Caleb had told our little party that there were about 330 mountain gorillas in this forest, half of the world's population. **2** The one we were following, group C, contained 23 members. As each adult needs to find and to eat 30 kg of vegetation a day, they must keep moving. **3** He had brought

<p>A All around we could see the black eyes of the rest of his family looking at us through the low branches.</p> <p>B There were seven in my party, including a keeper from Chicago Zoo who looked after gorillas for a living but had never seen them in the wild.</p> <p>C They were divided into family groups, five of which were used to people watching them.</p> <p>D We followed rather cautiously, our heads full of King Kong.</p> <p>E When he first started, he had to sit in a clearing every day without moving and let the gorillas sniff around him until they accepted him.</p> <p>F When he had finished he slipped down to the ground, and then pulled the tree down behind him.</p> <p>G I was so close to him that I was able to reach out and touch him.</p> <p>H You've seen films of it but the idea of actually meeting wild gorillas makes you very alert.</p> <p>I After an overnight flight to Kampala, we had driven for ten hours to Bwindi in the remote south-west corner of Uganda.</p>	<p>photographs of his hairy, sleepy friends from back home which he showed us while we rested and drank water.</p> <p>There is something very exciting about scrambling through a rainforest in search of great apes. 4 Despite the climb, everyone was extremely watchful, studying the paths for footprints, sniffing the air, listening for any change in the birdsong, occasionally catching the movement of a red-tailed monkey high up in the trees.</p> <p>Caleb had been doing this for ten years. 5 Despite taking tourist groups to see them every day, he still loved the job.</p> <p>As we walked, Caleb talked quietly on a radio to fellow guides who had gone ahead to discover where group C had headed. He looked for some time until he finally crouched down in the undergrowth and gestured to us that the gorillas were nearby.</p>	<p>As he moved forward slowly, Caleb made a series of strange low noises to say hello. 6 Then, as the vegetation cleared, we saw a young male gorilla sitting in a tree about three metres away. The gorilla watched us idly while he ate leaves from the branches around him. 7 We followed him along a little path, while ahead of us we could hear the noise of breaking branches as the family ate their lunch.</p> <p>Two youngsters were playing under a tree. The leader of the group wandered past them, listened to Caleb's noises for a moment and then disappeared into the darkness of the forest. 8 No one felt afraid, but we all felt a little strange. I squatted about two metres from a mother while she broke branches for her baby son to eat.</p> <p>We watched the gorillas like this for maybe 45 minutes. The mother and son stared back at us, before they disappeared into the thicker bushes. We sat to eat while we compared impressions of what we had witnessed. Then we headed back down the mountain.</p>
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Vocabulary

Look, see, watch, listen and hear

- 1**  **Spanish-speaking First Certificate candidates often confuse look, see and watch, and listen and hear. Complete these sentences from the reading text using look, see, watch, listen and hear in the correct form. When you have finished, check your answers by looking at Reading Part 2 again.**

<p>1 ... ahead of us we could <i>hear</i> the noise of breaking branches as the family ate their lunch.</p> <p>2 The leader of the group wandered past them, to Caleb's noises for a moment and then disappeared into the darkness of the forest.</p> <p>3 We the gorillas like this for maybe 45 minutes.</p> <p>4 All around we could the black eyes of the rest of his family at us through the low branches.</p>	<p>1. hear</p> <p>2. listened</p> <p>3. watched</p> <p>4. see, looking</p>
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- 2** Read these two extracts from the *Cambridge Advanced Learner's Dictionary*. Then circle the correct alternative in *italics* in the sentences which follow.

<p>1 I <u>looked at</u> / <i>watched</i> my watch and saw that it was time to leave.</p> <p>2 I really enjoy <i>looking at</i> / <i>watching</i> horror films.</p> <p>3 We live near a motorway and can <i>listen to</i> / <i>hear</i> the traffic non-stop.</p> <p>4 I've been <i>looking at</i> / <i>watching</i> our holiday photos.</p> <p>5 Did you <i>watch</i> / <i>see</i> Buckingham Palace when you were in London?</p> <p>6 She knew the policeman was <i>looking</i> / <i>watching</i> what she did.</p> <p>7 Jenny looks so relaxed when she's <i>listening to</i> / <i>hearing</i> music on her MP3 player.</p> <p>8 Martin was in the kitchen so he didn't <i>listen to</i> / <i>hear</i> the telephone when it rang.</p>	<p>1. I looked at / <i>watched</i> my watch and saw that it was time to leave.</p> <p>2. I really enjoy <i>looking at</i> / watching horror films.</p> <p>3. We live near a motorway and can <i>listen to</i> / hear the traffic non-stop.</p> <p>4. I've been looking at / <i>watching</i> our holiday photos.</p> <p>5. Did you <i>watch</i> / see Buckingham Palace when you were in London.</p> <p>6. She knew the policeman was looking / <i>watching</i> what she did.</p> <p>7. Jenny looks so relaxed when she's listening to / <i>hearing</i> music on her MP3 player.</p> <p>8. Martin was in the kitchen so he didn't <i>listen to</i> / hear the telephone when it rang.</p>
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Listening Part 2

3 Now listen and complete the sentences.

Rainforest Project, Costa Rica

Sylvia is spending her (1) working on the project.

The aim of the project is to (2) about the rainforest.

Sylvia is on the project because she wants to gain (3) experience.

One part of her job involves (4) in the forest.

She also works as a (5) for visitors.

She says rainforests are destroyed to make land available for (6)

She predicts that (7) of rainforests will have been destroyed by the year 2050.

As a result, the world will probably become (8)

She thinks that many species of animals will only be found (9)

She hopes visitors will be more careful about (10) when they go home.

- (1) summer vacation
- (2) educate visitors
- (3) relevant work
- (4) maintaining paths
- (5) guide
- (6) farming
- (7) ~~most~~ 70%
- (8) warmer
- (9) in zoos
- (10) ~~animals~~ buying furniture

paths-camino peatonal
pleasures-placeres
furniture-mobiliario

Grammar

Ways of expressing the future

1 Complete the table below by writing the underlined verbs from Listening Part 2 in the column headed example(s). For one tense you will need two examples.

- 1 ... by the year 2050, 70% of rainforests will have disappeared.
- 2 It's going to have really drastic consequences for the rest of the planet.
- 3 I'm going to work as a researcher when I finish my degree ...
- 4 ... in 40 or 50 years' time these animals will only be living in zoos.
- 5 They just won't exist in the wild ...

