

FORMULA

a flexible, unique, and enjoyable route
to Cambridge exam success

Ventures Books

- Representation of Pearson in CZ and SK
- Distribution of ELT materials (all publishing houses)
- Methodological and technical support
- Exclusive representation of Regipio – educational games

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- Teaching tips monthly
- Free samples
- Sample lessons at schools
- ELT consulting
- Teacher's sets for free



Distribution

- Loyalty program for schools
- Reservation of books
- Purchase with a bonus (May-September)
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FORMULA

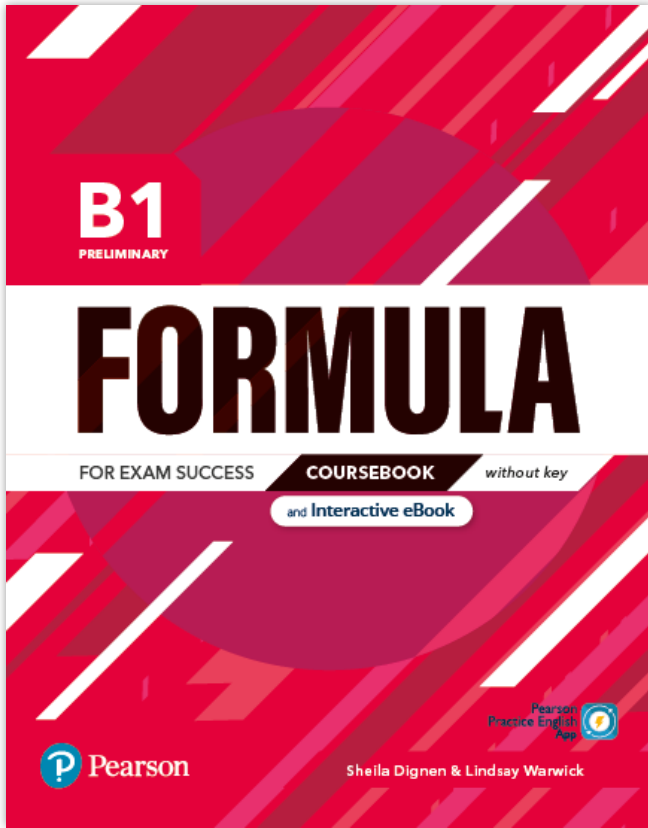
a flexible, unique, and enjoyable route
to Cambridge exam success

Agenda

- What is Formula?
- What is unique?
- Components
 - Students
 - Teachers
- Lesson plan

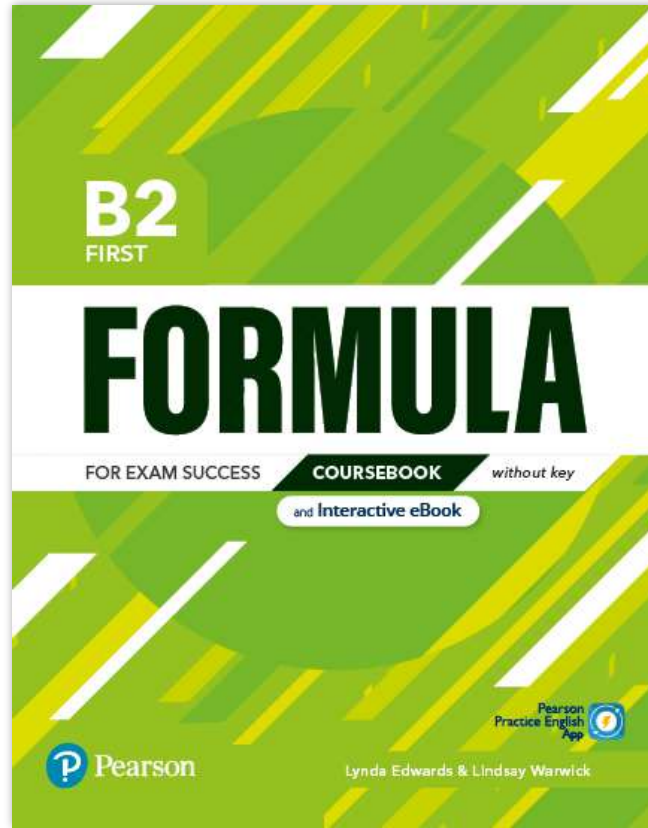
What is Formula?

- a 3-level course preparing students for the Cambridge exams
 - aimed at teens and young adult learners
- truly flexible components
 - works for both shorter or more extensive courses
- easily adapted to in-class, hybrid or fully digital learning



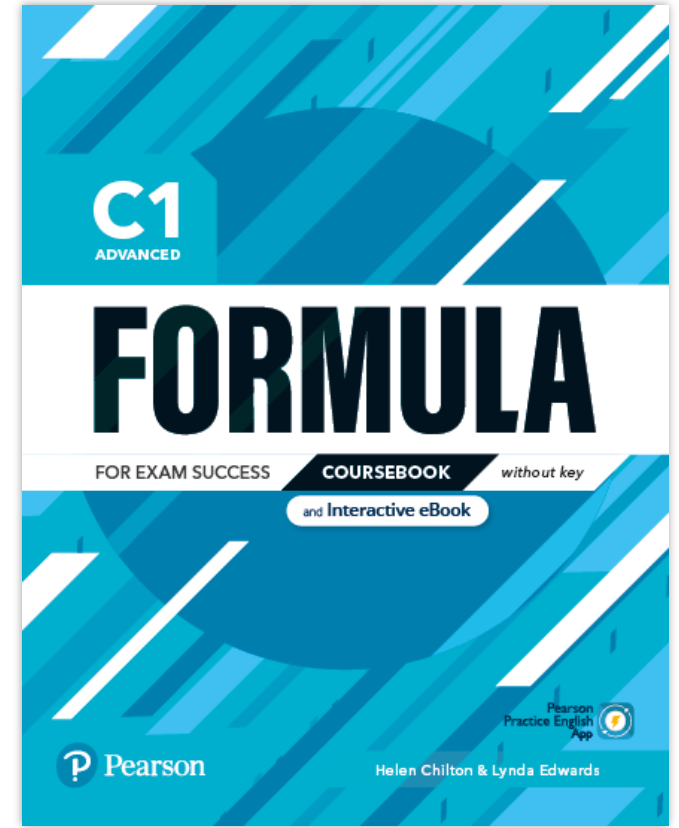
B1 Preliminary

also suitable for
the *For Schools* exam



B2 First

also suitable for
the *For Schools* exam

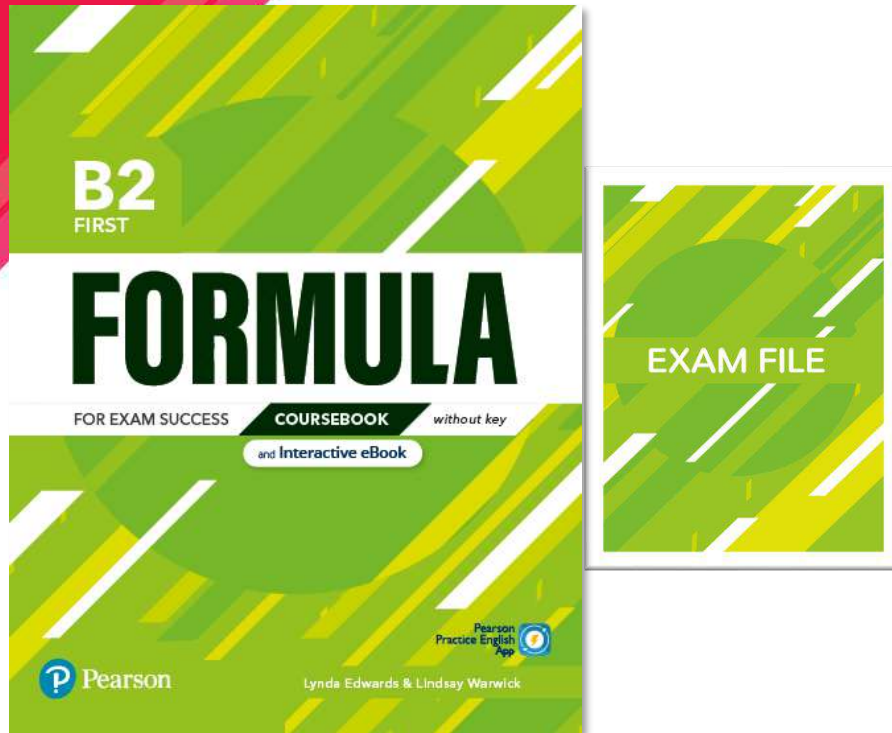


C1 Advanced

What is unique?

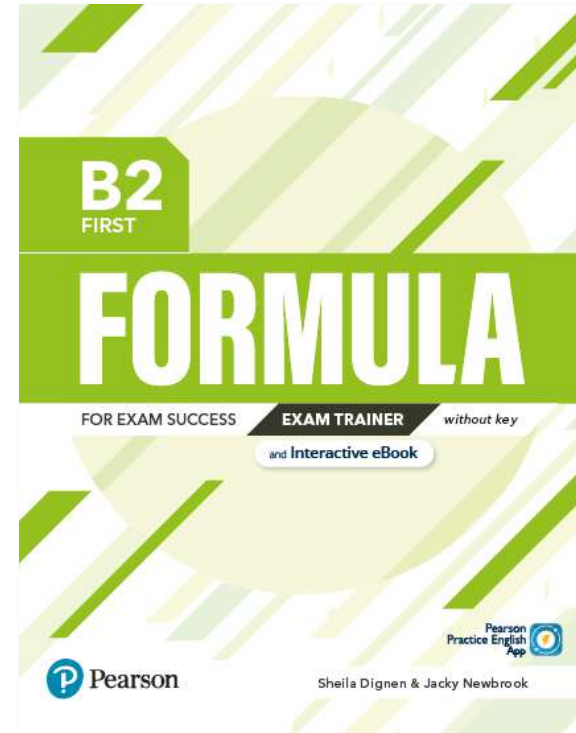
Unique flexibility: two core components

for longer courses



Coursebook with fold-out Exam file

for shorter courses



Exam Trainer



DO YOU **BUY** WITH YOUR **EYES?**

- 1 Do you sometimes buy **special offers**, like 'two for the price of one', even if you don't really need the things, but you think it's a good price?
- 2 Would you buy a product without a well-known brand name if the price was low and you thought it was a **bargain**?
- 3 Would you buy a **luxury** product if it was in a plain cardboard box?
- 4 Do you sometimes buy new products after seeing a good **advertisement** for them online or on TV?
- 5 Do you sometimes buy things with a **designer label**, even if they are more expensive than other

OUR **AMAZING** EYES

- The human eye has around two million working parts.
- The muscles in our eyes are very **powerful**. Doing exercises can help them continue to work well.
- Most people can see about a thousand different colours.
- We can see colours better when it's **bright** and sunny. At night, we can't see in colour.
- Some animals can see 350 times better than us at night.
- There is no limit to how far away we can see an object, as long as enough light reaches our eyes. It takes light 4.3 years to reach us from the nearest star outside our solar system, but we can still see it, as a **tiny** spot of light in the sky.
- Objects start to become less **clear** when they are about a metre away from our eyes.



2 | SIGHT

Is VR the **FUTURE** of **SPORT?**

Are you lucky enough to have a VR headset? If so, you can watch your favourite team compete anywhere in the world from the comfort of your own home, and feel like you're really there, right next to the action. VR gives you a 360° view from your own VIP seat, or even on the pitch or court itself. This is fantastic if you can't get to a match, but is it the same as being there?

I don't think so. Nothing beats the sounds and smells of being at the event, and then there's the experience of being in a crowd of people who go wild when their team scores. So, yes, VR is a great option, but it can never replace the real thing.





DO YOU BUY WITH YOUR EYES?

- 1 Do you sometimes buy **special offers**, 'the price of one', even if you don't really think it's a good price?
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EXAM FOCUS

Identifying a speaker's attitude

To identify how a speaker feels about a situation or topic (e.g. annoyed, embarrassed, surprised, etc.), listen carefully to the words they use.

That's **great** about the interview, well done! (= pleased)

Oh, that's a **shame**. (= sad)

OUR AMAZING EYES

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- Objects start to become less **clear** when they are about a metre away from our eyes.

- 2 When we meet someone new, what can we do to make a good impression? What would make a bad impression? Make a list of ideas. Think about the things in the box.

how we look what we do what we say

Is VR the FUTURE of SPORT?

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SIGHT



HOW WELL WOULD YOU COPE WITH FAME?

DECIDE IF EACH STATEMENT IS TRUE OR FALSE FOR YOU.

