

2

Differing tastes



1 Look at the photos and answer these questions.

- 1 What do you think makes a restaurant popular or unpopular?
- 2 Why do people enjoy eating food from other parts of the world?
- 3 What do you enjoy cooking?
- 4 What are the advantages of using online videos to help you cook?

Part 6

2 Look at the exam task instructions. Answer these questions.

- 1 What kind of text do you have to read?
- 2 What do you have to put in gaps 1–6?
- 3 Do you have to use all of sentences A–G?

Quick steps to Part 6

- Study the instructions, read the main text for gist, then look quickly at sentences A–G.
- Study the words next to each gap, then look for similar or contrasting ideas in sentences A–G.
- Look for: vocabulary links; grammatical links, such as verb tenses; reference words, e.g. **these**; and linking expressions, e.g. **but, after, too, ones, so**.

3 Quickly read the text, ignoring sentences A–G for now. Answer these questions.

- 1 Why did May have to learn to become a chef?
- 2 What does May's mother think of her cooking?

4 Question 1 has been done as an example. Look at sentence E and the first two paragraphs of the main text. How do the underlined words link sentence E to gap 1? Why can't sentence E fit gap 2?

5 Do the exam task, underlining the words and phrases in sentences A–G and in the main text which are linked to each other in some way.

6 Find words and phrases in the text that mean the following:

- 1 lists of foods and instructions explaining how to cook something (paragraph 1)
- 2 style of cooking (paragraph 2)
- 3 food cooked and bought at a shop but taken home to be heated and eaten (paragraph 3)
- 4 people who write articles giving their opinion about books, films, music, restaurants, etc. (paragraph 4)
- 5 be in danger of failing (paragraph 5)
- 6 property owned by a company or organisation (paragraph 5)
- 7 long flat surface where customers are served (paragraph 6)
- 8 advice (paragraph 6)
- 9 as 4 (sentence G)
- 10 real or true (sentence G)

Exam task

You are going to read an article about a woman who became a chef by watching online videos. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

Star chef learnt to cook by watching YouTube

The kitchen has no oven. The restaurant is almost impossible to find, and the head chef learnt to cook by watching YouTube videos. But Siam Smiles, a Thai restaurant located in a former railway building that is now a shopping centre in Manchester, is run by a woman who has become one of the city's most critically acclaimed chefs.

Lallalin Mahasrabphaisal, 37, whose friends call her May for short, has no formal training but simply learnt to cook by obsessively watching online videos. After returning from a busy day at the Thai supermarket she owns in Manchester – and after putting her three young children to bed – she would watch YouTube, memorising complex recipes without making a single note. 'I didn't sleep,' she said. 'I watched YouTube videos.' **1** **E** Her menus continue to reflect what she learnt from him.

May said her main courses, which typically cost less than £10, do not always go down well with locals who are not used to very hot food. 'Once I saw a grown man burst out crying,' she said. **2** Of course, such strong flavours are an integral part of Thai cuisine and will hardly come as a surprise to most customers.

She was forced to learn to cook after a chef, who ran a small but successful café in the basement of May's supermarket, suddenly resigned. He gave her just two days' warning. 'We were very popular,' she said, 'and we had so many customers.' **3** 'It's not about the money, it's about my love of Thai cooking.' She had no previous cooking experience. 'I would make my children

ready meals and basic Italian dishes like spaghetti bolognese. Nothing special. Just normal home cooking.'

Critics began to take notice, with the restaurant critic Marina O'Loughlin, who now works for *The Sunday Times*, describing it as 'the most exciting thing to happen to me in Manchester for many years.' **4** These include noodle soups, curries, stir fries and salads.

When rents and rates in Manchester's Chinatown increased, however, May's modest supermarket-café began to struggle, and the building was repossessed by its owners in March. **5** At the time of the closure, the company was making a film about how she taught herself to cook using its tutorials, so it also helped May decorate the replacement premises.

It is simple. The kitchen consists of a fridge and two hot plates behind a counter. The room has ordinary wooden chairs and tables, and on the wall hangs a photo of the former King of Thailand. May's mother, Mamat Buatick, 58, said: 'I am very proud of her. Her grandfather owned a restaurant in Thailand so perhaps it runs in the family.' **6** 'I am amazed at how good she has become since then. But it wasn't all from YouTube,' she insisted. 'I gave her some tips, too.'

- A** I didn't want to let them all down.
- B** She didn't take very much interest in cooking growing up.
- C** It was simply too spicy for him.
- D** She thanked him for being so helpful at such a difficult time for her.
- E** Her favourites include those of green curry and Thai basil dishes being prepared by the popular Thai chef, Ying Sak.
- F** Much to her relief, YouTube stepped in to set her up at a new location in the Great Northern Warehouse in the city centre.
- G** Other reviewers praised the 'tastes to lose yourself in' and 'flawless' authentic dishes.