2 Write each of these ways future tenses are used (a-e) in the column above headed uses.

- a Actions or events which will be finished at a time in the future
- b For an event which will be in progress at a particular time or over a period of time in the future
- c For actions in the future which we have already decided to do
- d For things which we predict will happen in the future but are not the result of a decision
- e Predictions about the future which are based on evidence in the present

name of tense	example(s)	uses
future simple	<i>won't exist</i>	<i>d</i>
future continuous	will only be living	b
future perfect	will have disappeared	a
'going to' future	's going to have, 'm going to work	c, e

3 Circle the correct alternative in *italics* in each of the sentences below.

- Isn't it hot? I think *I'll open* / I'll be opening the window to let in some fresh air if that's all right.
- I have to leave class early tomorrow – I'm going to take part in / I'll take part in a debate on global warming.
- We're going to spend / We'll spend our summer holidays in the south of France – I've booked the hotel already.
- By the year 2050, global temperatures will be rising / will have risen by at least 1.5 degrees.
- Sarah has decided that she'll study / she's going to study Earth Sciences at university, so she's been preparing really hard for her final school exams.
- With global warming I think that the way we live will change / will have changed a lot over the next 50 years.
- I hope people will remember us / will be remembering us for saving the Earth from environmental disaster – not for destroying it.
- What a lot of dust! It's going to make / It'll be making me sneeze!

- Isn't it hot? I think *I'll open* / I'll be opening the window to let in some fresh air if that's all right.
- I have to leave class early tomorrow – *I'm going to take part in* / I'll take part in a debate on global warming.
- We're going to spend* / We'll spend our summer holidays in the south of France – I've booked the hotel already.
- By the year 2050, global temperatures *will be rising* / *will have risen* by at least 1.5 degrees.
- Sarah has decided that *she'll study* / *she's going to study* Earth Sciences at university, so she's been preparing really hard for her finals school exams.
- With global warming I think that the way we live *will change* / *will have changed* a lot over the next 50 years.
- I hope people *will remember us* / *will be remembering us* for saving the Earth from environmental disaster – not for destroying it.
- What a lot of dust! *It's going to make* / *It'll be making* me sneeze!

Use of English Part 1

3 For questions 1–12, read the text again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

A noticed	B learned	C <u>claimed</u>	D insisted
A came	B became	C got	D made
A noticed	B learned	C knew	D measured
A guilty	B accused	C suspicious	D responsible
A advise	B alert	C alarm	D warn
A prevented	B avoided	C controlled	D protected
A go	B arrive	C come	D become
A increase	B grow up	C develop	D hurry up
A over	B around	C in	D through
A arriving	B touching	C getting	D reaching
A effect	B result	C change	D consequence
A caused	B resulted	C made	D got
A piece	B part	C effect	D game

0 c		
1 b	2 a	3 d
4 d	5 a	6 c
7 a	8 b	9 d
10 a	11 c	12 b



Vocabulary

Prevent, avoid and protect; reach, arrive and get (to)

- 1 Spanish-speaking First Certificate candidates often confuse the words in *italics* below. Circle the correct alternative.

- 1 The government has opened a nature reserve to *prevent* / *avoid* / *protect* people from hunting endangered species.
- 2 We *reached* / *arrived* / *got* at the nature reserve at nightfall.

1. The government has opened a nature reserve to **prevent** / *avoid* / *protect* people from hunting endangered species.
2. We *reached* / **arrived** / *got* at the nature reserve at nightfall.
nightfall-anoche

- 2 Read the following extracts from the *Cambridge Advanced Learner's Dictionary*. Then write one of the words in blue in the correct form in each of sentences 1–7 below. In some cases more than one answer may be possible.

prevent avoid protect reach arrive get (+ to)

- 1 This cream is perfect for ...*protecting*... you from insect bites.
- 2 The weather was so bad that they didn't manage to the top of the mountain until three days later.
- 3 She's driving home and she'll phone me when she there.
- 4 The new law people from building houses near the National Park.
- 5 When they at the hotel, they went straight to their rooms.
- 6 I think we should set out early to the worst of the traffic.
- 7 You ought to be wearing a hat to your head from the sun.

1. protecting
2. reach
3. gets to
4. prevents
5. arrived
6. avoid
7. protect

Speaking Part 2

- 3 Listen to Magda again and tick (✓) the phrases she uses.

The first picture shows ...	<input checked="" type="checkbox"/>
I think they're probably ...	<input checked="" type="checkbox"/>
It's essential to ...	<input type="checkbox"/>
In the other picture we can see ...	<input checked="" type="checkbox"/>
In the first picture I suppose ...	<input checked="" type="checkbox"/>
It's important to ...	<input checked="" type="checkbox"/>
I think that's what's happening in the second photo ...	<input checked="" type="checkbox"/>

- 4 Complete the table with the phrases from the box in Exercise 3.

describing the picture	
The first picture shows ...	In the other picture we can see ...

speculating about the picture		
I think they're probably ...	In the first picture I suppose ...	I think that's what's happening in the second photo ...

giving your opinion about the activity in the picture	
It's essential to ...	It's important to ...

Spelling and sounds

7 Look at the sentences. Match the letters <i>ea</i> with the correct sound, a, b or c.	
1 I'd like to help clean up birds.	b /i:/
2 We usually have a break in the middle of the class.	c /eɪ/
3 She's hurt her head and needs to go to the doctor.	a /e/

8 Complete the table with the words from the box.		
<div> please heaven pleasant steak peach heavy treat weather great leather lead (v) lead (n) </div>		
/e/	/i:/	/eɪ/
heaven pleasant heavy weather leather lead (n)	<i>please</i> peach treat lead (v)	steak great

Writing Part 2 An essay

- 6 Complete the essay by writing a word or phrase from the box in each of the spaces.

consequently despite in my opinion result
this reason unless we do so the second aspect
the first

Environmentalists have been warning us for many years about the effects of human activity on the environment. (1) *Despite* being aware of the dangers, we continue to harm it, and for (2) I believe that our children will live in a worse world than we do.

I think there are two aspects of human activity which are especially dangerous. (3) is atmospheric pollution, which is caused by exhaust fumes and industry. This will lead to changes in the climate and make sea levels rise. As a (4), our children will live in a warmer world and people living near the coast may have to leave their homes.

(5) is the destruction of our natural environment such as rainforests and countryside. (6), we are damaging the habitats of many animals and plants that live there and these will become extinct.

(7), urgent action is needed to protect the environment by reducing pollution and creating nature reserves. (8), the world our children live in will be much less pleasant than ours.