- I'd be happy to be photographed on the red carpet.
- I can make jokes when things go wrong.
- I like being the centre of attention.
- I have friends and family to keep my feet on the ground.
- I can ignore criticism.
- I don't want to be famous, just successful in something.

HOW MANY TIMES DID YOU ANSWER TRUE?

- 4+** You're a superstar in the making! Start thinking of ways to make yourself famous.
- 2-3** You'd like to have 15 minutes of fame but that's about all.
- 0-1** You're glad to be a non-celeb. Avoid fame at all costs. You'd hate it!



RED LETTER DAYS

We asked you to send in stories about your red letter days, and you certainly responded! Here are just a few.

A AMBER

It was a really empowering moment. I'd imagined how it might feel, but the reality was much, much more exciting. When you look forward to something so much that you can hardly sleep, there's the danger that it's going to be a bit of an anticlimax. This wasn't. My best friend drove me to the garage to pick it up and I'll never forget being given the keys. It wasn't anything special and it certainly didn't cost a fortune, but it was mine. I think people sometimes underestimate the importance of having a car and the freedom and independence it gives you. It lets you make choices and do things you've always wanted to do. That little sports car was rusty and broke down more often than I like to remember, but the day I sat in it for the first time was one of the best days of my life.

B KUSH

It had been a challenging month. OK, to be totally honest, I'd hated every minute of it. An endless stream of revision, broken sleep, attacks of nerves and those horrible freeze moments. You know, when you turn over an exam paper and for a moment the words blur and your heart sinks because you can't remember a thing. I've got an old-fashioned wall calendar and I took great pleasure in crossing off each exam as it finished. The final day was circled in red, with LAST ONE! in capitals. It was a literal red letter day! And wow, did I prepare for it. I went into that final exam dressed for celebrating and straight afterwards we all went into town to celebrate our freedom. What an evening. It marked the end of an era. We all put the thought of failure or resits to the very back of our minds and enjoyed the moment. I've still got the calendar by the way.



C KATIE

It started out as a pretty normal day for me, trying to get my head round a new story plot. I'd been passionate about creative writing since I read my first story book at the age of six. And, it wasn't as though it was unexpected. I'd been through the whole process from getting my proposal accepted (after a stack of rejections) through to final draft with everything that involved: the writer's block; the irritation with editorial comments (What did they know?); the self-doubt and so on. But, ripping open the package when it landed on my door mat and holding the book in my hands literally brought tears to my eyes. I can still feel the weight of it and smell those fresh pages and see, in bold and shiny letters, my name under the title. The first of many I'm happy to say, but never ever another moment that could beat that one.

D ALFIE

I guess most people would say that their red letter days include things like getting exam results or maybe something like their wedding or the birth of a child. I have to admit that I don't remember much about my wedding - I was so nervous that things might go wrong! And what I mostly remember about the day my daughter was born was all the worry, because she arrived early and had to go in an incubator. No, for me the red letter day was when my wife and I were allowed to walk out into the hospital grounds with our tiny new baby in my arms for the very first time! We were exhausted but that couldn't wipe the big smiles off our faces.



6 | RED



HOW WELL WOULD YOU COPE WITH

DECIDE IF EACH STATEMENT IS TRUE OR FALSE

- I'd be happy to be photographed on the red carpet.
- I can make jokes when things go wrong.
- I like being the centre of attention.
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- 2-3 You'd like to have 15 minutes of fame but that's all you want.
- 0-1 You're glad to be a non-celeb. Avoid fame at all costs. You'd hate it!

5 6.8 You will hear a psychologist called George Ellis talking about anger. For questions 1-10, complete the sentences with a word or short phrase.

ANGER

George found out that anger occurs when reality doesn't match our (1) _____.

George hadn't expected to discover that anger can hide (2) _____ and other emotions.

George says that anger is designed to secure our (3) _____ in threatening situations.

George pointed out that anger causes a person to develop a (4) _____.

George was glad to learn that anger reduces the amount of (5) _____ caused by injury.

George says that anger creates the (6) _____ which is needed to change a situation.

Angry people are often (7) _____ according to research, which George found amusing.

George believes that anger can improve people's (8) _____ by allowing their emotions to show.

George describes the method of walking away from an



see red

to become very angry

As soon as the words came out of his mouth, I saw red.

- 1 Work in pairs. Read the definition. Is there a colour associated with anger in your culture? What small things in life often make people see red?

RED LETTER DAYS

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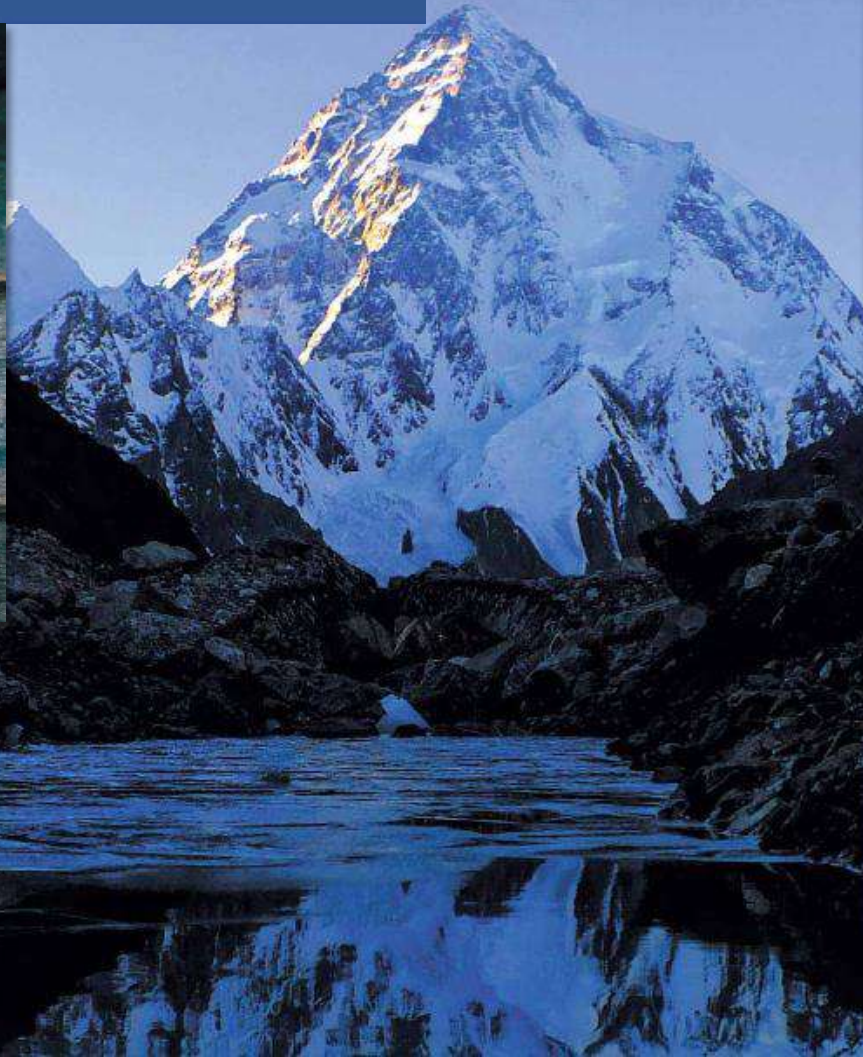
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6 | RED

Why **socks** don't come out of the **wash in pairs**



EXAM TASK

- 6  2.7 You will hear a sports psychologist called Oscar Wainwright talking on a podcast about the benefits of finishing second in sports events. For questions 1-8, complete the sentences with a word or short phrase.

THE BENEFITS OF FINISHING SECOND



2 | TWO

The secret languages of twins

Secret languages have (0) UNDENIABLY been around for as long as secrets themselves, with some speakers deliberately playing on the (1) _____ of others to communicate with their confidante. Secret languages between twins are different, developing early in childhood. From their first (2) _____, many twins begin to develop what later becomes a language that only they understand.

It may seem (3) _____ that toddlers communicate in a language different from the (4) _____ they're receiving. It isn't the result of an (5) _____ to reproduce their mother tongue, although a not (6) _____ number of twin languages begin with a mispronunciation of

- DENY
- IGNORE
- UTTER
- LOGIC
- PUT
ABLE
SIGNIFY



★ 4 2.8 Listen to a woman called Maddie, who works in a bike shop. What is unusual about the bike shop? Name three things that Maddie mentions which are unusual.

- 1 _____
- 2 _____
- 3 _____

★ 5 Rewrite the summary sentences about Maddie's bike shop in an appropriate passive form.

- 1 Maddie prices her second-hand bikes for any budget.
- 2 We have donated hundreds of bikes to overseas communities.
- 3 No one had ever given these communities access to bikes before.
- 4 You can have a coffee while someone is fixing your bike.
- 5 Hopefully people will still be saying the bike shop is the best in the area in another ten years.
- 6 Maddie heard about a tandem bike ride someone



will hear a sports
st called Oscar Wainwright
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second in sports events.
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with a word or
e.



ENEFITS
NISHING
COND

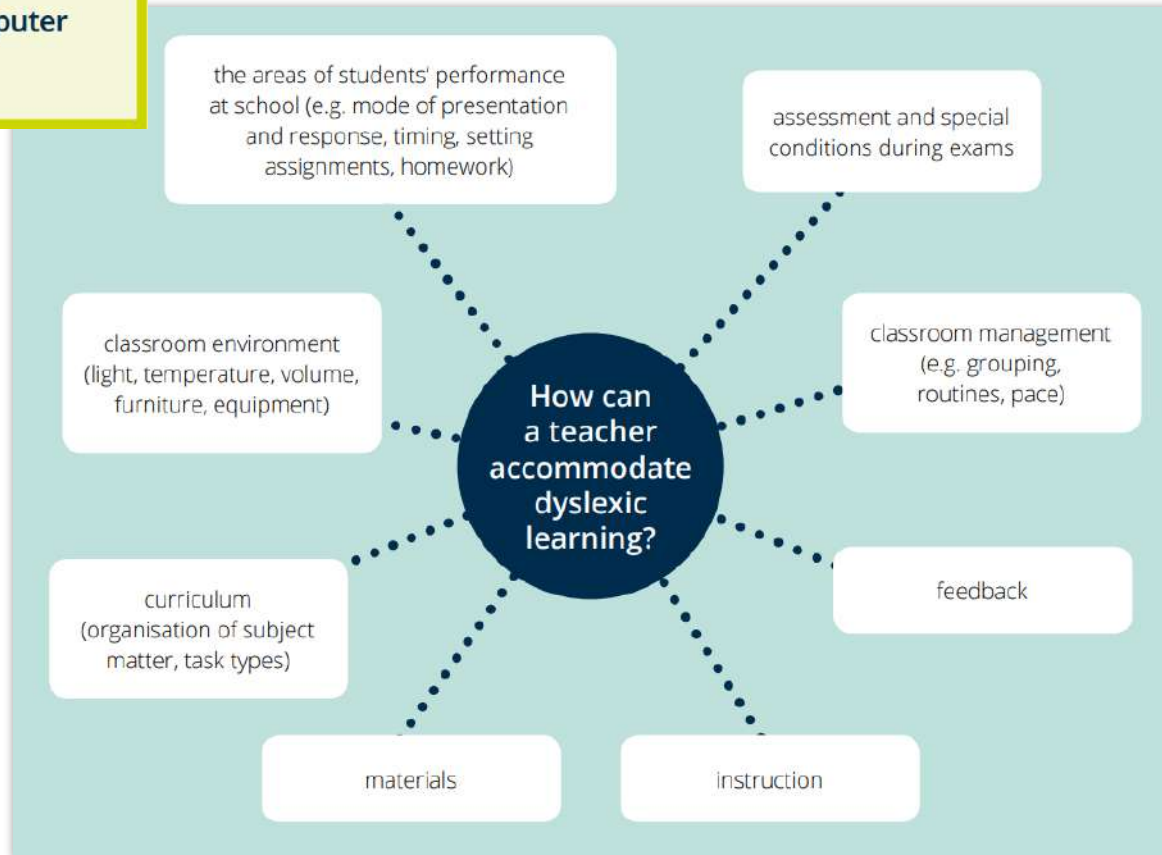


Try this in class

Use assistive **technological support** (e.g. specialised computer software, speech-control tape recorders, reading machines with optical character recognition, listening aids that use a microphone and headset, and voice output systems that read back texts displayed on a computer screen).

Meeting specific learner needs

- aimed to be **accessible for students with dyslexia**
- dyslexia-friendly tests
- **recordings of all main texts**
- dyslexia-friendly fonts and formats
- advice for teachers on how to adapt exam tasks and activities



Myth!



Smart people cannot be dyslexic.

Dyslexia and intelligence are not related. Dyslexia occurs at all levels of intelligence. Dyslexic individuals can be extremely bright, highly gifted and creative.