Exam tip

Make sure you have chosen an answer to every question. There will be one letter you haven't used. Check that the extra sentence doesn't fit any of the gaps.

Listening

1 Look at the photo. Do you ever buy from a food truck, buy street food or order a takeaway meal? Tell your partner why or why not and give examples. Use some of these expressions.

convenience food delicious (to) heat up junk food
packaging portion sit-down meals tasty
(un)healthy (un)hygienic vegan vegetarian

Part 2

Quick steps to Part 2

- Quickly read the instructions and all the sentences, including any words after the gaps.
- Decide what type of information, e.g. a person, an object, a place, you need for each gap.
- Wait to hear all the information about each point before you decide on your answer.

Exam task

You will hear a young man called Dave Simpson talking about selling meals from a food truck. For questions **1–10**, complete the sentences with a word or short phrase.

When Dave realised food trucks near the **(1)** were successful, he decided to buy one.
Dave managed to get money from a **(2)** to start his business.
Dave changed his mind about asking a **(3)** to help run the business.
Dave says he had difficulty creating a **(4)** to advertise his business.
Dave sometimes has to **(5)** in his truck overnight to get a good place to do business.
Dave says he sells more **(6)** than any other type of food.
At lunchtime, the majority of Dave's customers are **(7)** and students.
Dave particularly likes driving to **(8)** to sell meals.
To help make his business more environmentally friendly, Dave uses **(9)** that can be recycled.
According to Dave, the **(10)** in the food-truck trade tend to be low.

Giving your opinion

3 Now that you have heard Dave talking about running a food truck, do you think it is a good job to have? Use some of these expressions and give reasons.

Actually, I'm convinced that ... I'd say that ... In my opinion, ...
It seems to me ... Personally, I think ... Well, my own feeling is that ...



2  **02** Look at the exam task and answer these questions. Then listen and do the exam task.

- 1** In question 1, what kind of word probably goes after *the*? What does the word *near* indicate?
- 2** What kind of information do you need for each of questions 2–10?

Exam tips

- Write your answers exactly as you hear them – don't try to use other words that mean the same.
- Read all your completed sentences. Do they make sense? Are your grammar and spelling correct?

Past tenses

 Page 100


1 Look at these extracts from the recording in Listening and answer the questions about the underlined verb forms.

- | | |
|---|---|
| <p>a Once I'd <u>made</u> that decision, the next step was to raise the money.</p> <p>b ... my friend George, who <u>used to run</u> a market stall ...</p> <p>c I <u>would try</u> to work out whether they were selling enough.</p> | <p>d I <u>noticed</u> all those by the shopping mall had queues.</p> <p>e When I <u>was drawing up</u> my plans I felt it was essential to find a business partner.</p> <p>f I'd <u>been taking</u> an interest in the food trucks.</p> |
|---|---|

Which verb form do we use:

- | | |
|--|--|
| <p>1 for actions or events in the past?</p> <p>2 to talk about something that was going on when something else happened?</p> <p>3 when we are already talking about the past and we want to talk about an earlier event?</p> | <p>4 to talk about how long something went on up to a point in the past?</p> <p>5 to talk, without using time expressions, about things we did regularly in the past but don't do any more?</p> <p>6 like 5, but only for actions, not states?</p> |
|--|--|

2  Correct the mistakes in these sentences written by exam candidates. In some cases more than one answer is possible.

- 1 I saw that Amy carried a heavy bag, so I offered to help her.
- 2 She started walking back to the garage where she left her car the day before.
- 3 I used to be a shop assistant for about three years.
- 4 The party was something that we organised for weeks before his birthday.
- 5 We were very pleased when they bought the house as it was for sale for nearly three years.
- 6 It was dark, but it was clear that someone walked across the bridge.
- 7 People didn't used to worry about the environment.
- 8 I wanted to go to Rome because I used to wanted to be an archaeologist.

3 Choose the correct form of the verb (A, B or C) to complete each sentence.

- 1 My aunt and uncle didn't have a car, so they one last year.
A bought B used to buy C 'd bought
- 2 When I got home yesterday, I felt quite tired because I an exam all afternoon.
A used to sit B 'd been sitting C sat
- 3 I don't think I Holly before last week's party.
A was meeting B met C 'd met
- 4 Sean with somebody else all last summer, but now he's my sister's boyfriend.
A used to go out B had gone out C was going out
- 5 By the time he was 30, he one of the leading experts in his field.
A became B had become C was becoming
- 6 When I arrived at Micky's house, everyone a film on TV.
A watched B used to watch C was watching