(1) Despite	(2) this reason	(3) The first	(4) result
(5) The second aspect	(6) Consequently	(7) In my opinion	(8) Unless we do so

- 7 It's important to use linking words and phrases like those in Exercise 6 when you are writing an essay. Linking words and phrases organise your ideas clearly and this helps the reader to follow your argument. Copy the table below into your notebook, then complete it by writing these linking words and phrases in the correct column.

The first is	Consequently	In my opinion	I feel
For this reason	Because of this	Finally	Firstly
As a result	I believe	I think	In addition
Lastly	The second (aspect) is		

expressing consequences	introducing your opinion	organising ideas logically
<i>Consequently</i> For this reason Because of this As a result	<i>In my opinion</i> I feel I believe I think	<i>The first is</i> Finally Firstly In addition Lastly The second (aspect) is

- 9 Write the essay following your plan.

The environment we live in will change dramatically in the next 50 years.

Write your **essay** in 120–180 words.

The world has a big problem with the climate change because of human activity.

First of all, we are destroying our environment because we are causing pollution with factories and other human actions.

Secondly, we have to use renewable energy sources because they are more respectful and help to maintain the environment successfully. I think most of the people is not conscious about the difficult situation we are in, but everybody should try to collaborate as much as we can, for example using public transport instead of using their own car to go to work. Everybody should be involved. Otherwise the planet will end to finish their live.

In conclusion, this problem won't affect ourselves but it will affect future generations so we should try to take care of our planet.

Unit 6 Vocabulary and grammar review

Vocabulary

1 Complete these phrases connected with the causes and results of environmental problems by writing a word from the box in each space.

acid	change	destruction	extinct	fumes
habitats	pollution	rising	warming	

1. car exhaust **fumes**
2. **destruction** of the rainforests
3. industrial **pollution**
4. destruction of animal **habitats**
5. species of plants and animals becoming **extinct**
6. global **warming**
7. climate **change**
8. **acid** rain
9. **rising** sea levels

2 Choose the correct word A, B, C or D to complete these sentences.

- 1 You can your house from thieves by installing an alarm.
- | | |
|-----------|-----------|
| A prevent | B protect |
| C save | D avoid |

B

2 Nasim hid behind a door to talking to a teacher she didn't like. A miss B prevent C protect D avoid	D
3 Ali had a heavy cold which him from doing the exam. A prevented B missed C protected D avoided	A
4 Marcos didn't until almost the end of the party. A reach B arrive C get D attend	B
5 You'd better hurry if you want to to the bank before it closes. A reach B arrive C get D make	C

Grammar

3 Put the verbs in brackets into the correct future tense (future simple, future continuous, future perfect or *going to*) in the following sentences.

1. I read in the paper that they **are going to build** (build) a new road through these woods next year.
2. By the time I finish work tonight I think it **will probably be** (probably be) too late to go to the cinema.
3. By the year 2100 the global climate **will have changed** (change) completely.
4. I imagine that in the year 2050 some people **will be living** (live) on the Moon.
5. When you come round this weekend, I **will play** (play) a game of tennis with you.
6. Don't call Jane before 8 o'clock because she **will be doing** (do) her homework.
7. What a beautiful red sunset! It **is going to be** (be) a beautiful sunny day tomorrow.
8. I firmly believe the world **will be** (be) a better place in 40 years' time.
9. Don't ask for your dinner before 8 o'clock because I **won't have cooked** (not cook) it by then.
10. Having problems? I **will help** (help) you if you like.

Unit 7

My first job

Starting off

1 bank cashier	2 call centre worker	3 waiter/waitress
4 hospital porter	5 hotel receptionists	6 teacher

Listening Part 3

1 34 You will hear five people talking about their first job. Listen and decide:

- which job from the list A–F each speaker is talking about (there is one job you will not need)
- if the speaker feels mainly positive or negative about the job.

- A bank cashier
- B call centre worker
- C waitress/waiter
- D hospital porter
- E hotel receptionist
- F teacher

	job	mainly positive or negative?
Speaker 1	D hospital porter	positive
Speaker 2	E hotel receptionist	positive
Speaker 3	A bank cashier	negative
Speaker 4	B call centre worker	positive
Speaker 5	F teacher	positive

3 34 Listen again and match the speakers with how they felt. Use the letters only once. There is one extra letter which you do not need to use.

- A I felt I was helping people.
- B I found it surprisingly hard work.
- C I found the people I met interesting.
- D I liked having the opportunity to achieve my ambitions.
- E I felt I was learning useful skills.
- F I enjoyed some parts of the job more than others.

Speaker 1	C
Speaker 2	E
Speaker 3	B
Speaker 4	A
Speaker 5	F

Vocabulary

Work or job; possibility, occasion or opportunity; fun or funny

1 Read these sentences from the listening exercise. **Spanish-speaking First Certificate candidates** often confuse the words in *italics*. Circle the correct word.

Work or job?

- ... it was hard physical *job* / **work**, you know, lifting people and helping them into wheelchairs and pushing them.
- I got my first **job** / *work* as an assistant receptionist in a hotel when I was just 18.
- It wasn't a very well-paid *job* / **work**, but then first **jobs** / *works* often aren't.

Possibility, occasion or opportunity?

- ... I thought it was a great **opportunity** / *occasion* / *possibility* to get some work experience.
- And on some **opportunities** / *possibilities* / **occasions** I was left on my own as the person in charge of the whole of this enormous hotel.

Fun or funny?

6. I have to say though that I found teaching **fun** / **funny** and challenging.
7. Students prefer it if you have a sense of humour and say something **fun** / **funny** from time to time, you know, make a joke.

2 Read these extracts from the *Cambridge Advanced Learner's Dictionary* to see why each answer is correct. Then circle the correct alternative in *italics* in sentences 1–8.

1. I know he was trying to be *fun* / *funny* but none of his jokes made us laugh.
2. The trip was *fun* / *funny* – we should do it again sometime.
3. I don't think there's much *possibility* / *opportunity* of us choosing him for a job.
4. I only wear this suit on special *occasions* / *opportunities*.
5. Did you get a(n) *possibility* / *opportunity* to speak to Matt yesterday?
6. She's just written to our company applying for a *work* / *job*.
7. I'm a qualified engineer, so my aim is to find *work* / *job* in that field if I can.
8. One of my *works* / *jobs* was to count the money at the end of the day.