Fact!



Myth!



Dyslexia can be outgrown.

Fact!



Children do not grow out of dyslexia. It is a lifetime condition; however, early and effective intervention can minimize its negative effects.

GRAMMAR and VOCABULARY

Task 1

Circle the correct option (A, B or C).

0 The new Redburn film is going to be on TV. I ___ to see that for ages!

- | | | |
|--------------|--------------|-------------|
| A 've wanted | B 'm wanting | C 'd wanted |
|--------------|--------------|-------------|

1 We ___ the house for hours and there is still so much to do!

- | | |
|---------------|---------------------|
| A 've cleaned | B 've been cleaning |
|---------------|---------------------|

2 They heard the news while they ___ dinner.

- | | |
|-------|---------------|
| A had | B were having |
|-------|---------------|

3 Anna was tired yesterday because she ___ badly the previous night.

- | | |
|---------|------------|
| A slept | B 'd slept |
|---------|------------|

4 ___ I land in Tokyo, I will call you to let you know I've arrived safely.

- | | |
|--------------|---------------|
| A As soon as | B By the time |
|--------------|---------------|

5 Jamal has to leave the house early because his first class ___ at 8.20am.

- | | |
|----------|---------------|
| A starts | B is starting |
|----------|---------------|

Dyslexia-friendly tests

VOCABULARY: Phrasal verbs

Complete the phrasal verbs with these words.

0 We often **look** up to people who go into caring professions.

1 The report _____ through some of the problems with the new system.

2 I _____ across these amazing headphones while I was out shopping.

3 We need to _____ out where we can buy tickets for their tour.

4 I want to go to the library and _____ out the new book by Harriet Robins.

5 Many people feel that the colour blue _____ for peace.

- | |
|--------|
| stands |
| came |
| find |
| look |
| goes |
| check |

___ / 5

LISTENING

You will hear a lecture about the spice routes. Complete the sentences with a word or short phrase from the recording. You will hear the recording twice.

0 In the past, spices were expensive and used to **display wealth**.

1 Spices from Asia were taken to other countries and used in foods and as _____.

2 Long sea voyages were often difficult for explorers because of _____.

3 While looking for a trading route across the ocean, explorers accidentally discovered the _____.

4 Some people think _____ came about because of the spice trade.

5 Due to the variety of people trading spices, port towns became very _____.

Components

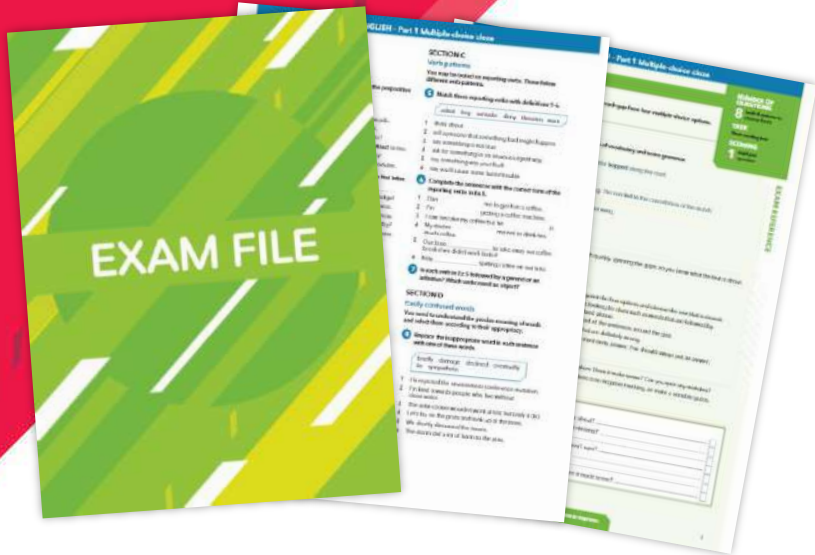
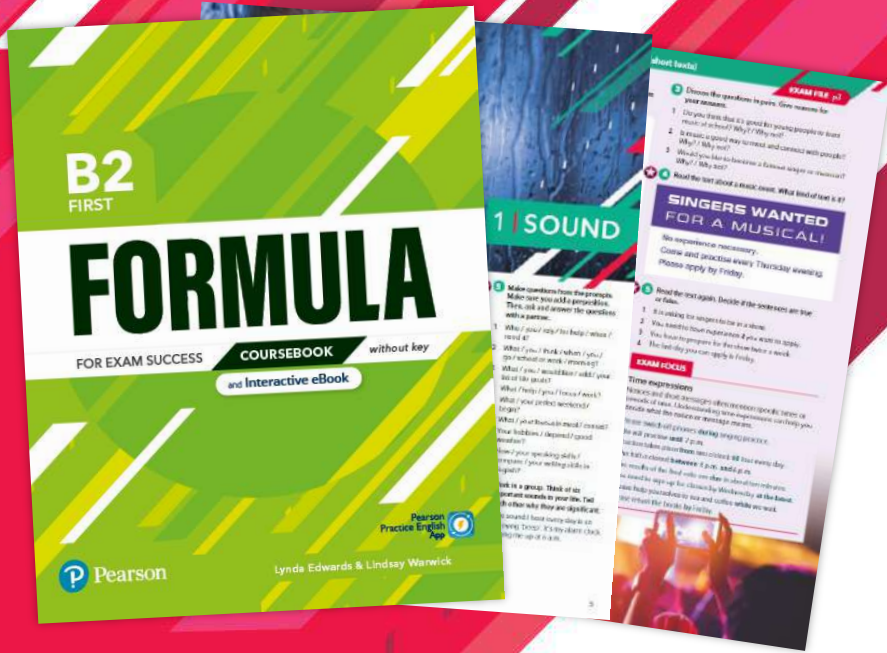
Students

- Coursebook
 - Exam Trainer
- } with or without key
- Coursebook Interactive eBook
 - Exam Trainer Interactive eBook
 - Student's App
 - Digital Resources



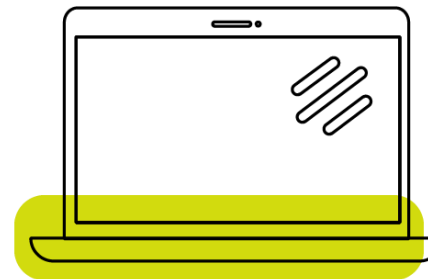
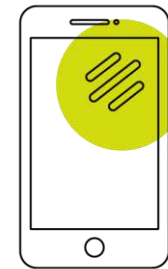
Coursebook

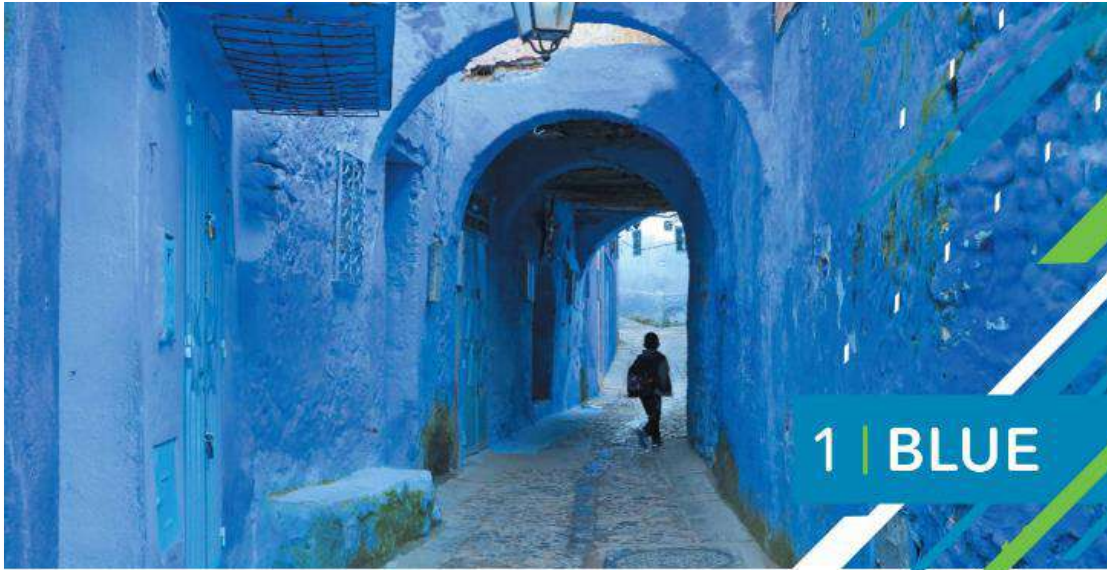
- 8 units
- each lesson covers one part of the exam
- review after every second unit
- links to Exam Trainer
- additional bank of materials: Grammar File, Vocabulary File, Writing File



With access to:

- Coursebook Interactive eBook
- Digital resources
- App





1 | BLUE

VOCABULARY: Phrasal verbs

1 Work in groups.

- 1 Name five things you have seen today that are blue and where you saw them.
- 2 What feelings or memories do you associate with the colour blue? Give details.

2 1.1 Work in pairs. Listen to two people talking about the colour blue. Take turns to choose one of the ideas below and tell your partner about it.

- | | |
|---|---|
| 1 the way people see blue | 2 why the colour didn't have a name for a long time |
| 3 who first used the colour on stone and wood | 4 why one shade of blue is called 'royal blue' |
| | 5 the associations of the colour blue |

3 Look at sentences 1-8 below which relate to the conversation in Ex 2. Match the phrasal verbs in bold with the meanings in the box.

discovered explains found by chance invented originated in
read read about the past represents respect

- 1 I **came across** an article about the origins and associations of different colours.
- 2 If we **look back** we can trace the history of colours.
- 3 The Ancient Egyptians **found out** how to create a blue paint.
- 4 The name 'royal blue' **came from** Egyptian times.
- 5 Designers **came up with** blue jeans in the 19th century.
- 6 The woman wants to **check out** the article.
- 7 The article **goes through** some associations we have with the colour blue and what it **stands for**.
- 8 We **look up to** people in blue uniforms.

4 Complete the questions with the correct form of phrasal verbs from Ex 3. Ask and answer with a partner.

- 1 Which famous person do you most _____? Why?
- 2 Do you spend more time _____ at things you have done, or looking forward to the future?
- 3 What's the most interesting news article you've _____ this week?
- 4 Do you have a friend who _____ a different country? Give details.
- 5 What's the most interesting new fact about blue that you _____ from the conversation in Ex 2?
- 6 Which of your friends _____ the best ideas for things to do?

5 Work in pairs. Take turns to tell a story together using phrasal verbs from Ex 3 and others that you know. Your turn ends when you use a phrasal verb.

- unit introduction
- focus on vocabulary
- warmer activities
- communication activities

1 Listen to two people discussing rare natural events. What events do they mention?

2 Tell your partner about something unusual that you have seen or heard about recently. Compare your answers with the class. Think about:

in your area on TV at college or work online

3 Read the Exam focus. For statements 1-5, choose the correct option (A or B) that best fits.

- He felt sympathetic towards the woman who arrived too late.
 - It must have been frustrating for the woman to miss the event.
 - She should have made sure she got here on time.
- He was disappointed by the experience.
 - I really didn't enjoy it at all.
 - It wasn't as interesting as I'd expected.
- The writer was concerned about possible eye damage.
 - We wore special glasses to protect our vision.
 - We couldn't see that well through the protective glasses.
- He is astonished by the rarity of such events.
 - These events are amazing to watch.
 - I can't believe the happens only once in a blue moon.
- Surely, it's nearly impossible for the movement of the rocks to be noticed.
 - It has been proven that onlookers do not notice when the rocks move.
 - I'd say it was unlikely that people watching could spot any movement of the rocks.

EXAM BOOST p10

- 1 Complete Exam file SECTION A on page 10.
- 2 Read the title of the article and look at the photos. Why do you think the title has a question mark? Read and check your ideas.

EXAM FOCUS

Identifying attitude and opinion
 The opinion or attitude of a writer or a person mentioned in a text is not always introduced by words like *I think / I believe / in my opinion*.
 Look for ways an opinion or attitude has been rephrased.
 Use of a synonym or expression: I was frustrated by the phone call – it was a complete waste of time.
 Use of a different structure and more detail: I was impressed by the colours – I certainly hadn't thought the reds and blues would be so effective.
 Use of an explanation: I doubted his honesty – I wasn't convinced he was telling the truth.