4 Use the given verb form to complete the sentences.

- 1 This afternoon I saw my sister Eileen while I (past continuous)
- 2 I could see he was upset – his eyes were red because he (past perfect continuous)
- 3 Nowadays I follow quite a healthy diet, but when I was younger I (used to)
- 4 I made friends with lots of people when I (past continuous)
- 5 I had a lunch date with my new manager, but I was late and by the time I arrived she (past perfect)
- 6 When we were kids, our parents took us on family holidays where we (would)



1 Look at photos A and B. We can use sentences a–f to compare two photos. Fill in gaps 1–8 with these words. You can use some of them more than once.

both difference different other same similar similarity

- a In (1) **both** of these photos there are some people eating out, but in this one they're in a street café.
- b In this photo there are two people, but in the (2) one there's a family of three.
- c These two are (3) in age, about 30, unlike the family inside the restaurant.
- d One (4) between the photos is that (5) show people eating a quick lunch.
- e But in some ways the situation in the two photos is quite (6)
- f The biggest (7) between them is that this one shows people laughing and enjoying a meal together, but in the (8) one they're looking at their food, not at each other.

2 Look at photos 1 and 2. Which of points a–f are the same or similar in the two photos, and which are different?

- a the place
- b the food
- c the number of people
- d the people's age
- e the people's appearance
- f what the people are doing

3 Look at photos 3 and 4 on page 96 and note down as many points of similarity and difference as you can.

Quick steps to Part 2

- Think about what you are going to say before you start speaking.
- Don't try to describe everything in the photos. Just mention as many similarities and differences as you can.
- When your partner is speaking, listen to what they say but don't interrupt. At the end, the examiner will ask you a question on the topic, so think about your own ideas.



Part 2

Page 130

- 4 Look at the exam instructions in Exercise 5. What does Candidate A have to do? What does Candidate B have to do?
- 5 Work in pairs and do the exam task.

Exam task

Each of you will be given two photographs. You have to talk about your photographs on your own for about a minute, and also answer a short question about your partner's photographs.

Candidate A: It's your turn first. Look at photographs 1 and 2. They show people buying food. Compare the photographs, and say why you think people choose to buy food there. Talk about your photographs on your own for about a minute.

Candidate B: Do you like to go food shopping? Why? / Why not?

Candidate B: Look at photographs 3 and 4 on page 96. They show people eating out. Compare the photographs, and say what you think would be enjoyable about having a meal there. Talk about your photographs on your own for about a minute.

Candidate A: Which of these two kinds of place do you prefer to go to? Why?

Exam tip

Don't panic if you don't know much about the topic or you are unsure what is in the photograph. Keep talking and use phrases like *It may be ...*, *It could be ...*, *It looks like ...*, etc.

- 6 Change roles and repeat the exam task.

- 7 How well did you and your partner speak in Part 2? Tell each other what you think.

Reading and Use of English

Fixed phrases

1 Replace the underlined words with these fixed phrases.

at ease at first sight break my heart get on my nerves is attracted to
keep you company leave me alone lose touch propose to someone takes me for granted

- 1 When I take my dog for a walk, I feel completely relaxed.
- 2 He keeps calling me early in the morning, and it's starting to annoy me.
- 3 It's sad when you move away and you stop communicating with your friends.
- 4 The book doesn't look very interesting the first time you see it, but it is.
- 5 It'll make me very, very sad if you marry somebody else.
- 6 Sometimes I think Jeff forgets how lucky he is to have me as a friend.
- 7 From the way Marta looks at Ken, I think she really likes him.
- 8 You become engaged when you ask someone to marry you and they say 'yes'.
- 9 I have a lot of work to do but my colleague won't stop talking to me.
- 10 I'm waiting for the 55 bus too so I'll wait here with you.

Part 2

2 Look at the exam task. Answer these questions.

- 1 How many gaps are there?
- 2 How many words must you put in each gap?
- 3 Are you given a choice of words to use?

3 Without filling in any gaps, quickly read the text and answer these questions. Then do the exam task.

- 1 What does the title mean? Is the writer still happy in this relationship?
- 2 What kind of text, e.g. a news item, is it?

Exam task

For questions 1–8, read the text below 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).

Example: 0 AT

How we met

I've known Mateo since our school days, so it definitely wasn't love (0) first sight. In fact, back then he and his rather childish friends used to get on (1) nerves and I felt we had nothing in common. So I was surprised to discover how much he (2) changed when we met up years later. I'd just split up from someone I'd (3) seeing for ages and was in no hurry to start dating again, but Mateo seemed to understand that immediately and I felt completely (4) ease with him. Our friendship grew. When I needed someone to keep (5) company he was there for me. Whenever I was upset he (6) listen patiently and if I needed help I knew I could always count (7) him. One day I woke up and realised I wanted to see Mateo every day. That evening I proposed (8) him; he said 'yes' and three years later I don't regret a thing.