Grammar

Countable and uncountable nouns

Rules

- 1 Countable nouns can use *a* or *an* in the singular.
- 2 Countable nouns can be made plural.
- 3 uncountable nouns only have a singular form; they cannot be made plural.
- 4 uncountable nouns do not use *a* or *an*.
- 5 You can use *some* or *any* with uncountable nouns and with Countable nouns in the plural.
- 6 You can use *few*, *a few*, *many* and *a large number* with Countable nouns in the plural.
- 7 You can use *little*, *a little*, *much*, *a great deal of* and *a large amount of* with uncountable nouns.

2 Write these nouns in the correct column: **countable** or **uncountable**. If necessary, use a dictionary to check your answers.

accident	accommodation	advice	bed
bus	damage	dish	equipment
food	furniture	homework	hotel
information	instrument	knowledge	luggage
meal	news	service	software
suggestion	suitcase	task	tool
transport			

countable	uncountable
accident bed bus dish hotel instrument meal service suggestion suitcase task tool	accommodation advice damage equipment food furniture homework information knowledge luggage news software transport

- 3** Most of the sentences below contain mistakes which are often made by **Spanish-speaking First Certificate candidates**. However, two of the sentences are correct. Correct the mistakes.

- Could you please send me some **informations** about the job? **information**
- I hope you don't mind if I give you **an advice** about how to apply for the job. **advice**
- She's just found **a work** as an ambulance driver. **work**
- Public transport is still the best way to get around the city. ✓
- The hotel also provides **accommodations** for its employees. **accommodation**
- Congratulations! The news about your job is very good. ✓
- He works in a shop selling **furnitures**. **furniture**
- Sorry to hear about the accident. Did it do **many damages**? **much damage**

- 4** Complete these sentences by writing a word from the box. In some cases more than one answer is possible.

piece/bit deal number

- Can I give you a piece/bit of advice about shopping in this town?
- During the storm quite a large number of trees were blown down.
- Have you brought that piece/bit of equipment I asked for? The amplifier, I mean.
- I've got a wonderful piece/bit of news to give you – I'm getting married!
- They put a great deal of effort into arranging the party.

Reading Part 1

<p>4 For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.</p> <p>1 What did the people working at the hotel have in common?</p> <p>A They knew what the guests expected.</p> <p>B They shared all the jobs.</p> <p>C They lacked experience.</p> <p>D They enjoyed the work.</p>	<p>2 Lucy's working day was organised in order to give her</p> <p>A time for her school work.</p> <p>B working experience.</p> <p>C time at midday to relax.</p> <p>D time to have lunch with her father.</p>	<p>3 What does the writer mean by <i>daunting</i> in line 22?</p> <p>A disgusting</p> <p>B frightening</p> <p>C interesting</p> <p>D strange</p>								
<p>4 What did Lucy do while she walked from the kitchen to the dining room?</p> <p>A She smiled at Gordon in a friendly way.</p> <p>B She avoided touching Gordon.</p> <p>C She checked the food Gordon gave her.</p> <p>D She started to look more friendly.</p>	<p>5 Why did Lucy enjoy serving breakfasts more than dinners?</p> <p>A She enjoyed the view from the dining room while working.</p> <p>B She had a better relationship with the guests.</p> <p>C The guests were more punctual than at dinner.</p> <p>D She worked more efficiently at breakfast.</p>	<p>6 How did Lucy's father improve her position in the hotel?</p> <p>A He put her in charge of the restaurant.</p> <p>B He asked her to provide entertainment for the guests.</p> <p>C He made her responsible for part of dinner.</p> <p>D He gave her a special uniform.</p>								
<p>7 What was special about the food on Lucy's Sweet Trolley?</p> <p>A Lucy made it following traditional recipes.</p> <p>B Lucy made the same food for picnics.</p> <p>C Lucy and Gordon made it together.</p> <p>D Lucy made most of it without following recipes.</p>	<table><tr><td>1. C</td><td>5. B</td></tr><tr><td>2. A</td><td>6. C</td></tr><tr><td>3. B</td><td>7. D</td></tr><tr><td>4. D</td><td>8. B</td></tr></table>		1. C	5. B	2. A	6. C	3. B	7. D	4. D	8. B
1. C	5. B									
2. A	6. C									
3. B	7. D									
4. D	8. B									
<p>8 What impression does Lucy give of her job throughout the passage?</p> <p>A It brought her closer to her father.</p> <p>B It was sometimes uncomfortable.</p> <p>C It was always enjoyable.</p> <p>D It was quite easy to do.</p>										


Grammar

Articles

<p>1 Look at the underlined examples from the reading text in extracts 1–6. Then match them with the rules for articles (<i>a, an, the</i>) a–f.</p> <p>1 When I was just sixteen, my father bought <u>an old guesthouse</u> (lines 1–2)</p> <p>2 ... my father bought an old guesthouse in <u>the village where we lived</u> (line 2)</p> <p>3 At the early stages of <u>the hotel</u>, he experimented (line 4)</p> <p>4 ... my dad had a vision of what <u>guests</u> wanted (line 6)</p> <p>5 ... <u>the most important thing</u> was work (line 8)</p> <p>6 the most important thing was <u>work</u> (line 8)</p>	<p>a No article is used when using uncountable nouns in the singular.</p> <p>b <i>A</i> and <i>an</i> are used with singular, countable nouns mentioned for the first time.</p> <p>c <i>The</i> is used when it's clear who or what we are referring to from the context.</p> <p>d No article is used when talking in general and in the plural.</p> <p>e <i>The</i> is used with superlative adjectives and adverbs.</p> <p>f <i>The</i> is used with things mentioned before.</p>	<p>1 b</p> <p>2 c</p> <p>3 f</p> <p>4 d</p> <p>5 e</p> <p>6 a</p>
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2 Complete the spaces in the following text using *a, an, the* or – if no article is needed.

I was just 18 and it was (1) the first time I had worked in (2) an office. I was (3) the summer holidays and I had just finished (4) — school. I thought it would be (5) a good way of earning (6) a bit of money before I went to (7) — university in (8) the autumn. I spent most of (9) the day keying (10) — information into the company's database. Although I found (11) the job rather boring. I earned (12) a good salary.

3  **Spanish-speaking First Certificate candidates often make mistakes with articles. Correct the mistakes in sentences 1–12 below. Some sentences contain more than one mistake.**

1. Have you heard ~~a~~ latest news about Bayern Munich in the Champions' League? **the**
2. I bought my first motorcycle at ~~my~~ age of 16. **the**
3. I'm hoping to visit your town ~~the~~ next year.
4. She found a lot of useful information on • internet. **the**
5. You'll have difficulty parking in • city centre on Saturday. **the**
6. I think the bicycles are most • effective means of transport. **the**
7. ~~The~~ money can cause a lot of problems.
8. I really enjoy listening to ~~the~~ music, especially on • radio. **the**
9. When I visit ~~the~~ foreign cities, I really like ~~the~~ shopping for clothes.
10. I'm having • wonderful time with my friends. **a**
11. I've got ~~a~~ plenty of spare time at ~~this~~ • moment, so we can have a dinner together if you like. **the**
12. We can provide ~~an~~ accommodation for you in a comfortable hotel.