It is also important to identify whether what opinion or whether it is a reporting fact. Look for statistics, show / it proves / records reveal

EXAM TASK

1 Read the article again. For questions 1-4, which you think fits best according to the text.

- What point is the writer making in the text?
 - He often takes photographs of flow.
 - He is more interested in his photos.
 - He is photographing something that D. He needs to be flexible when he's out.
- How does the writer feel about his work?
 - He is surprised at how often he has to travel.
 - He is grateful for the opportunity to observe.
 - He is proud to be so well experienced.
- What is the writer's attitude towards his work?
 - He thinks they are too influential.
 - He suspects they exaggerate to attract attention.
 - He believes they do not check their work.
 - He wonders why they contact him.
- When talking about Fire Blankets, what does the writer say?
 - he cannot explain the reason for his interest.
 - he has never seen a photograph of one.
 - he is unaware how they got their name.
 - he is proud to be so well experienced.
- What does the writer believe about the 'wheat bread'?
 - to indicate that the experience was special.
 - to show that the event had never happened before.
 - to emphasize how amazing the sight was.
 - to stress how special the event was.
- What does the writer believe about the 'wheat bread'?
 - It's always important to know why a tradition exists.
 - Science cannot always explain things.
 - It's interesting but not as important as understanding the scientific reason.
 - Understanding the scientific reason is important.

ONCE IN A BLUE MOON?

Nature photographer David Smart reflects on his job and the rarity of some of the unusual natural phenomena he photographs.

I read carefully, trying to catch as few of the beautiful flowers as possible. But I need to get in the best position to photograph this stunning display of blue, violet and yellow that fills the view. Where am I? In one of the royal London parks in spring? Maybe the famous Kawachi Fuji flower gardens of Japan? No, I'm in the driest place in the world, the Atacama Desert in Chile. And in front of me is the wonderful sight known as the 'Desert Bloom'.

The only total eclipse you'll see in your lifetime, 'shouts another 'Miracle of flowers in the desert', says a friend. In fact, these phenomena, although unusual, are not as unlikely as they seem. In fact, Niagano Falls have partially frozen over several times - when winds from the North Pole brought arctic temperatures further south (a symptom of climate change). And although apparently inexplicable, I got my wish once, and like the Desert Bloom it was in Chile. I was there to film a volcanic eruption at Volcan Calbuco, a very dangerous active volcano. While filming, I was treated to a rare display of volcanic lightning. This is a unique type of electrical reaction that happens inside a great cloud of ash, often known as a 'dry thunderstorm'. I say 'treated' but the experience was so terrifying that my first



VOCABULARY: Phrases with prepositions

- 1 Work in pairs and discuss the questions.
- Which areas do you like? Why?
 - Who is the most well-known actor in your country? Why do people like their art?
 - The photo shows artist Frida Kahlo's home. What do you know about Frida Kahlo?
- 2 Listen to a radio broadcast about Frida Kahlo and her home. What three things did the presenter say about her home?
- 3 Listen again and choose the correct preposition. What does the speaker refer to when she uses each word + prepositional phrase?
- | | |
|-----------------------|--------------------------------|
| 1 kidnapped from / to | 5 work at / on / in / painting |
| 2 moving at / for | 6 advised for / to |
| 3 dreamt of / for | 7 appealed at / to |
| 4 consisted from / of | 8 succeeded from / in |
- 4 Match the sentence halves.
- | | |
|--|--|
| 1 the deep blue colour of a Casca Azul in contrast | 6 to stress how special the event was |
| 2 Kahlo had 30 operations on her back and was in pain | 7 to show that the event had never happened before |
| 3 this pain continued for the rest of her life | 8 to emphasize how amazing the sight was |
| 4 Kahlo's own paintings are on display throughout the house | 9 to stress how special the event was |
| 5 Kahlo used the garden to think about her art in addition to her home | 10 to emphasize how amazing the sight was |

EXAM FILE p13

1 Complete Exam file SECTION A on page 13.

2 Read the title of the article and look at the photos. Why do you think the title has a question mark? Read and check your ideas.

- 1 What point is the writer making in the text?
- 2 How does the writer feel about his work?
- 3 What is the writer's attitude towards his work?
- 4 When talking about Fire Blankets, what does the writer say?
- 5 What does the writer believe about the 'wheat bread'?
- 6 What does the writer believe about the 'wheat bread'?

EXAM BOOST p14

- 1 Complete Exam file SECTION A on page 14.

1 Work in pairs and discuss the questions.

- When was the last time you received some surprising news? What happened?
- Has anything unexpected ever happened to you? What was it?

EXAM BOOST p18

1 Complete Exam file SECTION A on page 28.

EXAM TASK

1 Listen to a conversation. What unexpected thing happened? Has it ever happened to you?

EXAM FILE p19

1 Complete Exam file SECTION A on page 19.

2 Read the title of the article and look at the photos. Why do you think the title has a question mark? Read and check your ideas.

- 1 What point is the writer making in the text?
- 2 How does the writer feel about his work?
- 3 What is the writer's attitude towards his work?
- 4 When talking about Fire Blankets, what does the writer say?
- 5 What does the writer believe about the 'wheat bread'?
- 6 What does the writer believe about the 'wheat bread'?

EXAM BOOST p16

- 1 Complete Exam file SECTION A on page 16.

2 Read the title of the article and look at the photos. Why do you think the title has a question mark? Read and check your ideas.

- 1 What point is the writer making in the text?
- 2 How does the writer feel about his work?
- 3 What is the writer's attitude towards his work?
- 4 When talking about Fire Blankets, what does the writer say?
- 5 What does the writer believe about the 'wheat bread'?
- 6 What does the writer believe about the 'wheat bread'?

EXAM BOOST p17

- 1 Complete Exam file SECTION A on page 17.

1 Work in pairs and discuss the questions.

- When was the last time you received some surprising news? What happened?
- Has anything unexpected ever happened to you? What was it?

EXAM BOOST p18

1 Complete Exam file SECTION A on page 28.

EXAM TASK

1 Listen to a conversation. What unexpected thing happened? Has it ever happened to you?

EXAM FILE p29

1 Complete Exam file SECTION A on page 29.

- 1 What point is the writer making in the text?
- 2 How does the writer feel about his work?
- 3 What is the writer's attitude towards his work?
- 4 When talking about Fire Blankets, what does the writer say?
- 5 What does the writer believe about the 'wheat bread'?
- 6 What does the writer believe about the 'wheat bread'?

EXAM BOOST p16

- 1 Complete Exam file SECTION A on page 16.

2 Read the title of the article and look at the photos. Why do you think the title has a question mark? Read and check your ideas.

- 1 What point is the writer making in the text?
- 2 How does the writer feel about his work?
- 3 What is the writer's attitude towards his work?
- 4 When talking about Fire Blankets, what does the writer say?
- 5 What does the writer believe about the 'wheat bread'?
- 6 What does the writer believe about the 'wheat bread'?

EXAM BOOST p17

- 1 Complete Exam file SECTION A on page 17.

1 Work in pairs. Follow the instructions.

- Take two pieces of paper and write down your favourite colour on one and your favourite number on the other.
- Guess what your partner has written, then reveal your choices.
- Can you explain why they are your favourites?
- Take a class survey to find the most popular colour and number.

EXAM BOOST p18

1 Complete Exam file SECTION A on page 28.

EXAM TASK

1 Listen to a conversation. What unexpected thing happened? Has it ever happened to you?

EXAM FILE p29

1 Complete Exam file SECTION A on page 29.

- 1 What point is the writer making in the text?
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- 3 What is the writer's attitude towards his work?
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EXAM BOOST p16

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- 5 What does the writer believe about the 'wheat bread'?
- 6 What does the writer believe about the 'wheat bread'?

EXAM BOOST p17

- 1 Complete Exam file SECTION A on page 17.

1 Rank these things in order of importance to you when going on holiday (1 = most important).

2 Compare your ideas with a partner. Are your priorities similar?

3 Read the essay tasks A and B and the student essay. Which task is it answering? What idea has the student added?

EXAM BOOST p18

1 Complete Exam file SECTION A on page 28.

EXAM TASK

1 Listen to a conversation. What unexpected thing happened? Has it ever happened to you?

EXAM FILE p29

1 Complete Exam file SECTION A on page 29.

- 1 What point is the writer making in the text?
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EXAM BOOST p16

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- 4 When talking about Fire Blankets, what does the writer say?
- 5 What does the writer believe about the 'wheat bread'?
- 6 What does the writer believe about the 'wheat bread'?

EXAM BOOST p17

- 1 Complete Exam file SECTION A on page 17.

links to Exam File

1 READING AND USE OF ENGLISH - Part 5 Multiple choice

EXAM FILE p11

EXAM FOCUS

Identifying attitude and opinion
 The opinion or attitude of a writer or a person mentioned in a text is not always introduced by words like I think / I believe / in my opinion.
 Look for ways an opinion or attitude has been rephrased.
 Use of a synonym or expression: I was frustrated by the phone call. – it was a complete waste of time.
 Use of a different structure and more detail: I was impressed by the colours. – I certainly hadn't thought the reds and blues would be so effective.
 Use of an explanation: I doubted his honesty. – I wasn't convinced he was telling the truth.
 It is also important to identify whether what you read reflects the author's opinion or whether it is reporting a fact. Look for words or phrases to indicate this: statistics show / it proves / records reveal

EXAM TASK

EXAM BOOST p10

ONCE IN A BLUE MOON?

Nature photographer David Smart reflects on his job and the rarity of some of the unusual natural phenomena he photographs.

I tread carefully, trying to crush as few of the beautiful flowers as possible. But I need to get in the best position to photograph this stunning display of blue, violet and yellow that fills the view. Where am I? In one of the royal London parks in spring? Maybe the famous Kawachi Fuji flower gardens of Japan? No, I'm in the driest place in the world, the Atacama Desert in Chile. And in front of me is the wonderful sight known as Desert Bloom. I angle my camera, focus and click. Job done, I can now stand back, breathe in the scent of millions of flowers and enjoy the moment.

Seeing a rare natural phenomenon like the Desert Bloom is not a one-off for me; I've photographed the Niagara Falls when they were partially frozen over; I've experienced the weird and wonderful rush of darkness during a total eclipse. I'm lucky that my work as a professional nature photographer takes me to some of the most amazing places in the world and pays reasonably well. However, it's the really unusual sights which nature occasionally provides for us that really fascinate me. As one of my photographer friends says, 'It feels a real privilege.'

But in reality, just how rare are events like these? Tabloid headlines need to sell copies and imply that they are once-in-a-blue-moon events. 'Niagara Falls completely frozen over', shouts one newspaper,

'The only total eclipse you'll see in your lifetime', shouts another and 'Miracle of flowers in the desert', says a third. In fact, these phenomena, although unusual, are not as unlikely as the hype suggests. Niagara Falls have partially frozen over several times – when winds from the North Pole brought arctic temperatures further south (a symptom of climate change). And although apparently inexplicable, those stunning flowers in the desert will flower again in another five or seven years. The seeds lie in the soil and will grow whenever there is a lot of rainfall.

Real, once-in-a-blue-moon events do happen, but it is only by chance that they are ever seen or recorded. For example, there's one spectacular event that I would desperately love to see. It's known as a Fire Rainbow, but is actually neither connected to fire, nor a rainbow! Sadly, I'm never likely to see one anywhere apart from in a photograph. These incredible optical phenomena, which appear to be amazing combinations of colours in the sky, only occur when there is a very specific combination of atmospheric conditions. In addition to this, they are only visible from high altitudes.

Being in the right place at the right time is what a nature photographer like me longs for, but it doesn't happen very often.

I got my wish once, and like the Desert Bloom it was in Chile. I was there to film a volcanic eruption at Volcan Calbuco, a very dangerous active volcano. While filming, I was treated to a rare display of volcanic lightning. This is a unique type of electrical reaction that happens inside a great cloud of ash, otherwise known as a 'dirty thunderstorm'. I say 'treated' but the experience was so terrifying that my first instincts were to run like mad! The attraction of photographing one of the greatest light shows on earth was, however, very strong and those pictures are among the best I have ever taken.

I think my obsession with these rare natural phenomena should be quite clear by now! I'm very fortunate to have a job which allows me to travel to record as many as I can. The scientific reasons behind such events are certainly fascinating but for me it will always be about their magnificent beauty. The powerful surprises that nature continues to deliver will never cease to amaze me. Whether they are just unusual or truly once in a lifetime experiences, I can't see myself ever getting tired of chasing them.

Now, maybe just one more photo of these incredible flowers ...

Speaking or writing

EXAM TRAINER pp23-24

links to Exam File

links to Exam Trainer

links to Exam File

1 **READING AND USE OF ENGLISH - Part 5 Multiple choice** **EXAM FILE p11**

EXAM FOCUS

Identifying attitude and opinion
 The opinion or attitude of a writer or a person mentioned in a text is not always introduced by words like I think / I believe / in my opinion.
 Look for ways an opinion or attitude has been expressed.
 Use of a synonym or expression: I was frustrated by a complete waste of time.
 Use of a different structure and more detail: I certainly hadn't thought the reds and blues were worth the effort.
 Use of an explanation: I doubted his honesty because he was always telling the truth.
 It is also important to identify whether the writer is expressing an opinion or whether it is reporting a fact. Look for words like statistics show / it proves / records show.