Quick steps to Part 2

- Read the title and the example, then quickly read the text.
- For each gap, decide what kind of word you need, e.g. auxiliary verb, preposition.
- Don't use abbreviations such as *etc.*, or contracted forms like *won't* – these count as two words.
- Use the correct verb form with the subject given, e.g. *people were going* (not *was*).

Exam tips

- Make sure you have given one word for every question and that your spelling is correct.
- Revise verbs and adjectives + prepositions as these are often tested in Part 2.

4 Which answers complete fixed phrases from Exercise 1 and which complete past tenses?

Linking expressions

1 Match the underlined linking words with their meanings.

as soon as at first at the same time
between those two times
immediately very surprisingly

- 1 Initially, he thought the course was easy. But then he realised it was more difficult than he thought.
- 2 The flight was at 9.15, but I arrived at the airport at 7.30. In the meantime, I had some breakfast.
- 3 Once Dan had woken up, he put the light on.
- 4 The thief broke the car window. Instantly, a loud alarm went off.
- 5 You are trying to do too many things simultaneously.
- 6 The door opened, but to my amazement there was nobody there.

Part 2 article

Page 124

2 Look at the exam task and answer these questions.

- 1 Who are you writing the article for?
- 2 Should you write mainly about the past, the present or the future?
- 3 How many words must you write?

Exam task

You have seen the following announcement on an international website for young people:

Had a great night out? If so, tell us about it!

Write an article about the best evening or night out you've ever had. We will put the best articles on our site next week. Send us your article, and you could have readers all over the world!

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

3 Quickly read the model article and answer these questions.

- 1 Is the article about the right length?
- 2 Is the style very formal or very informal – or somewhere in between? Give examples.
- 3 Why will readers want to continue reading after the first paragraph?
- 4 Which part of the article does the ending refer back to?
- 5 Find and correct one mistake in each paragraph.

Out at night

Have you ever felt that birthdays were more fun when you were a kid? I certainly did on my 18th as I sat at home watch TV. Sure, people had given me some nice presents, but somehow the old excitement was missing. Then, to my surprise, the doorbell rang.



The moment I opened the door and saw my friends standing there my mood changed. 'We're taking you down town!' they said, laughing. You can imagine how delighting I was!

I quickly got ready and before long we were in a taxi. First they took me shopping, buying me any clothes I wanted, and after that we went bowling. For once I actually won! Then we had a delicious pizza before going to a fashionable nightclub, where we spent hours dancing and meeting with people, some of them quite famous.

Eventually I arrived home, but just as I was going to bed I received a text message. It was from one of the celebrities I had been talking to earlier, inviting me out for a dinner the next day. I think you will agree it had been quite an evening!

4 Read the article more carefully and find the following:

- 1 expressions the writer uses to speak directly to the reader
- 2 examples of the past continuous, the past perfect and the past perfect continuous
- 3 linking expressions that mean the following:
 - a immediately
 - b after a while
 - c in the end

Quick steps to Part 2 article

- Plan your article, noting down points for all parts of the task.
- Think of a title that will attract the readers' attention, and also an interesting first paragraph to keep them reading.
- Involve your readers by using expressions like **Do you ever ... ?**, **You might think ... but ...** or **How would you feel if ... ?**

5 Read the exam task again and write your own article. When you have finished, check your work as in Unit 1 Writing Exercise 5 on page 13.

Exam tip

In an article, you can give your own opinions using expressions from Exercise 3 on page 16.

3

Changing places

1 How important are the following when choosing a holiday?

- the harm to the environment caused by the journey itself
- the effect of tourism on the local environment
- the benefit to the local people and the local economy that tourism can bring

Part 5

2 Look at the exam task. Answer these questions.

- 1 What kind of text do you have to read?
- 2 What different kinds of question are there?
- 3 For each question, how many options are wrong?

Quick steps to Part 5

- Quickly read the text, ignoring questions 1–6 for now, to see what it's about.
- For each question, look only at the first part of the question or unfinished statement and read what the text says about it.
- Think about the answer in your own words, then decide which option (A–D) is closest to your own answer.

3 Quickly read the text. What is the writer's main purpose?

- A** to criticise the islands' tourism authorities
- B** to suggest an alternative way of managing tourism
- C** to describe an enjoyable holiday he had recently
- D** to discourage tourists from visiting the islands

4 Read the first two paragraphs of the text on page 23 and answer question 1. Why are the other options wrong? Then do the rest of the exam task.

- 1 The writer says the construction of the tunnel
 - A** made the island of Vágur far more attractive to tourists.
 - B** forced local people to climb a hill to reach their village.
 - C** meant that Gásadular didn't lose all its inhabitants.
 - D** enabled travel between the coast and Gásadular for the first time.