Speaking Part 3

2  **Listen again. Notice how Sara disagrees with Santi and complete the sentences.**

- 1 , maybe,
..... I'm not
.....
- 2 Possibly, I
..... that's the
main reason.
- 3 You be
.....
there are good reporters, too.

1. Well, maybe, **but**
I'm not **sure**.
2. Possibly, **but** I **doubt**
that's the main
reason.
3. You **might** be **right**,
but they are good
reporters, too.

7 **Copy the table below into your notebook and then write each of these phrases in the correct column.**

Yes, and ...	What about you?	Do you agree?	I'm not sure. I think ...
Perhaps people think that if they do this job, they'll ...			I think you're right.
No, but ...	People may/might think a job like this is ...	Why's that?	
What do you think?	... don't you think?	Sure.	That's true.
Maybe ...	Possibly ...		

suggesting ideas

Perhaps people think that if they do this job, they'll ...
People may/might think a job like this is ...

asking your partner's opinion

What about you? Do you agree? Why's that? What do you think?
... don't you think?

agreeing

Yes, and ... I think you're right. Sure. That's true.

disagreeing

I'm not sure. I think ... No, but ... Maybe ... Possibly ...

Spelling and sounds

8 Look at the letters in bold in the underlined words in these sentences and choose the correct pronunciation, a or b.	1 I <u>doubt</u> whether a ski instructor gets very well paid. a /bt/ b /t/	2 Being a <u>plumber</u> isn't very glamorous, but it's not badly paid. a /mb/ b /m/	
			2 b

9 Match the <i>bt</i> and <i>mb</i> words, 1–8, with the correct pronunciation, a–h. 1 comb a /bɒm/ 2 thumb b /det/ 3 debt c /dΛm/ 4 lamb d /kəʊm/ 5 bomb e /klaɪm/ 6 subtle f /læm/ 7 dumb g /sΛt.l/ 8 climb h /θΛm/	1	d
	2	h
	3	b
	4	f
	5	a
	6	g
	7	c
	8	e

Use of English Part 2

3 For questions 1–12, read the text again and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).		
Volunteering with Katimavik Katimavik, the Canadian community service and volunteer programme is the perfect way (0) <u>to</u> give young people (1) experience they need. Volunteers (2) six months working in three different provinces. While they are (3), they work between 35 and 40 hours a week and (4) valuable and necessary work for an organisation that really needs it. The jobs range from database design to painting the walls of a recreation centre, and are all rewarding and interesting. Volunteers learn organisation and communication skills, as (5) as gaining experience working in (6) team environment. People gain a great (7) of self-confidence from the programme and this helps them when applying (8) other jobs afterwards.	It isn't like going to school (9) going to work. Volunteers choose (10) they want to learn and then they do it. They become responsible for themselves and the (11) team members, as they share household duties (12) as cooking and cleaning. Katimavik gets young people ready for life.	CLUE a but deal do spend far for lot make your other much doing there more pass such what one to or the this well with
	(0) to (1) the (2) spend (3) far there (4) lot doing do (5) well (6) a	(7) deal (8) for (9) or (10) what (11) other (12) such

Writing Part 1

Write a letter to Mrs Macfane, using all your notes. Write your answer in 120–150 words in an appropriate style.
Hello Mrs. Macfane. I am interested in working in the Forest Country Hotel. I saw the advertisement that you posted last week in the online newspaper. I am free during the summer and I want to earn some money to pay the university taxes the following year. I have a good English level but I want to improve it. I have experience in this type of jobs like being a waiter in a

restaurant providing meals and drinks to people. I also like to explore new places and I didn't have the pleasure to know this part of Ireland. I am also very fit, so I can participate in sports activities if it is necessary. I hope you can contact me to start working in summer.
Thank you very much.

Unit 7 Vocabulary and grammar review

Vocabulary

1 Complete the sentences below by writing a word from the box in each space.

fun funny opportunity occasion occasion
job possibility work

- Andrea's birthday was a great **occasion**! I won't forget it for a long time.
- Excuse me! I have to get to **job work** and I'm already late.
- Helena, you did an excellent **work job** arranging the meeting so efficiently!
- My boss has lost his temper on only one **occasion** as far as I can remember.
- I didn't find working in the office much **fun** because my colleagues weren't very friendly.
- Olga sees her part in this film as a great to show she can act in English as well as in Russian.
- Polly took us to see a very **funny** film which made us laugh a lot.
- You have no **possibility** of getting a more responsible job with your qualifications.

Grammar

2 Countable and uncountable nouns. Circle the correct alternative in *italics* in each of the following sentences.

- He was looking for (1) accommodation / accommodations in a five-star hotel, but (2) *there were no rooms* / *there was no room* with a view available.
- Her (3) *luggage* / *luggages* consisted of seven heavy suitcases and some medical (4) *equipment* / *equipments*.
- If I could give you some (5) *advice* / *advices*, avoid using public (6) *transport* / *transports* in this city.
- Kuldip has to learn and remember a lot of (7) *fact* / *facts* of general (8) *knowledge* / *knowledges* for an international students' competition in the USA next month. He has looked on the internet, but he takes most of his (9) *information* / *informations* from his encyclopedia.
- Vanessa loves good (10) *food* / *foods* – in fact the (11) *meal she cooks is* / *meals she cooks are* amongst the best you'll ever eat.
- The government needs to create (12) *work* / *works* for nearly half a million people who are without (13) *job* / *jobs*.
- Patty wants to change all the (14) *furniture* / *furnitures* in her sitting room.
- Have you heard the latest news? (15) *It is* / *They are* really exciting!