EXAM TASK

5 Read the article again. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

- What point is the writer making in the first paragraph?
 A He often takes photographs of flowers in different gardens.
 B He is more interested in his photography than what he photographs.
 C He is photographing something that is unusual because of the climate.
 D He needs to be flexible when he's working.
- How does the writer feel about his work?
 A impressed by the amount of money he earns
 B surprised at how often he has to travel
 C grateful for the opportunity to observe rare events
 D proud to be so well-experienced
- What is the writer's attitude towards tabloid newspapers?
 A He thinks they are too influential.
 B He suspects they exaggerate to attract readers.
 C He believes they do not check their facts.
 D He wonders why they contradict each other.
- When talking about Fire Rainbows, the writer regrets that
 A he cannot explain the reason for Fire Rainbows.
 B he has never seen a photograph of one.
 C he is unaware how they got their name.
 D his chances of seeing one are very low.
- The writer repeats the word 'treated' in paragraph 5
 A to indicate that the experience wasn't immediately enjoyable.
 B to show that the event had never happened before.
 C to emphasise how amazing the sight was.
 D to stress how special the event made him feel.
- What does the writer believe about the science behind rare natural events?
 A It's always important to know why an event occurs.
 B Science cannot always explain these types of events.
 C It's interesting but not as important as the visual effects.
 D Understanding the scientific reasons is not part of his job.

ONCE IN A BLUE MOON?

Nature photographer David Smart reflects on his job and the rarity of some of the unusual natural phenomena he photographs.

I tread carefully, trying to catch as few of the... The only total eclipse you'll see in your... Miracle of... In fact, it's... unusual, it suggests... I've been... zen over... on the North... res further... change). I... plicable, the... desert will... seven years... ill grow... fall. I... ents do... e that they... example, that I would... own as... neither... w! Sadly, where... ese incredible... pear to be... surs in the... very specific... onditions. In... visible from... right time... r like me... n very often.

I got my wish once, and like the Desert Bloom it was in Chile. I was there to film a volcanic eruption at Volcan Calbuco, a very dangerous active volcano. While filming, I was treated to a rare display of volcanic lightning. This is a unique type of electrical reaction that happens inside a great cloud of ash, otherwise known as a 'dirty thunderstorm'. I say 'treated' but the experience was so terrifying that my first instincts were to run like mad! The attraction of photographing one of the greatest light shows on earth was, however, very strong and those pictures are among the best I have ever taken.

I think my obsession with these rare natural phenomena should be quite clear by now! I'm very fortunate to have a job which allows me to travel to record as many as I can. The scientific reasons behind such events are certainly fascinating but for me it will always be about their magnificent beauty. The powerful surprises that nature continues to deliver will never cease to amaze me. Whether they are just unusual or truly once in a lifetime experiences, I can't see myself ever getting tired of chasing them.

Now, maybe just one more photo of these incredible flowers...

EXAM BOOST p10

Complete Exam file SECTION A on page 10.

EXAM TRAINER pp23-24

7 Research another rare event and write a fact sheet about it. Present it to the class.

links to Exam File

links to Exam Trainer

REVIEW | UNITS 1-2

READING AND USE OF ENGLISH - Part 1

- ★ 1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

The migration of the monarch butterflies

The migration of millions of North American monarch butterflies is one of the most stunning (0) C phenomena on Earth. In (1) to other members of the same species elsewhere, the North American species migrates far in winter, taking a journey that (2) of 3000 miles. They (3) off in Canada and the US, arrive in central Mexico in November, and return in March. The sight of them together in fir trees in Mexico is an incredible (4) to witness.

However, none of the butterflies actually make the entire round trip. The females lay eggs in Mexico and it's the new generation that heads north. They travel to Texas where the process is repeated. The butterflies have a (5) to stop twice on their way back to Canada, meaning that it takes four generations to complete the trip.

Monarch butterflies are important because they pollinate plants. In (6), they form a key part of the food chain. They also (7) danger from disease and a loss of habitat. However, their forest in Mexico is protected at (8).

- | | |
|--------------|----------------|
| 0 A native | B easy |
| C natural | D plain |
| 1 A contrast | B difference |
| C variation | D disagreement |
| 2 A involves | B consists |
| C includes | D counts |
| 3 A start | B depart |
| C launch | D leave |
| 4 A stage | B context |
| C spot | D scene |
| 5 A habit | B tendency |
| C trend | D custom |
| 6 A addition | B extension |
| C comparison | D conclusion |
| 7 A undergo | B face |
| C suffer | D take |
| 8 A best | B minimum |
| C least | D part |



READING AND USE OF ENGLISH - Part 2

- ★ 2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

A sculptor's home

I'm currently sitting outside La Villa des Brillants, once (0) THE home of well-known sculptor Auguste Rodin. Rodin purchased this property on the outskirts of Paris in 1895. By 1900, he (1) turned it into a home and a studio where he worked until his death in 1917. As well as having around 50 assistants, Rodin (2) regularly invite friends, family and art lovers to visit his studio.

The house has been a museum (3) Rodin's death. Photographs were used to renovate the house in the latter part of the last century, so now we can see exactly what it was (4) when Rodin lived there. What's special about coming here (5) that we can see his most famous works of art, as well as (6) a sense of his daily life. Rodin is buried in the grounds of the house, under a statue of The Thinker, one of his most well-loved pieces. Needless to (7), this is a place where artists such as myself can pay respects to the man we look (8) to.

READING AND USE OF ENGLISH - Part 3

- ★ 3 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 gap in the same line.

Is regifting ever acceptable?

How would you feel if you spent time buying someone a gift and then found out that they went and gave it to someone else? Would you be happy that it had found a (0) RECIPIENT who wanted it, or would you think it was incredibly (1) ? The act of regifting unwanted gifts is gaining in (2). It keeps our homes tidy, saves waste and makes gift giving more (3).

However, there are unwritten rules we should follow when regifting items that we're (4) with. We should avoid passing anything on that was made especially for us, even if we find it (5). We should also take care not to forget the (6) of the gift giver and accidentally give the gift back to them. Giving anyone the opportunity to discover their gift was unwanted is (7) and allowing it to happen is (8).

- RECEIVE
POLITE
POPULAR
AFFORD
SATISFY
APPEAL
IDENTIFY
SENSITIVE
RESPONSIBLE

READING AND USE OF ENGLISH - Part 4

- ★ 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. Here is an example (0).

0 We couldn't see any whales on our boat trip.

UNABLE

We WERE UNABLE TO SEE any whales on our boat trip.

1 Lily hasn't taken karate lessons since she was 16.

WHEN

Lily she was 16.

2 The outcome of the meeting was unexpected.

TURN

The meeting didn't we had expected.

3 The price of petrol went up again a moment ago.

JUST

The price of petrol again.

4 I was on a skiing trip in the Alps when I met Tom.

WHILE

I met Tom skiing in the Alps.

5 You must subscribe to use the music site.

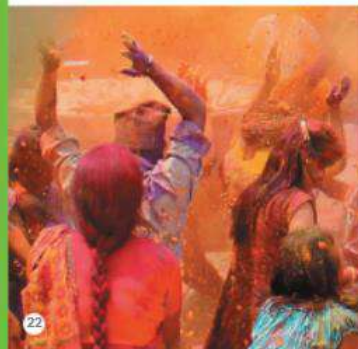
HAVE

You have use the music site.

6 I often chatted to an invisible friend when I was a child.

USED

I an invisible friend when I was a child.



READING AND USE OF ENGLISH - Part 1

- ★ 5 Read the text below and decide which answer (A, B, C or D) best fits each gap.

Tips for making your own short film

These days it's easy to make a film. You don't need to (0) B expensive equipment, you can simply use your mobile phone. Start by (1) up with a good idea. You can (2) out lists of ideas online to give you inspiration. A good script can make all the difference so before filming, your script should become the (3) of your time. Keep it simple and (4) on developing one character well in the short time you have.

Select appropriate venues for filming. Avoid places where you'll be (5) by people who turn and stare at the camera. Make sure there's nothing unusual in the (6) to distract from what the main actor's doing. And make sure the light is right. You want to give the (7) of depth, not have strange shadows covering the actor's face. Finally, when you've finished filming and edited your work, show it to friends and get some feedback. No film maker can (8) in the film industry without that.

- | | | | |
|----------------|--------------|--------------|--------------|
| 0 A achieve | B purchase | C invest | D earn |
| 1 A starting | B thinking | C going | D coming |
| 2 A check | B figure | C look | D make |
| 3 A attention | B focus | C target | D attraction |
| 4 A work | B take | C bring | D try |
| 5 A contained | B grouped | C closed | D surrounded |
| 6 A window | B conditions | C background | D context |
| 7 A image | B attitude | C impression | D theory |
| 8 A accomplish | B win | C overcome | D succeed |

READING AND USE OF ENGLISH - Part 2

- ★ 6 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

A festival of colour

It's early March and people in India are preparing (0) FOR Holi, a spring festival which signals the end of winter. It's an event which has been (1) place for centuries, and one which (2) attracting more and more tourists from around the world.

On day one of the festival, towns and cities become awash with colour. People light bonfires and play music, sing and dance. They place coloured powder (3) each other's faces and throw some of that same powder in the air. Coloured water adds (4) the fun too. Very quickly, people are covered in a variety of colours. The point of this is to (5) the impression that they (6) all equal. Day two is a much quieter affair. People (7) a tendency to spend it with family, after they've cleaned up of course.

If you have (8) attended Holi, you'll know that it's not a place to wear your best clothes. It's also a good idea to place oil on your skin so that it doesn't absorb the powder - otherwise it can be impossible to remove.

REVIEW | UNITS 1-2

READING AND USE OF ENGLISH - Part 1

- ★ 1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

The migration of the monarch butterflies

The migration of millions of North American monarch butterflies is one of the most stunning (0) C phenomena on Earth. In (1) to other members of the same species elsewhere, the North American species migrates far in winter, taking a journey that (2) of 3000 miles. They (3) off in Canada and the US, arrive in central Mexico in November, and return in March. The sight of them together in fir trees in Mexico is an incredible (4) to witness.

However, none of the butterflies actually make the entire round trip. The females lay eggs in Mexico and it's the new generation that heads north. They travel to Texas where the process is repeated. The butterflies have a (5) to stop twice on their way back to Canada, meaning that it takes four generations to complete the trip.

Monarch butterflies are important because they pollinate plants. In (6), they form a key part of the food chain. They also (7) danger from disease and a loss of habitat. However, their forest in Mexico is protected at (8).

READING AND USE OF ENGLISH - Part 2

- ★ 2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

A sculptor's home

I'm currently sitting outside La Villa des Brillants, once (0) THE home of well-known sculptor Auguste Rodin. Rodin purchased this property on the outskirts of Paris in 1895. By 1900, he (1) turned it into a home and a studio where he worked until his death in 1917. As well as having around 50 assistants, Rodin (2) regularly invite friends, family and art lovers to visit his studio. The house has been a museum (3) Rodin's death. Photographs were used to renovate the house in the latter part of the last century, so now we can see exactly what it was (4) when Rodin lived there. What's special about coming here (5) that we can see his most famous works of art, as well as (6) a sense of his daily life. Rodin is buried in the grounds of the house, under a statue of The Thinker, one of his most well-loved pieces. Needless to (7), this is a place where artists such as myself can pay respects to the man we look (8) to.

REVIEW | UNITS 1-4

READING AND USE OF ENGLISH - Part 1

- ★ 1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

Dessert please!

Have you got a sweet tooth? When you're eating (0) B, are you simply looking forward to that final course when you can order the largest dessert on the menu? These (1) that more and more of us can't do (2) our sugar rush and this is leading to a new restaurant (3) Nowadays, we don't have to eat our way through a whole meal to (4) that dessert. Instead many people are choosing to go straight to a specialist dessert restaurant or cafe. These places have a range of tempting ice creams (5) as well as puddings and other combinations of delicious ingredients. In some areas they are even replacing coffee shops as meeting places for young people. They also (6) to young children and their parents who want to (7) something nice for them. In addition to this, some people actually admit to going to one of those places to round off a meal that they have eaten somewhere else! Needless to (8) maybe not something you should do every day!

- 0 A down B out C off D over
1 A evidence B result C demonstration D data
2 A away B against C without D around
3 A a direction B trend C development D look
4 A accomplish B allow C catch D reach
5 A offered B available C presentable D marketed
6 A attract B interest C appeal D engage
7 A a shop B eat C purchase D invest
8 A sell B inform C speak D say

READING AND USE OF ENGLISH - Part 2

- ★ 2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Where was Dylan?