Exam task

You are going to read an article about tourists doing conservation work. For questions 2–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 2 What does 'It' in line 20 refer to?
 - A** the path
 - B** the mountain
 - C** the village
 - D** the road
- 3 What does Jóhan say about closing the islands for the weekend?
 - A** It was part of a long-term plan to reduce tourism on the Faroe Islands.
 - B** It aimed to improve understanding between local people and tourists.
 - C** It had nothing to do with making money for the Faroe Islands.
 - D** It was intended to benefit the islanders, not tourists from abroad.
- 4 What is meant by 'logistics' in line 34?
 - A** the most important reasons for doing something
 - B** the main disadvantages of doing something
 - C** the dangers to people involved in doing something
 - D** the practical arrangements for doing something
- 5 How does Ditte feel about tourism?
 - A** She doesn't want the number of tourists to increase.
 - B** She feels the Faroe Islanders should visit other countries more.
 - C** She wants local people's attitudes to tourists to remain unchanged.
 - D** She thinks tourists aren't sufficiently interested in the local culture.
- 6 In the final paragraph, the writer implies that
 - A** villagers fear they will have to spend more time rescuing tourists.
 - B** he would advise against running similar projects elsewhere.
 - C** he had been wrong to doubt the successful outcome of the project.
 - D** locals are aware that only the volunteers got anything from the project.

Exam tips

- If a question asks about a particular word or phrase, work out the meaning by looking for examples, explanations, and similar or contrasting expressions in the text around the chosen word.
- Make sure you have chosen one answer for every question.

Sustainable tourism:

why the Faroe Islands closed for maintenance

by Tim Ecott

When the north Atlantic islands shut for a weekend to all but 'voluntourists' doing conservation projects, it was a win-win for locals and visitors.

The road tunnel to Gásadalur was built 15 years ago. Until then, residents of this tiny village on Vágur, one of the Faroe Islands, relied on irregular boat access below the cliffs or, more commonly, braved the 45-degree slope of a narrow track that climbs 500 metres over the mountain south of the village. Only 11 people live in Gásadalur today, and without the tunnel it would probably have become one of the Faroes' abandoned villages. Today, I'm doing the climb with several local men, plus three mathematicians from Washington DC, a pharmacist from Glasgow, a civil servant from London, two Finnish students and two biochemists from Bratislava. They're all volunteers who have come to the islands as a part of a tourism initiative that declared the country 'closed for maintenance' for one weekend last month.

We 'voluntourists' (as Visit Faroe Islands calls us) have the task of clearing loose stones from the path, and hammering wooden stakes into the grass to mark a safe, easily visible route over the mountain. Historically, clearing loose stones was done by people from the village, but thanks to the road they rarely walk over the mountain these days. It is being renovated mainly for the growing numbers of tourists who explore this archipelago of rugged mountains, prolific seabirds and wild-looking sheep. Gásadalur also has one of the Faroes' most photographed sights: a waterfall that gushes straight from the cliff face into the Atlantic below.

One of the masterminds behind this weekend is Jóhan Pauli Helgason, development manager for Visit Faroe Islands. He says the project had several aspects: 'Yes, it was a marketing campaign but it was also about making genuine improvements to the tourist experience, and providing visitors and islanders with a proper cultural exchange. We see that as a more sustainable version of tourism for a country with just 50,000 people.'

Helgason managed the logistics, getting 105 volunteers from 25 countries safely in and out of the country and distributed across ten projects selected in collaboration with district councils. The sites included the puffin colony on Mykines Island, the natural rock harbour at Gjógv and – the Instagram favourite – the high cliffs at Trælanípa, where the archipelago's largest lake seems to float hundreds of metres above the Atlantic. One group of volunteers also went to the southernmost island of Suduroy, with everyone staying in guesthouses and local homes. Crucially, no one fell off a mountain or twisted an ankle in the mud. It is clear to anyone from the wider world that the Faroes are not suffering anything like overtourism. Most Faroese people see tourists as an asset, and are still flattered that people want to know more about their culture. Ditte Mathilda Joensen runs small-scale photography tours through her company Veingir. 'I want visitors to meet locals, and become friends. For me, tourism has to be a two-way process, and I hope we don't lose sight of that as we grow.'

Knowing the Faroes well, I admit I'd wondered if voluntourism would achieve much in practical terms. On the island of Nólsoy, local resident Tjóðhild Patursson was adamant that the visitors had helped this small community in a tangible way. 'Many visitors take the wrong track across the mountains. If they get lost or injured, we have to take care of them. Our local municipality hasn't had the time, the money or the manpower to waymark the route, even though we have been talking about it for a couple of years. What the visitors have achieved in just two days is remarkable.' The 'Closed for Maintenance' weekend may well be a vision of what tourism should be like for many small communities.