- (1) **accommodation** / accommodation
- (2) **there were no rooms** / there was no room
- (3) **luggage** / luggages
- (4) **equipment** / equipments
- (5) **advice** / advices
- (6) **transport** / transports
- (7) **fact** / facts
- (8) **knowledge** / knowledges
- (9) **information** / informations
- (10) **food** / foods
- (11) **meal she cooks is** / **meal she cooks are**
- (12) **work** / works
- (13) **job** / jobs
- (14) **furniture** / furnitures
- (15) **It is** / **They are**

3 Complete these sentences by writing one word in each space. In several sentences more than one word is possible.

- 1 Drive carefully! I paid a great deal of money for that car.
- 2 I heard an interesting **piece** of news on the radio they're giving us a day's holiday next month.
- 3 I'd like to offer you a little **bit** of advice: don't go up to the castle at midday as it gets very hot.
- 4 That's a really useless **piece** of equipment – you should throw it away!
- 5 There are a large **number** of shops in the town centre where you can buy souvenirs.

4 Complete this story by writing a, an, the or – if you think no article is needed.

I was travelling around Europe by (1) train one summer when I was about 18 years old and I arrived in (2) city (I can't remember (3) name) just as it was getting dark. I went looking for somewhere to stay such as (4) youth hostel, but the only one I found was full and they couldn't recommend anywhere else for (5) cheap accommodation. As usual, I had (6) problem with (7) money: I didn't have enough for (8) hotel. I wandered round (9) city looking for (10) park to sleep in. It was very dark when I came to (11) pair of (12) imposing gates leading into what looked like (13) park. I went inside, and fortunately I had (14) excellent sleeping bag, which I unrolled and climbed inside. Then I ate some bread, which was (15) only food I had. Halfway through (16) night it started to rain, and (17) rain continued until (18) early morning when I woke up and looked around me. I had (19) enormous surprise when I saw I had been sleeping in (20) someone's back garden!

- (1) a / an / the / —
- (2) a / an / the / —
- (3) a / an / the / —
- (4) a / an / the / —
- (5) a / an / the / —
- (6) a / an / the / —
- (7) a / an / the / —
- (8) a / an / the / —
- (9) a / an / the / —
- (10) a / an / the / —
- (11) a / an / the / —
- (12) a / an / the / —
- (13) a / an / the / —
- (14) a / an / the / —
- (15) a / an / the / —
- (16) a / an / the / —
- (17) a / an / the / —
- (18) a / an / the / —
- (19) a / an / the / —
- (20) a / an / the / —



Unit 8

High adventure

Starting off

- 1 Work in small groups. Match the names of the sports with the photos.

athletics canoeing / kayaking cross-country running
karate mountain biking paragliding windsurfing

1	mountain biking
2	cross-country running
3	canoeing / kayaking
4	karate
5	athletics
6	windsurfing
7	paragliding

Reading Part 2

- 2 (40) You will hear part of a radio interview in which Gary Peters, an adventure racer, talks about the sport. Listen and for questions 1–4, choose the best answer A, B or C.

- 1 In adventure races, competitors race
A individually.
B in pairs.
C in groups.
- 2 Races usually take place in
A remote places.
B sports stadiums.
C large cities.

- 3 One of the main challenges of adventure races mentioned by Gary is lack of
A food.
B sleep.
C water.
- 4 For professional athletes, one of the attractions of adventure races is that they
A learn different skills.
B compete in different surroundings.
C compete as part of a group.

1	C	3	B
2	A	4	C

- 5 Eight sentences have been removed from the article. Choose from the sentences A–I the one which fits each gap (1–8). There is one extra sentence which you do not need to use.

For each of the eight missing sentences, you will find clues which have been underlined. Use these underlined clues in the article and in the sentences A–I, to help you choose the right answer.

1	I
2	H
3	D
4	E
5	G
6	C
7	A
8	B
EXTRA	F

Grammar

Infinitive and verb + -ing

1 The following sentences are examples of when to use the infinitive and when to use the verb + -ing form. Decide which sentence (a-i) is an example (1-11) for each of the rules on this page. You can use some of the sentences as examples for more than one rule.

a Not **finishing** that race was the most valuable lesson I could have learned.

b I promised then to **come back** one day and finish an adventure race.

c My approach involved simply **running, biking and canoeing** as much and as hard as I could.

d There is a lot to be said for just **gaining** experience.

e I trained several hours a day to **get fit** for the race.

f There are medical teams to **take care of** injured runners.

g He was just too tired to **carry on**.

h It's no use **entering** a race if you haven't prepared properly.

i Two of my team-mates decided **not to continue** the race after just a day and a half.

Rules

The infinitive is used:

- to say why you do something (example: 1 **e**.....)
- to say why something exists (example: 2)
- after *too* and *enough* (example: 3)
- after these verbs (there is a more complete list on page 175): *agree, appear, ask, arrange, decide, expect, fail, help, promise* (examples: 4 and 5)

The negative is formed by placing *not* before the infinitive (example: 6)

The verb + -ing is used:

- after prepositions (example: 7)
- as subjects or objects of a verb (example: 8)
- after these verbs (there is a more complete list on page 175): *admit, enjoy, finish, involve, mind, postpone, risk, suggest* (example: 9)
- after these expressions *it's no good, it's not worth, it's no use, it's a waste of time, spend time, can't help* (example: 10)

The negative is formed by placing *not* before the verb + -ing (example: 11)

1	e
2	f
3	g
4	b
5	i
6	i
7	d
8	a
9	c
10	h
11	a

2 Complete these sentences by putting the verbs in brackets in the correct form.

- Carlos has suggested **starting** (start) a five-a-side football team. What do you think?
- I don't think the weather is good enough **to go** (go) sailing this afternoon.
- We've decided **to hold** (hold) the race early in the morning before it gets too hot.
- Training** (train) is essential if you want to perform well.
- I've joined a gym **to get** (get) myself fitter.
- If you train too hard, you risk **injuring** (injure) yourself before the race.
- It's no good **running** (run) in a marathon if you're not wearing the right shoes.
- She was disqualified from the race for **pushing** (push) an opponent.

3 Circle the correct form in *italics* in each of these questions.

- What sport do you advise someone **to take up** / *taking up* in order to make friends?
- What sport do you choose **to learn** / *learning* if you had plenty time and money?
- If someone needed to get fit, what sport would you suggest **to do** / *doing*?
- What sports do you avoid **to take part in** / *taking part in* and why?

4 The sentences below contain mistakes made by **Spanish-speaking First Certificate candidates** with the infinitive and verb + *-ing*. However, two of the sentences are correct. Correct the mistakes.