One of (0) THE most famous music festivals ever took place in 1969. This (1) Woodstock in the USA. However, one of the top singers of the time, Bob Dylan, (2) not attend. Instead, he was in the UK. (3) he was headlining a music festival on a small, relatively unknown island, the Isle of Wight. This was a real surprise, because everyone had assumed that Dylan (4) play at Woodstock, which was, after all, the famous folk singer's home. The Four Brothers, (5) organized the first Isle of Wight festival in the late sixties, claim that Dylan wanted to escape the noise and predicted disruption of the Woodstock festival. The three day open air event on the Isle of Wight proved extremely popular and over the Beatles (6) photographed in the audience of 170,000. Today, (7) it is just as popular as some other festivals. Huge numbers of music fans still travel annually to the Isle of Wight festival. The organisers are sure that (8) continue to offer excellent live music for many more years to come - and Dylan certainly helped make his name.



READING AND USE OF ENGLISH - Part 3

- ★ 3 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line.

The Norseman Xtreme

If you're looking for a challenge in pushing you to your physical limits, then the Norseman Xtreme triathlon has to be the (0) COMPETITION for you. Since the first event in 2003, this unique challenge has grown in popularity (1) and today more than 3,500 people from 80 different countries try to get one of the 750 places in the race.

Any triathlon, with its (2) of an exhausting swim, bike ride and run is tough, but most events are child's play in (3) with the Norseman. The hazy region of Norway is a harsh environment. The cold sea requires absolute (4) to survive and the mountains, although (5) to look at, provide a steep climb for both the bike ride and the final run. The last section is extremely dangerous and is the number (6) to organize people to carry warm clothes, food and drink and a phone for them. If the cold water and the climbs don't knock you off, the other (7) weather might just do so. Not an event for those who are (8)!

- 0 A appreciate B praise C regard D care
1 A live B trust C rely D build
2 A proved B honoured C approved D admired
3 A technique B process C action D procedure
4 A excited B impressive C dramatic D massive
5 A requires B ranges C contains D involves
6 A necessarily B approximately C mainly D regularly
7 A met B dealt C faced D opposed
8 A figure out B work out C pay off D stand out

READING AND USE OF ENGLISH - Part 2

- ★ 2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

The death of the high street

The once crowded shopping streets in our towns (0) ARE slowly dying. Each day, shops close across the country, with some stores staying empty for months or even years. The cause? Well, the economy may be one reason as people don't have (1) much money to spend as they did maybe a decade ago. However, a significant factor is online shopping. Online stores (2) become incredibly popular in recent years due to lower running costs. It's simply (3) expensive to run a shop than an online business and so retailers in our high streets fail to compete. So, (4) our high streets die out in the future? One expert suggests the most at-risk people to our town centres by putting on social events. She says that we need (5) to go down to meet friends and family in the (ising number of coffee shops there anyway. With (6) increase in social events, she believes our high streets can be saved. Just don't expect (7) to be the same as they (8).

REVIEW | UNITS 1-6

READING AND USE OF ENGLISH - Part 1

- ★ 1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

Brain vs GPS

If you ever take a black cab through the city of London, sit back and (0) A. The fact that your driver knows exactly where to go and how to get there. But because black cabbies take an incredibly challenging test known as the Knowledge. While other taxi drivers (1) on satnav to help them get from A to B, London taxi drivers are (2) for having it all in their heads. The (3) of becoming a black cab driver isn't easy. First, you have to memorize routes to any one of 20,000 landmarks along 25,000 streets, a very (4) achievement which takes two to four years. Then you take the test itself. That (5) sitting a written test and attending three oral tests which become (6) difficult each time. One current debate is whether satnav will make the Knowledge obsolete. The answer is probably not. When (7) with roadworks or traffic jams, black cab drivers can often (8) an alternative route better than a device can.

- 0 A appreciate B praise C regard D care
1 A live B trust C rely D build
2 A proved B honoured C approved D admired
3 A technique B process C action D procedure
4 A excited B impressive C dramatic D massive
5 A requires B ranges C contains D involves
6 A necessarily B approximately C mainly D regularly
7 A met B dealt C faced D opposed
8 A figure out B work out C pay off D stand out

READING AND USE OF ENGLISH - Part 2

- ★ 2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

The death of the high street

The once crowded shopping streets in our towns (0) ARE slowly dying. Each day, shops close across the country, with some stores staying empty for months or even years. The cause? Well, the economy may be one reason as people don't have (1) much money to spend as they did maybe a decade ago. However, a significant factor is online shopping. Online stores (2) become incredibly popular in recent years due to lower running costs. It's simply (3) expensive to run a shop than an online business and so retailers in our high streets fail to compete. So, (4) our high streets die out in the future? One expert suggests the most at-risk people to our town centres by putting on social events. She says that we need (5) to go down to meet friends and family in the (ising number of coffee shops there anyway. With (6) increase in social events, she believes our high streets can be saved. Just don't expect (7) to be the same as they (8).

READING AND USE OF ENGLISH - Part 4

- ★ 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. Here is an example (0).

- 0 We couldn't see any whales on our boat trip.
UNABLE
We WERE UNABLE TO SEE any whales on our boat trip.
1 Lily hasn't taken karate lessons since she was 16.
WHEN
Lily _____ she was 16.
2 The outcome of the meeting was unexpected.
TURN
The meeting didn't _____ we had expected.
3 The price of petrol went up again a moment ago.
JUST
The price of petrol _____ again.
4 I was on a skiing trip in the Alps when I met Tom.
WHILE
I met Tom _____ skiing.

READING AND USE OF ENGLISH - Part 1

- ★ 5 Read the text below and decide which answer (A, B, C or D) best fits each gap.

Tips for making your own short film

These days it's easy to make a film. You don't need to (0) B expensive equipment, you can simply use your mobile phone. Start by (1) up with a good idea. You can (2) out lists of ideas online to give you inspiration. A good script can make all the difference so before filming, your script should become the (3) of your time. Keep it simple and (4) on developing one character well in the short time you have. Select appropriate venues for filming. Avoid places where you'll be (5) by people who turn and stare at the camera. Make sure there's nothing unusual in the (6) to distract from what the main actor's doing. And make sure the light is right. You want to give the (7) of depth, not have strange shadows covering the actor's face. Finally, when you've finished filming and edited your work, show it to friends and get some feedback. No film maker can (8) in the film industry without that.

- 0 A achieve B purchase C invest D earn
1 A starting B thinking C going D coming
2 A check B figure C look D make
3 A attention B focus C target D attraction
4 A work B take C bring D try
5 A surprised B annoyed C excited D disappointed

REVIEW | UNITS 1-8

READING AND USE OF ENGLISH - Part 1

- ★ 1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

Don't try this at home

It's a popular sport, but how would (0) D that there is a time and a place to go skateboarding. There are special parks where skateboarders can go and (1) of new skills, without interfering with pavement or road users, these are well used by young people who are (2) about their sport. But imagine a parent (3) if their child attempted to use their home as a practice area! One professional skateboarder and world champion, Franco Andre Senatore, dreams of a home where skateboarders could do just that. He (4) up with the idea for an amazing house which is a (5) of a home and a skatepark.

The (6) of the house in Maribu has everything you would need in a normal home but there is also a practice space for skateboarders to (7) their skills. I love the walls, floors and ceilings are curved and are (8) to let skateboarders speed up ramps, do tricks and jumps and skate between rooms. Who needs an outdoor park when there's one in the next room!

- 0 A debate B text C dinner D signal
1 A present B show C create D display
2 A devoted B fascinated C absorbed D passionate
3 A impression B reaction C feedback D consequence
4 A came B took C made D went
5 A sequence B section C combination D task
6 A facilities B luxury C interior D decoration
7 A supports B support C creates D develops
8 A considered B designed C processed D used

READING AND USE OF ENGLISH - Part 2

- ★ 2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

A cheesy story

We love our cheese. It can (0) BBL atoms in sandwiches or as (1) delicious main meal. However, a couple of cheeses which (2) recently made the news will definitely not appear on our plates! Cheese was found in an Egyptian tomb and is probably 3,300 years old. (3) was believed that this was the oldest cheese ever discovered. However, only a short time later remains of another cheese were found in Croatia. This is thought to have (4) made 7,200 years ago. No one has any idea (5) these cheeses taste like. And no one is ever going (6) find out! One old cheese that could appear on a plate today (7) you had enough money - is a 40-year-old cheese from Wisconsin. It was put at the back of a cooler, forgotten and then rediscovered when the 73-year-old cheesemaker (8) was closing down the company. Apparently, it's extremely strong. Anyone for some 40-year-old cheese and biscuits?

READING AND USE OF ENGLISH - Part 3

- ★ 3 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that best fits in the gap in the same line.

The colour purple

Parents like to have snowdrops of (0) MEMORABLE moments in their children's lives and my mother still displays a picture that I painted aged two. There is little (1) in it, bright purple figures which are barely (2) as people. Now, as a colour psychologist, I appreciate how (3) important painting is for young children. It's fun and it can help their (4) in many ways. It teaches good hand eye coordination and kids become more skilled at using their hands. It helps develop (5) and also decision making abilities, as they choose what (6) colours to use and plan - even if very roughly - where to put things in the pictures. Painting also allows children to express themselves without using words, particularly their feelings, and this is often used as therapy when young ones have (7) problems. I looking again at my purple picture, I wonder what was on my mind. Why did I use purple? Was I releasing anger, pressure, (8) ? It was probably just too busy to look for another colour!

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UNIT 1 GRAMMAR FILE

REFERENCE

PRESENT TENSES

Present simple

We use the present simple:

to talk about habits, repeated actions and to go **surfing** during the summer.

to talk about permanent states and things that we **don't live** near the ocean.

Sea water **freezes** at around -3 degrees Celsius to describe what happens in a sports competition. Federer **hits** a cross court forehand which he reaches to get the point.

with adverbs of frequency (never, sometimes, always, rarely).

We **often visit** the coast but **rarely swim** in the sea.

with expressions of frequency (most days, then and then, every once in a while).

We **have** a beach holiday once **every couple of weeks**. **Every now and then**, I drive to the coast.

Present continuous

We use the present continuous:

to talk about actions happening now, or actions that we're **all watching** TV in the living room.

to talk about temporary actions. We're **staying** in a guest house by the sea.

with **always** to talk about repeated actions that are often annoying.

Our neighbour's **always playing** loud music to talk about situations that are changing. I'm **getting** better at surfing.

State verbs

State verbs describe a state, not an activity. They usually be used in the continuous form. The

verbs of thinking: agree, believe, disagree, suppose, understand

verbs of sense/perception: hear, see, smell, taste

verbs describing attitudes: dislike, hate, like, prefer, want, wish

verbs describing appearance and qualities: seem, sound

verbs of being and possession: be, belong, own, possess

other verbs: cost, fit, mean, owe, weigh

We can use some state verbs in the continuous form when we describe actions.

I think he's hoping to take the job.

PRACTICE

PRESENT TENSES

- ★ 1 Match the sentence halves. What verb form is used in each sentence? Why?

- ★ 4 Put the verbs in brackets in the correct form.

My life as a sleep researcher

A sleep researcher's job can be really interesting. We might spend a lot of our time watching people

UNIT 4 VOCABULARY FILE

WORDLIST

Science and education

astronomer (n)
educational (adj)
evidence (n)
(the) majority (of) (n)
mathematical (adj)
mechanical engineer (n)
melt (v)
process (n)
reflection (n)
relate to (v)
structure (n)
theory (n)

Work

colleague (n)
commercial (adj)
conduct a survey (v)
cover (a topic) (v)
develop a skill (phr)
present (an idea) (v)
workforce (n)

Phrases with make

make a discovery
make a good impression
make an excuse
make someone proud
make sense
make a sound
make a decision

Qualities

artistic (adj)
impressive (adj)
obsession (n)
optimistic (adj)
pessimistic (adj)
sympathetic (adj)
talented (adj)

Feelings

a bad temper (n)
be concerned about (phr)
be over the moon (phr)
blush (v)
be fascinated by (phr)
do something in anger (phr)
feel at peace (phr)
feel (pure) joy (phr)
give someone a funny look (phr)
mind goes blank (phr)
want the floor to swallow you (phr)

Phrasal verbs

cool down
cut down on
eat out
eat up
go for
go off
heat up
live on

Noun suffixes

-ance/-ence
appearance, convenience, residence, sign
-ity
creativity, curiosity, responsibility
-tion
attraction, conservation, imagination, operation
-ment
agreement, improvement

PRACTICE

- ★ 1 4.1VF Listen to eight speakers. Complete what they say with these words.

argument combination cool down
inconvenience media over the moon
pessimistic talented

- 1 _____ 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____ 8 _____

- ★ 2 4.2VF Listen and check your answers to Ex 1.