34

5 Find words and phrases in the text that mean the following:

- | | |
|---|---|
| 1 something that is done to improve a situation | 6 pleased by what someone said about them |
| 2 repaired because it is old and in bad condition | 7 forget about something important |
| 3 causing little or no damage to the environment | 8 absolutely sure |
| 4 working together (with) | 9 real, not imagined |
| 5 someone or something that helps you succeed | |

6 Would you like to work as a 'voluntourist'? Why? / Why not? Where could they do useful work in your country?



1 The photos show places the speakers in the exam task went to. Answer these questions.

- Which photo shows each of the following?
The Uxmal Pyramid, Mexico
Victoria Falls, Zimbabwe/Zambia
Manarola village, Cinque Terre, Italy
The Wave rock formation, USA
The Harbin Ice and Snow World, China
- What do you think the speakers might say about each place?
- Which three places do you think are the most impressive? Why?
- Which other places would you add to a list of the world's top sights? Why?

Part 3

- 2**  **03** Look at option A in the exam task. The key words are *light* and *good enough*. These words have similar or opposite meanings: *sunshine, visibility, darkness* and *poor, excellent, clear*. For each of options B–H, underline the key words and note down some expressions with similar or opposite meanings. Then listen and do the exam task.



2



3



5

Quick steps to Part 3

- Quickly read the instructions and options A–H, and think about what you’re going to hear.
- Underline the key words in each option. Before you listen, think of words or phrases that the speakers might use.
- The first time you hear the extracts, get a general idea of what each speaker says. Then, the second time you listen, check that options A–H match exactly what they say.

Exam tips

- Be careful if words in one option are mentioned by more than one speaker. Only one of them can be the correct answer. Don’t just listen for key words, listen for the meaning.
- Make sure you have chosen one letter for each answer.

Exam task

You will hear five short extracts in which people are talking about their visits to famous locations to take photos. For questions 1–5, choose from the list (A–H) the difficulty each speaker had getting the photos they wanted. Use the letters only once. There are three extra letters which you do not need to use.

- A The light wasn’t good enough.
- B A technical problem prevented me taking more photos.
- C Travelling to the location took longer than I’d expected.
- D It was difficult to get permission to visit the location.
- E It was too dangerous to take certain photos.
- F The location was too crowded to get good photos.
- G It was the wrong time of year to get the photos I wanted.
- H The outdoor temperature was unexpectedly extreme.

Speaker 1

 1

Speaker 2

 2

Speaker 3

 3

Speaker 4

 4

Speaker 5

 5

Modal verbs

Page 101



1 Study Modal verbs on page 101. Then choose the correct option in these sentences. Say why it is right and why the other one is wrong.

- 1 We *could walk / could have walked*, but it was raining so we decided to go by car.
- 2 You *mustn't / don't have to* use your phone in class. It's against the rules.
- 3 I can't find my key. I *had to drop / might have dropped* it outside.
- 4 You *have to / must* make less noise, children, while I'm on the phone.
- 5 You *shouldn't / don't have to* wear a tie to work.
- 6 She *may have been / must have been* late because her alarm didn't go off, but it's more likely that she got stuck in a traffic jam as the new junction is very busy.
- 7 I was at the restaurant just before 12.00 but I *didn't need to get / needn't have got* there so early because Tom was 45 minutes late!
- 8 She immediately started to cry and Mark realised he *can't have / shouldn't have* said anything.

2 Say what the mistakes are in these sentences written by exam candidates. Correct the mistakes.

- 1 I could find my key in the end and I unlocked the door.
- 2 Now I cycle to work I *mustn't* spend any money on petrol.
- 3 That job *must have been* a great opportunity, but it was not.
- 4 Before I could drive, I *must* take lessons.
- 5 We *don't have to* drive above the speed limit.
- 6 We *needn't* to reserve a table because the restaurant was empty.
- 7 A lot of people take the early train to London, so you can have to stand all the way.
- 8 You *might* already heard that we got married.

3 Complete this phone conversation between two friends with the correct form of the verbs in brackets.

- Sally:** Hi, I'm at the station but I can't see Paula. She (1) (must / miss) the 8.30 train.
- Lisa:** Are you sure? She (2) (could / get) the earlier train, and she (3) (might / leave) the station before you got there.
- Sally:** No, she (4) (can't / do). I got here really early, and saw both the 8.15 and 8.30 trains come in. All the passengers getting off (5) (have to / walk) past where I was standing, so I would've seen her.
- Lisa:** Have you tried phoning her?
- Sally:** Yes, but there's no reply. She (6) (must / switch off) her phone, or she (7) (might / even / forget) to take it with her.
- Lisa:** Hang on, I've just had a text from her, saying she's sorry but she slept through her alarm.
- Sally:** She (8) (must / have) a very late night last night!