1. I hope you'll enjoy ~~to stay~~ in my town. **staying**
2. I recommend ~~to learn~~ a little Spanish before you arrive. **learning**
3. I suggest ~~to wear~~ casual clothes for the journey. **wearing**
4. I would appreciate having more information about your courses. ✓
5. I'd like ~~introduce~~ you to my friends. **to introduce**
6. I'm hoping ~~meeting~~ her after the match. **to meet**
7. She succeeded in getting into university. ✓
8. She's thinking about ~~to get~~ a job before going to college. **getting**

Listening Part 4

3 Now, for questions 1–7, listen and choose the best answer (A, B or C).

- 1 Why did Andrew want to try paragliding?
A He had seen other people doing it.
B He wanted to write an article about it.
C He was bored with the sport he was doing.
- 2 Why did Andrew choose to do a paragliding course in France?
A The location was safer.
B The course was cheaper.
C The weather was better.
- 3 What is the advantage of learning to paraglide from a sand dune?
A You can land safely in the sea.
B You can land safely on the sand.
C You cannot fall too far.
- 4 How did Andrew spend the first morning of his course?
A He learned to lift his paraglider.
B He flew to the bottom of the dune.
C He watched other people paragliding.

- 5 When he started flying, how did he receive instructions?
A The instructor shouted at him from the ground.
B The instructor talked to him over the radio.
C The instructor flew with him.
- 6 When you land after paragliding, it feels like
A jumping off a low wall.
B falling from a horse.
C falling onto a bed.
- 7 What, for Andrew, is the best reason to go paragliding?
A It's more interesting than golf.
B It isn't as dangerous as people think.
C It's a very peaceful activity.

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

4 Work in small groups. Number these sports from most dangerous (1) to least dangerous (5) in your opinion. Then number them from most enjoyable (1) to least enjoyable (5) in your opinion.

dangerous		enjoyable		paragliding climbing motorcycle racing scuba diving snowboarding
1	snowboarding	1	motorcycle racing	
2	paragliding	2	climbing	
3	climbing	3	paragliding	
4	motorcycle racing	4	scuba diving	
5	scuba diving	5	snowboarding	

Use of English Part 4

1 In Use of English Part 4 you should complete the second sentence in each question so that it has a similar meaning to the first sentence, using the word given in capitals. You must use between two and five words including the word given. You must not change the word given.

Work in pairs. For questions 1 and 2, choose the correct answer A–D. Why are the other answers incorrect?

- 1 Why don't we start jogging if we want some exercise?
TAKING
He suggested in order to get some exercise.
- A He suggested *that they should take up jogging* in order to get some exercise.
 - B He suggested *taking up jogging* in order to get some exercise.
 - C He suggested *to take up jogging* in order to get some exercise.
 - D He suggested *going jogging* in order to get some exercise.

- 2 She won the match without difficulty.
EASY
She found the match.
- A She found *it easy to win* the match.
 - B She found *that it was easy to win* the match.
 - C She found *she could easily win* the match.
 - D She found *it simple to win* the match.

1 B 2 A

2 Now do these questions. Use the questions below to help you.

- 1 Marianne prepared for the race by training every evening.
READY
Marianne trained every evening for the race.
- Can you think of an expression with *ready* which means *prepare*?
 - Why did Marianne train every evening?
 - Do you use the verb + *-ing* or an infinitive to say why she trained every evening?
- Marianne trained every evening **to get ready** for the race.

- 2 It's against the rules to touch the ball with your hand.
ALLOWED
You the ball with your hand.
- How do you use *allowed* to mean *it's against the rules*?
 - Do you use the verb + *-ing* or an infinitive after *allowed*?
- You **are not allowed to touch** the ball with your hand.

3 Now do these questions.


- 1 We'd like all our students to participate in the sports programme.
PART
We are keen on all our students the sports programme.
- 2 Buying the equipment for this sport is cheaper than hiring it.
MORE
It's the equipment for this sport than to buy it.

We are keen on all our students **taking part in** the sports programme.

It's **more expensive to hire** the equipment for this sport than to buy it.

3	You should have phoned her to tell her the game was cancelled. GIVE You were supposed to tell her the game was cancelled.	You were supposed to give her a call to tell the game was cancelled.
4	Playing rugby is more dangerous than playing football. SAFE Playing rugby as playing football.	Playing rugby is not as safe as playing football.
5	'I'll never get angry with the referee again,' said Martin. TEMPER Martin promised never with the referee again.	Martin promised never to lose his temper with the referee again.

Speaking Part 4

1  Listen to two First Certificate candidates, Antonia and Magda, answering these questions in Speaking Part 4 and briefly note down their opinions.

Question: Do you think young people should be encouraged to do adventure sports?


Antonia: *No, because*

Antonia: No, because I'm not very keen on sports. I think young people should be allowed only if they want.

Question: Do you think that people generally do enough sport nowadays?

Magda:

Magda: I'm not sure. Some people do a lot of sports but other people doesn't do too much sports.

2  Write these phrases which Antonia and Magda used in the correct column below. Then listen again.

for instance ... I believe I mean ... such as ...
I'm not sure. I think ... No, I don't think so because ...

introducing an opinion	adding an explanation	introducing an example
<i>I believe</i> I'm not sure. I think ... No, I don't think so because ...	<i>I mean</i> ...	<i>for instance</i> ... <i>such as</i> ...

- 3 Listen to Clara answering this question:
Do you think the government in your country does enough to encourage people to do sport?
 What does she include in her answer? Tick (✓) the appropriate boxes below.

- 1 Her opinion
- 2 Her personal preferences
- 3 Explanation
- 4 One example
- 5 More than one example
- 6 Opposing opinion
- 7 Reason opposing opinion is wrong

<input checked="" type="checkbox"/>
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<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>

- 4 Listen again. What does Clara say when she introduces the opposing opinion? Complete Clara's sentence below.

I know

I know some people say that the government should do more because people are getting less fit, but in the end, it's the individual's choice.

Spelling and sounds

- 7 Look at the sentences. Match the letters *ou* with the correct sound (a–e).

- | | |
|--|--------|
| 1 We should encourage families to do sport together. | a /əʊ/ |
| 2 Rugby balls are oval, not round. | b /ə/ |
| 3 Sport is good for developing groupwork skills. | c /ʌ/ |
| 4 Dangerous sports are not good for children. | d /aʊ/ |
| 5 Take care of mind, body and soul! | e /u:/ |

1. c

2. d

3. e

4. b

5. a

- 8 Complete the table with the words from the box. Compare your answers with a partner.

routine	famous	jealous	shoulders
glamorous	ground	council	young
country	enough	amount	

/ə/	/ʌ/	/u:/	/əʊ/	/aʊ/
famous	young	<i>routine</i>	shoulders	ground
jealous	country			council
glamorous	enough			amount

Writing Part 2 A report

1 Work in pairs. When you write, you should decide whether to write in a formal or an informal style. Would you use a formal (F) or an informal (I) style for each of these readers? Write F or I by each.