100

WRITING FILE

Part 2 Report

Unit 6 p56

EXAMPLE QUESTION

You see this advertisement in your college.

The college has decided to spend some money on either buying more computers or improving the library. You have been asked to write a report for the college director describing the benefits to the college of both these options and recommending which one the college should choose.

Write your report in 140-190 words.

EXAMPLE ANSWER

Use of money for college improvements

Introduction

The aim of this report is to compare the advantages of buying additional computers and of improving the library, and to suggest which would be best. I asked students for their views.

Buying more computers

Some students thought that this was a good idea, saying computers were useful for:

- practising writing.
- using the internet.
- playing games.

Others said that they preferred to use their own computers at home or use their phones.

Improving the library

The majority of students preferred this suggestion, for the following reasons:

- Many do not have a quiet place to work at home. The library could be a good place for private study, but at present there are not enough tables and chairs for everyone.
- More up-to-date reference books are needed, even though most students use electronic dictionaries.
- They want to be able to read books written for young people without having to buy them.

Recommendations

It was felt by most students that improving the library would be more useful and that adding to the workspace and buying more reference books would benefit the majority of students. I would therefore recommend spending the money in this way.

State the aim of the report at the beginning.

Say how you collected the information.

Use headings because this makes it easier for the reader to find the main information.

Include two or three points under each heading. Use numbering or bullet points to highlight main points, but try to use a range of language.

Use a range of specific vocabulary or set phrases and use formal language.

Express recommendations or opinions in the conclusion.

Pronunciation

- ★ 4 Mark the stress on these words from the Noun suffixes section of the wordlist. There are patterns with two of the suffixes. Which two? What is the pattern?

-ence/-ance
inconvenience insistence

- ★ 7 For questions 1-8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Questions, questions

According to the saying, (0) **CURIOSITY** killed the cat, but in actual fact, it drives the **CURIOUS**.

Part 2 Story

Unit 7 p66

EXAMPLE QUESTION

You have seen this announcement on an international website for young people.

We're looking for good stories!

Why not write a story for our magazine? Your story must begin with this sentence:

Fiona looked at the calendar and realised that she had forgotten something.

Your story must include:

- a celebration
- an advertisement.

Write your story in 140-190 words.

EXAMPLE ANSWER

Almost a disaster!

Fiona looked at the calendar and realised that she had forgotten something. At first, she couldn't think what it was, but suddenly it came to her. It was the day before her parents' big wedding anniversary.

They had been married for 25 years and her family was planning a big celebration for them. Fiona had intended to give her parents a special present but it had slipped her mind. She felt very guilty and rushed out to the shopping centre. She walked around for ages searching for something to buy, but without success. After a while she called her friends and begged for some ideas, but they were no help. She decided to give up and go home, hoping that something would turn up.

Luckily it did! As she was sitting miserably on the train, she glimpsed an advertisement saying 'Why not give memories? Create your own photo album on our website'. Brilliant, thought Fiona, and spent the evening putting her favourite photos into a digital album.

When she gave it to her parents they were absolutely delighted and said it was the best present ever.

Think of an engaging and relevant title.

Make sure you include the first sentence correctly.

Use interesting language such as adjectives and verbs.

Use direct speech to add interest.

Include a logical, interesting ending.

EXAM HELP

- Give your story an interesting and relevant title.
- Plan your story so that it has a clear narrative.
- You may need to use a variety of tenses, so that your narrative is clear.
- Use interesting language such as colourful verbs and phrasal verbs.
- Use clear sequencing words such as then, after that, etc.
- Remember that a story should be interesting, entertaining and easy to follow.

OVER TO YOU

Now write your own answer to the task. Make sure that you include everything required in the task and use the Exam help to check your work.

USEFUL LANGUAGE

Sequencing / time expressions

At first ...
Suddenly, ... / All of a sudden, ... / Then suddenly, ...
Then ... / After a while ...
At that moment ... / At that same moment, ... / Just at that moment, ...
All at once ...
Without another thought, ...
It was then that I noticed ...
When I glanced back, ...
When I turned towards the voice, ...
It was only later ...

Building interest

Chrissie felt very bad ...
Brilliant, thought Chrissie, ...
She had no idea what it could be ...

Use interesting verbs, adjectives and phrases

She was hoping that something would turn up,
very guilty / absolutely delighted
I pocketed the envelope.
breathing a sign of relief

READING AND USE OF ENGLISH – Part 3 Word formation

EXAM BOOST

SECTION A

Negative prefixes

We can use prefixes to make an adjective negative. Common prefixes include: un-, im-, in-, dis- and il-.

1 Complete the sentences with these adjectives.

disallowed illegal illogical immature
indecisive informal unfair unlucky

- You needn't wear a suit because it's an _____ event.
- His response was completely _____ and didn't make sense at all.
- People in his position can't be _____ . They need to make quick choices.
- The supporters were furious with the referee that the goal at the end of the match was _____ .
- We were really _____ on holiday because it rained every single day.
- It has been _____ to use a handheld phone while driving for a long time now.
- Playing silly jokes like that shows that the person is very _____ .
- In my opinion it's _____ that young people can't learn to drive at an earlier age.

SECTION B

Noun suffixes

Sometimes we can form a noun from another noun by adding -hood or -ship.

2 Add the correct endings to the nouns.

- | | |
|------------------|-------------------|
| 1 adult _____ | 5 mother _____ |
| 2 champion _____ | 6 neighbour _____ |
| 3 child _____ | 7 partner _____ |
| 4 friend _____ | |

3 Complete the text with the nouns in Ex 2.

The person I remember most from my ¹ _____ is a girl called Emily. She lived in my ² _____ and we formed a great ³ _____ at primary school and did everything together, including sports. We were a wonderful ⁴ _____ in tennis and when we were ten we won the county ⁵ _____. We stayed close to each other as we went into ⁶ _____. We are both now on the verge of ⁷ _____! I hope our children are friends too.

SECTION C

Adjective suffixes

Two common adjective endings are -ful and -less. When they are attached to the same root word, they are often but not always opposites so take care.

4 Complete the table with the adjectives made from these words.

delight doubt event hope pain peace
point power price skill success tact
thought use wonder worth

-ful	-less
delightful	-

5 Complete the sentences with adjectives from Ex 4.

- It was very _____ of him to use the last of the milk and leave nothing for us.
- A lot of things happened on holiday which made it _____ but not a time I'd like to remember.
- It's a bit _____ trying to phone Jules - his signal is unreliable and I don't think he could help anyway.
- Jim has a bad ankle and it's _____ whether he can play in the match tomorrow.
- Don't worry about the injection because it's completely _____ - you won't feel a thing.

SECTION D

Prefixes over and under

Some verbs can take the prefix over to add the idea of 'too much'. Some of these verbs can also take the prefix under to add the idea of 'too little'.

6 Complete the sentences with the correct form of some of these words.

charge cook do eat estimate look
pay sleep think work

- We _____ the number of people and didn't provide enough food.
- The meals here are never _____ and don't taste dry.
- My bedroom _____ the garden and every morning I hear the birds singing.
- My brother sometimes _____ his gym training and gets aching muscles.
- You mustn't _____ and miss the appointment.
- Cut down on some of your projects - you're _____ and it isn't good for you.

READING AND USE OF ENGLISH – Part 3 Word formation

ABOUT THE TASK

- You will read a short text with eight gaps.
- The base form of the missing words is at the end of the line containing the gap.
- You have to change the form of the word so it fits the gap.

What is being tested?

This part of the exam focuses on your ability to form new words from a base form. The questions may test your knowledge of:

- prefixes, e.g. happy - unhappy, advantage - disadvantage
- suffixes, e.g. happy - happiness, common - commonly
- other spelling changes, e.g. deep - depth, strong - strength
- compound words, e.g. note - notebook

How do you do it?

BEFORE THE TASK

- Read the title, and then read the whole text through quickly so you know what the text is about.
- Don't focus on the gaps at this stage.

DURING THE TASK

- Read the text again carefully, stopping at each gap.
- Think about what type of word is missing. Is it a noun, a verb, an adjective or an adverb?
- Think about whether the missing word is singular or plural.
- Think about whether the meaning is positive or negative.
- Look at the base word. Think about how to change it to the form you need.
- Think about prefixes or suffixes you need to add.
- Think about other spelling changes.

AFTER THE TASK

- Read through the text again quickly with the words in place. Does it make sense? Can you spot any mistakes?
- Make sure you have completed all the gaps - there is no negative marking, so make a sensible guess if you are still not sure.

Are you exam-ready?

Did you ...

- ... read the text through quickly so you knew what it was about?
- ... stop at each gap and think about what type of word might be missing?
- ... look at the base word and think about how to change it?
- ... remember to think about prefixes and suffixes?
- ... remember to think about other spelling changes?
- ... answer every question?
- ... remember to read the text again at the end to make sure it made sense?

NUMBER OF QUESTIONS

8

TASK

Short reading text

SCORING

1

mark per question

EXAM REFERENCE

EXAM BOOST

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indecisive informal unfair unlucky

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Complete the table with the adjectives made from these words.

delight	doubt	event	hope	pain	peace
point	power	price	skill	success	tact
thought	use	wonder	worth		

ful	-less
delightful	-

Complete the sentences with adjectives from Ex 4.

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- lot of things happened on holiday which made it _____ but not a time I'd like to remember.
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- Think about whether the meaning is positive or negative.
- Look at the base word. Think about how to change it to the form you need.
- Think about prefixes or suffixes you need to add.
- Think about other spelling changes.

AFTER THE TASK

- Read through the text again quickly with the words in place. Does it make sense? Can you spot any mistakes?
- Make sure you have completed all the gaps - there is no negative marking, so make a sensible guess if you are still not sure.

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- ... remember to think about other spelling changes?
- ... answer every question?
- ... remember to read the text again at the end to make sure it made sense?

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8

TASK

Short reading text

SCORING

1

mark per question

EXAM REFERENCE

Exam File

READING AND USE OF ENGLISH – Part 3 Word formation

EXAM BOOST

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Noun suffixes

Sometimes we can form a noun from another noun by adding -hood or -ship.

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- | | |
|------------------|-------------------|
| 1 adult _____ | 5 mother _____ |
| 2 champion _____ | 6 neighbour _____ |
| 3 child _____ | 7 partner _____ |
| 4 friend _____ | |

3 Complete the text with the nouns in Ex 2.

The person I remember most from my ¹ _____ is a girl called Emily. She lived in my ² _____ and we formed a great ³ _____ at primary school and did everything together, including sports. We were a wonderful ⁴ _____ in tennis and when we were ten we won the county ⁵ _____. We stayed close to each other as we went into ⁶ _____. We are both now on the verge of ⁷ _____! I hope our children are friends too.

SECTION C

Adjective suffixes

Common adjective endings are -ful and -less. They are attached to the same root word, but they are not always opposites so take care.

Complete the table with the adjectives made from these words.

delight	doubt	event	hope	pain	peace
point	power	price	skill	success	tact
thought	use	wonder	worth		

ful	-less
delightful	-

Complete the sentences with adjectives from Ex 4.

- was very _____ of him to use the last of the milk and leave nothing for us.
- lot of things happened on holiday which made it _____ but not a time I'd like to remember.
- is a bit _____ trying to phone Jules.
- his signal is unreliable and I don't think he could help anyway.
- Jim has a bad ankle and it's _____ whether he can play in the match tomorrow.
- Don't worry about the injection because it's completely _____ – you won't feel a thing.

SECTION D

Prefixes over and under

Some verbs can take the prefix over to add the idea of 'too much'. Some of these verbs can also take the prefix under to add the idea of 'too little'.

6 Complete the sentences with the correct form of some of these words.

charge	cook	do	eat	estimate	look
pay	sleep	think	work		

- We _____ the number of people and didn't provide enough food.
- The meals here are never _____ and don't taste dry.
- My bedroom _____ the garden and every morning I hear the birds singing.
- My brother sometimes _____ his gym training and gets aching muscles.
- You mustn't _____ and miss the appointment.
- Cut down on some of your projects – you're _____ and it isn't good for you.

ABOUT THE TASK

- You will read a short text with eight gaps.
- The base form of the missing words is at the end of the line containing the gap.
- You have to change the form of the word so it fits the gap.

What is being tested?

This part of the exam focuses on your ability to form new words from a base form. The questions may test your knowledge of:

- prefixes, e.g. happy – unhappy, advantage – disadvantage
- suffixes, e.g. happy – happiness, common – commonly
- other spelling changes, e.g. deep – depth, strong – strength
- compound words, e.g. note – notebook

How do you do it?