4 Use the correct form of the modal in brackets to reply to these comments. More than one answer is possible, and in some cases negative forms are needed.

- 1 Lucy looks just like that woman she's with. (must)
- 2 I overslept this morning. (should)
- 3 In my last job, it wasn't compulsory to wear a uniform. (have to)
- 4 I left my phone on the table in the café and now it's gone. (must)
- 5 I didn't know the train company offered student discounts when I bought my ticket. (could)
- 6 I sometimes ride my bike without wearing a helmet. (should)
- 7 I've just seen a famous actor waiting at the bus stop. (can)
- 8 I'm sure I had some spare change in my pocket, but I can't find it. (might)

5 Look at the photos and talk about what *might, may, could, must* or *can't* have happened.



Adverbs of degree

🔊 >> Page 103

- 1** Look at the rules for adverbs of degree on page 103. Then choose the correct options to complete the dialogue.

Sam: So how was your journey to the mountains?

Jess: It was **(1)** *totally / pretty* good, overall. The train was **(2)** *slightly / really* late, though only ten minutes, and I was **(3)** *rather / completely* tired after **(4)** *quite / fairly* a long day, but once we got out into the countryside I **(5)** *slightly / really* started to relax.

Sam: Yes, sometimes I'm **(6)** *absolutely / a bit* surprised to find that I **(7)** *rather / very* enjoy train journeys, though the bus is much cheaper.

Jess: Yes, you're **(8)** *a bit / quite* right, but it was **(9)** *totally / extremely* impossible to get a bus ticket, because we booked the trip so late.

Sam: I know what you mean. I was **(10)** *absolutely / slightly* astonished to see how quickly tickets for the mountain bus sell out on a Friday evening. But, anyway, it sounds like the train was **(11)** *fairly / a bit* comfortable.

Jess: Actually, it was **(12)** *completely / extremely* comfortable! I slept most of the way.

- 2** 🔊 04 Listen to the dialogue to check your answers. Which other adverbs of degree are possible in each case except item 5?

Part 3

🗨️ >> Page 134

- 3** Look at the exam task. Answer these questions. Then check your answers in the Speaking bank on page 134.

- Who do you talk to in Part 3?
- For how long?
- What kind of thing do you look at?

- 4** Read the exam instructions in detail. What is the situation? What do you have to do?

Exam task

Now, I'd like you to talk about something together for about two minutes. **I'd like you to imagine that a town wants to attract more tourists.** Here are some things that may help make a town more attractive to visitors. You now have some time to look at the task. Now talk to each other about **how each of these things can make a town more attractive to visitors.**



Now you have a minute to decide **which two things would attract most visitors to the town.**

- 5** 🔊 05 You will hear Elisa and Carlos, two strong students, doing this task. The first time you listen, answer these questions.

- Do they discuss all the prompts?
- Do they take turns speaking?
- Which two things do they choose?

- 6** 🔊 05 Complete the expressions used to make suggestions and speculate. Then listen again to check your answers.

Right, **(1)** start?

I think **(2)** quite a good one.

So **(3)** the next one – the music festival?

Talking about summer, the theme park's **(4)** for the town.

OK, that's four of them done. **(5)** the last one.

Which two shall we choose? **(6)** the museum.

Quick steps to Part 3

- Take turns with your partner as you talk about each of the prompts.
- Make suggestions, using expressions like **Let's ...** and **Why don't we ... ?**
- Use modals to speculate, e.g. **It may be ...**, **It couldn't be ...**, and adverbs of degree.

- 7** Work in pairs. Do the exam task, using expressions from Exercise 6.

Exam tip

Start speaking as soon as you can and don't spend too much time talking about one item. You only have two minutes for this part.

Reading and Use of English

Dependent prepositions

- 1 Look at the underlined words in the extracts from the recording in Speaking Part 3. Then decide which preposition (*to, with, of*) follows each of the expressions below.

things that may help make a town more attractive to visitors.

– they're always popular with tourists.

instead of the music festival, I'd choose the local cooking.

ashamed capable conscious familiar
fed up in connection in need in place
in relation in response in terms
in view informed involved
(have) nothing to do obliged obsessed
prepared required sensitive sort
supposed the trouble with regard

- 2  For each of these sentences written by exam candidates, choose the correct preposition (A, B, C or D).

- Sometimes it was a stressful job because I was responsible many people.
A to B over C for D upon
- I didn't enjoy the show because it was aimed young teenagers.
A at B to C over D below
- I'm writing to you on behalf my husband.
A for B by C off D of
- My younger brother goes to the same university as me, so I keep an eye him.
A on B over C to D about
- Living at home with your family is a bit easier compared your first year living on your own.
A by B to C of D on
- The teacher would like to have a word you.
A to B for C at D with

Part 1

- 3 Look at the exam task. Answer these questions.