1	a school director	F
2	classmates	I
3	friends	I
4	people much older than you	F
5	relatives	I
6	someone working in an office	F

2 Would you use a formal (F) or an informal (I) style for each of these tasks? Write F or I by each.

1	a letter or email to a friend:	I
2	an article in your college magazine:	I
3	a letter or email to a Tourist Information office:	F
4	a report for the director of your college:	F
5	an essay for your teacher or college tutor:	F
6	a review of a film in an international magazine:	F
7	a story for a class competition:	I

3 In each pair below, decide which is generally a characteristic of formal (F) or informal (I) language. Write F or I by each.

1	a Contractions (<i>it won't ... , she's been ...</i>): <i>I</i>	a. I
	b No contractions (<i>it will not ... , she has been ...</i>): <i>F</i>	b. F
		a. F

2	a Long words (<i>apologise, frequently, unfortunately</i>):	b. I
	b Short words (<i>sorry, often, sadly</i>):	
3	a Common words (<i>difficult, play</i>):	a. I
	b Less common words (<i>complicated, perform</i>):	b. F
4	a Phrasal verbs (<i>fill in, ask for</i>):	a. I
	b Other types of verb (<i>complete, order</i>):	b. F
5	a Complete sentences (<i>I was delighted to receive your letter</i>):	a. F
	b Incomplete sentences (<i>Great to hear from you again</i>):	b. I
6	a Abbreviations (<i>Sept</i>):	a. I
	b No abbreviations (<i>September</i>):	b. F

7 Read the report on page 86 and circle the more formal option in *italics* in each case.

1. suggest / come up with	8. have a good time doing / enjoy sports	12. we could pay a local mountaineering club / a local mountaineering club could be employed
2. a number of / some	9. Activities on the coast could include / We could do several things on the coast such as	13. be good for / benefit
3. kids / young	10. set up / organise	14. encouraging / building up
4. outline / sum up	11. Similarly / Also	15. they'd get / they would become
5. the benefits of / what they'll get out of		16. I recommend / I'm in favour of
6. things / activities		17. enjoyable / fun
7. is situated / is between		18. grow / develop

9 Do the following writing task. Write between 120–180 words.

Report on adventure activities for young people

INTRODUCTION

The goal of this report is to suggest adventure activities in Summer for young people, so they can profit of them in their holidays.

WHICH ACTIVITIES?

The place where we are is located in the North of Burgos. It is a really comfortable place because there are a lot of mountains, a river and a lake. The activities we offer in the mountains are climbing, hiking, slepping outside and some interesting games. In the river, we will do canoeing, swimming and fishing.

BENEFITS FOR CHILDREN

These activities would help them by making team spirit, to improve their physical health and they could meet a lot of people.

CONCLUSION

If your kids want to have a funny, interesting and healthy summer, they should come with us because that is what we promise they will feel here. They will develop mentally and physically.

Unit 8 Vocabulary and grammar review

Word formation

① Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

Adventure racing

The teams that come first are the ones who race
(1) *intelligently* and adapt to unexpected situations.
Maintaining flexibility and (2) is the
key. (3), in preparation for the race in
Australia I didn't approach my (4) in a
methodical way. In fact I had so little experience that
I (5) ran and cycled as much and as
hard as I could. When we (6) did
the race, one of my team-mates became just too
(7) to continue. We had been going
really fast without taking any rests and he had felt
(8) about asking us to stop. I knew that
our team had not been prepared or (9)
about the pace we could keep. Not finishing that race
was the most (10) lesson I could have
learned.

INTELLIGENT
PATIENT
FORTUNE
TRAIN

SIMPLE
ACTUAL

TIRE

COMFORT
REAL

VALUE

- (1) intelligently
- (2) patience
- (3) Unfortunately
- (4) training
- (5) simply
- (6) actually
- (7) tired
- (8) uncomfortable
- (9) realistic
- (10) valuable

Grammar

2 Put the verbs in brackets into the correct form: infinitive or verb + -ing.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Can I suggest <i>taking</i> (take) a break in about ten minutes? 2 Did you manage (get) in touch with her? 3 Do you want me (invite) her? 4 He's considering (change) his course of studies. 5 He absolutely refuses (have) anything to do with them. 6 He admitted (steal) the money. 7 He persuaded them (finish) the job. 8 I expect (become) very rich one day. 9 I really don't mind (work) at weekends. 10 It's no good (ask) him anything. He's really unhelpful. 11 Toya enjoys (work) in an internet café. 12 You know it's not worth (spend) so much money on a meal like that. | <ol style="list-style-type: none"> (1) taking (2) to get (3) to invite (4) changing (5) to have (6) stealing (7) to finish (8) to become (9) working (10) asking (11) working (12) spending |
|--|---|

3 Complete the second sentence in each question so that it has a similar meaning to the first sentence, using the word given in capitals. Do not change the word given. You must use between two and five words, including the word given.

- | | | |
|--|--|--|
| <ol style="list-style-type: none"> 1 Finding our way down the mountain in the dark wasn't easy.
DIFFICULT
We found <i>it difficult to find</i> our way down the mountain in the dark. 2 You can't go skydiving until you're 18 years old.
ALLOWED
People under 18 skydiving. 3 He didn't want to get sunburnt, so he stayed in the shade.
AVOID
He stayed in the shade sunburnt. 4 Paola hates windsurfing when the weather is cold.
BEAR
Paola when the weather is cold. 5 Could you please turn your mobile phone off?
MIND
Would your mobile phone off? | <ol style="list-style-type: none"> 6 I asked Ana if she wanted to play tennis with me this afternoon.
INVITED
I tennis with me this afternoon. 7 You might have an accident if you don't take all the safety precautions.
RISK
If you don't take all the safety precautions, an accident. 8 The weather is so wet that it's not worth going for a walk today.
POINT
The weather is so wet that there's for a walk today. | <ol style="list-style-type: none"> 1. We found <i>it difficult to find</i> our way down the mountain in the dark. 2. People under 18 <i>are not allowed</i> skydiving. 3. He stayed in the shade <i>to avoid getting</i> sunburnt. 4. Paola <i>can't bear windsurfing</i> when the weather is cold. 5. Would <i>you mind turning</i> your mobile phone off? 6. I <i>invited Ana to play</i> tennis with me this afternoon. 7. If you don't take all the safety precautions, <i>you risk having</i> an accident. 8. The weather is so wet that <i>there's no point (in) going</i> for a walk today. |
|--|--|--|