- How many words are missing?
- How many possible words are there for each gap?
- What do these words have in common?

- 4 Quickly read the title, the example and the text without filling in any gaps. Decide what the text is about. Then do the exam task.

Quick steps to Part 1

- For each gap, decide what kind of word, e.g. adjectives, the four options are.
- Study the words either side of the gap, underlining any dependent prepositions.
- Try each word in the gap, checking whether it fits the grammar of the sentence.

Exam task

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example: 0 A set B held C made D kept

The Battle of the Oranges

The centuries-old Battle of the Oranges is (0) every February in the Northern Italian city of Ivrea. The local citizens are divided into nine teams whose task is to (1) their neighbourhood against others, who ride around in horse-drawn carts throwing oranges at them.

Oranges, (2) to the fruit thrown in similar events elsewhere, are both heavy and hard, which (3) inevitably to minor injuries. Spectators are allowed in the streets where the battles take place, but in (4) of the risks involved they wear bright red hats in order to (5) them from the teams.

Visitors are not permitted to throw fruit and participants are not (6) to target those in red hats, either. The (7) is, however, that when a quarter of a million kilos of oranges are being thrown around it's almost impossible to avoid getting covered in orange pulp and (8) a bruise or two. It is, though, wonderful fun.



- | | | | |
|----------------|--------------|------------|---------------|
| 1 A challenge | B prevent | C defend | D oppose |
| 2 A associated | B contrasted | C related | D compared |
| 3 A results | B leads | C causes | D produces |
| 4 A view | B account | C mind | D sight |
| 5 A identify | B recognise | C regard | D distinguish |
| 6 A approved | B tolerated | C supposed | D obliged |
| 7 A trouble | B fate | C case | D matter |
| 8 A aching | B suffering | C hurting | D wounding |

- 5 Tell another student about a carnival or special event in your country. In what ways is it similar or different to the one in Ivrea?

Exam tip

Read the completed text and check that it all makes sense.

Part 1 essay

 Page 118

1 Which of these linking expressions do we use in an essay for:

- | | |
|-------------------|-------------------|
| 1 the first point | 3 the final point |
| 2 more points | 4 the conclusion? |

First of all, For another thing, For one thing,
In the first place, Lastly,
Next, On balance, To conclude,

2 Look at the exam task instructions and answer these questions.

- 1 What is the situation and the topic?
- 2 Who will read your essay?
- 3 What question must you answer?
- 4 What points must you include?
- 5 What must you add to those points?

Exam task

In your English class you have been talking about the advantages and disadvantages of taking holidays near home rather than travelling abroad. Now, your English teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.

Is it better to have holidays near home rather than travel abroad?

Notes

Write about:

- 1 which is cheaper
- 2 which is better for the environment
- 3 your own idea

Write your **essay** in **140–190** words. You must use grammatically correct sentences with accurate spelling and punctuation in an appropriate style.

Exam tip

Always plan your essay, but don't try to write a draft. There won't be time in the exam to write the essay twice.

3 Read the model essay and answer these questions.

- 1 Which kind of holiday does the writer say is better?
- 2 Which paragraph covers each of the points?
- 3 Which addition links, e.g. *firstly*, are used?
- 4 What other addition links do you know?

Some people believe we should not travel long distances for our holidays; that we ought to spend our free time in our own country, enjoying the local countryside. I, however, disagree.

To begin with, budget flights and package holidays enable ordinary people to travel to exotic locations that previous generations could only have dreamt of visiting. Inexpensive student railcards also make it possible to take trains to exciting international destinations. In fact, it often costs less to travel abroad than at home.

Secondly, green holidays in distant countries are now widely available. Much of the journey can be done by ship, train or bus. Once there, accommodation may be in tents or in country houses that use little energy, with local travel by horse, by bicycle or on foot.

Finally, it is natural for young people to want to see more of the world, meet people in different cultures and understand the problems that other societies face. They cannot do this by staying in their hometown.

To sum up, I am absolutely convinced that holidays abroad are positive experiences that can be both economical and environmentally friendly.

4 Read the essay again and find formal expressions that mean the same as these words and expressions (1–7).

- | | |
|-------------|------------------|
| 1 shouldn't | 5 you can do |
| 2 though | 6 can't |
| 3 places | 7 I'm quite sure |
| 4 cheap | |

Quick steps to Part 1 essay

- Read the question or statement in the instructions and decide what your opinion is.
- Write in a fairly formal style if the intended reader is a teacher.
- Connect your points with addition links.

5 Follow the exam task instructions and write your essay.

6 When you have finished, check your work as in Unit 1 Writing Exercise 5 on page 13.