BEFORE THE TASK

- Read the title, and then read the whole text through quickly so you know what the text is about.
- Don't focus on the gaps at this stage.

DURING THE TASK

- Read the text again carefully, stopping at each gap.
- Think about what type of word is missing. Is it a noun, a verb, an adjective or an adverb?
- Think about whether the missing word is singular or plural.
- Think about whether the meaning is positive or negative.
- Look at the base word. Think about how to change it to the form you need.
- Think about prefixes or suffixes you need to add.
- Think about other spelling changes.

AFTER THE TASK

- Read through the text again quickly with the words in place. Does it make sense? Can you spot any mistakes?
- Make sure you have completed all the gaps – there is no negative marking, so make a sensible guess if you are still not sure.

Are you exam-ready?

Did you ...

- ... read the text through quickly so you knew what it was about?
- ... stop at each gap and think about what type of word might be missing?
- ... look at the base word and think about how to change it?
- ... remember to think about prefixes and suffixes?
- ... remember to think about other spelling changes?
- ... answer every question?
- ... remember to read the text again at the end to make sure it made sense?

NUMBER OF QUESTIONS

8

TASK

Short reading text

SCORING

1

mark per question

Exam File

READING AND USE OF ENGLISH – Part 3 Word formation

EXAM BOOST

SECTION A

Negative prefixes

We can use prefixes to make an adjective negative. Common prefixes include: un-, im-, in-, dis- and il-.

1 Complete the sentences with these adjectives.

disallowed illegal illogical immature
indecisive informal unfair unlucky

- because it rained every single day.
- It has been _____ to use a handheld phone while driving for a long time now.
 - Playing silly jokes like that shows that the person is very _____.
 - In my opinion it's _____ that young people can't learn to drive at an earlier age.

SECTION B

Noun suffixes

Sometimes we can form a noun from another noun by adding -hood or -ship.

2 Add the correct endings to the nouns.

- | | |
|------------------|-------------------|
| 1 adult _____ | 5 mother _____ |
| 2 champion _____ | 6 neighbour _____ |
| 3 child _____ | 7 partner _____ |
| 4 friend _____ | |

3 Complete the text with the nouns in Ex 2.

The person I remember most from my ¹ _____ is a girl called Emily. She lived in my ² _____ and we formed a great ³ _____ at primary school and did everything together, including sports. We were a wonderful ⁴ _____ in tennis and when we were ten we won the county ⁵ _____. We stayed close to each other as we went into ⁶ _____. We are both now on the verge of ⁷ _____! I hope our children are friends too.

SECTION C

Adjective suffixes

Common adjective endings are -ful and -less. They are attached to the same root word, but they are not always opposites so take care.

Complete the table with the adjectives made from these words.

delight	doubt	event	hope	pain	peer
point	power	price	skill	success	fact
thought	use	wonder	worth		

ful	-less
delightful	-

Complete the sentences with adjectives from these words.

- was very _____ of him to use the last of the milk and leave nothing for us.
- lot of things happened on holiday which made me _____ but not a time I'd like to remember.
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Prefixes over and under

Some verbs can take the prefix over to add the idea of 'too much'. Some of these verbs can also take the prefix under to add the idea of 'too little'.

6 Complete the sentences with the correct form of some of these words.

charge cook do eat estimate look
pay sleep think work

- We _____ the number of people and didn't provide enough food.
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- Read the title, and then read the whole text through quickly so you know what the text is about.
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- Read the text again carefully, stopping at each gap.
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TASK

Short reading text

SCORING

1 mark per question

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ful	_____	-less	_____
delightful	_____	-	_____

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NUMBER OF QUESTIONS

8

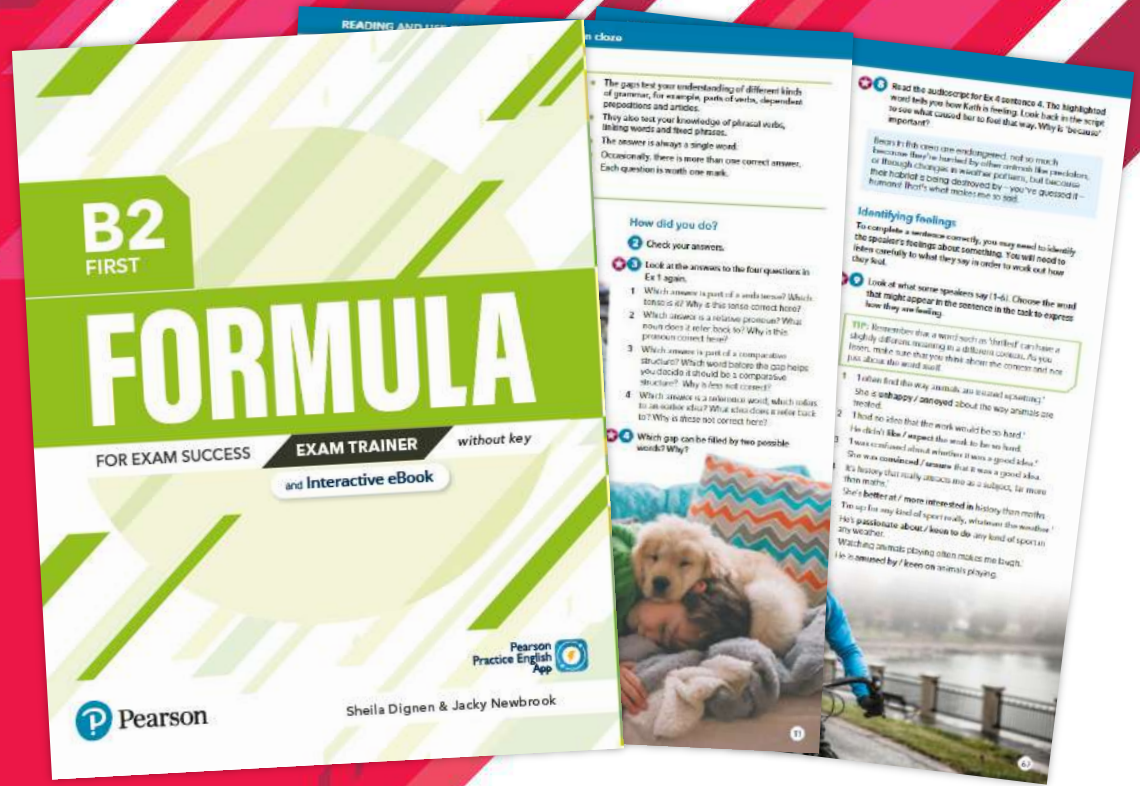
TASK

Short reading text

SCORING

1 mark per question

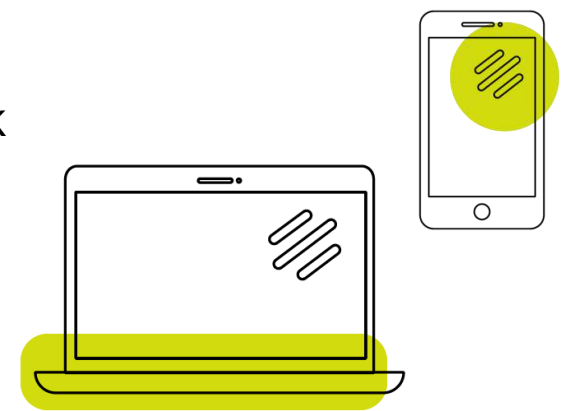
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ABOUT THE TASK

- Writing Part 1 is compulsory, so you have no choice in what you write about.
The task asks you to write an essay for your teacher.
You are given a question or statement and two ideas to write about. You have to discuss the question or statement using both of these ideas, and you have to add another new idea of your own.
You have to agree/disagree with the question/statement, give opinions and reasons and reach a conclusion.
It is important to include ideas that are relevant to the topic of the essay, to include the two ideas you are given and to add a new idea of your own.
You should organize your essay into clear paragraphs and have an introduction and a conclusion.
Your essay should be written in a formal or neutral style.
You should try to use a variety of vocabulary and language structures.
You should try to use a variety of vocabulary and language structures.
You need to write between 140 and 190 words.

Practice task

- Read the essay task and write a first draft of your essay.
In your English class you have been discussing the best way to learn a language. Now, your English teacher has asked you to write an essay.
Read your essay and answer the questions.
Does your draft include a clear introduction in the first paragraph?
Is the rest of your essay divided into clear paragraphs?
Does your draft include clear topic sentences?

Strategies and skills

- Audience, structure and tone
It is important to structure your essay clearly. Each paragraph should focus on just one idea. Only include ideas that are relevant, and remember to cover the two ideas in the task as well as your own idea.
Read the example answer. Does it cover all the points in the essay task in Ex. 1? What is the writer's conclusion?
Most people nowadays have a mobile phone, and it is difficult to imagine living without one. While in the past phones may have been a luxury, I believe they are now so necessary.
Finally, phones allow people to communicate easily with each other and make social arrangements, such as meeting friends. This is especially necessary nowadays because friends and family members do not live close to each other. Furthermore, sharing photos with friends is fun and enables people to build good relationships.
Another reason is that many people depend on their phones to do their jobs well. People are often required to check emails when they are away from their office, and being able to communicate in this way allows them to

Practice task

- Read the essay task and look at a student's notes. Match one idea to each paragraph in the paragraph plan.
In your English class you have been discussing the ways in which we use mobile phones. Now, your English teacher has asked you to write an essay.
What is an essay using all the points and giving reasons for your choice of view?
Read your essay and answer the questions.
Does your draft include a clear introduction in the first paragraph?
Is the rest of your essay divided into clear paragraphs?
Does your draft include clear topic sentences?

ABOUT THE TASK

- In Writing Part 2, you choose one question to answer from a choice of three. One of these may be an article.
You are told who you are writing the article for, this will usually be for an English-language magazine, newspaper or website. You are given a topic for the article, and some ideas to write about or questions to discuss. You should include all those in your article.
You should think of an interesting title for your article.
It is important to write your article in an engaging and interesting way, so you should use informal and semi-formal vocabulary and a variety of language structures. You can also use devices such as rhetorical questions to interest the reader.
You should organize your article into clear paragraphs, with an introduction and a conclusion.
You should write between 140 and 190 words.

Practice task

- Read the task and write a first draft of your article. Write 140-190 words.
You see this announcement on an English-language website.
Complete the boxes in the example article with the correct numbers from the list.
1. Include a conclusion which is thought-provoking or exciting.
2. Give personal examples to interest the reader.
3. Use a rhetorical question to engage the reader from the start.
4. Give your own opinion about both aspects.
5. Use questions to make the reader think.
6. Answer the questions in the task clearly.
7. Use linking words or phrases to connect your ideas.
8. Use interesting and varied vocabulary.

ARTICLES WANTED

ABOUT THE TASK

- In Writing Part 2, you choose one question to answer from a choice of three. One of these may be an email or a letter. This may be formal or informal.
You usually write the email or letter in response to one you have received, or to an advertisement you have seen. For example, your email or letter may be to a friend, colleague, potential employer, college principal or magazine editor.
You may have to respond to questions from a friend, or give information in response to an advertisement (e.g. a job application). You should address all of the points required.
It is important to write your email or letter in a style appropriate for the person you are writing to. If you know the person well, you should use an informal style. In other situations you should use a semi-formal or formal style.
You should organize your writing into clear paragraphs and use the appropriate conventions for opening and closing your email/letter.
You should write between 180 and 190 words.

Practice task: Informal email

- Read the task and write a first draft of your email. Write 140-190 words.
You have received this email from your English-speaking friend, Claire.
Complete the boxes in the example email with the correct numbers from the box.
1. Refer to your friend's email.
2. End your email by referring to your reason for writing.
3. Include some personal information at the start.
4. Use appropriate phrases to begin and end your email.
5. Give reasons for your suggestions.
6. Answer the questions your friend has asked.
7. Make suggestions in a friendly way.
8. Use personal verbs and informal expressions.

From: Claire

Subject: Advice on entertaining guests
Hi,
I need advice, please! Some students are visiting our town from Spain, and I have to suggest some things to organize for them during their stay. I also want ideas for something memorable they can do on their last evening.
What do you think of a barbecue? What activities could we do with them?
Thanks for your help!
All the best,
Claire

How did you do?

- Read your email and answer the questions.
How was it?
1. used informal language?
2. answered all the questions?
3. included an appropriate introduction and a conclusion?
4. divided your email into clear paragraphs?
5. used linkers to connect your ideas?
6. used the conventions of opening and closing your email?
Remember that you should use paragraphs in an informal email as well as in a formal email or letter.

Strategies and skills

- Engaging the reader
An article should entertain as well as inform, so you should try to interest the reader from the start. Thinking of an eye-catching title is a good way to do this.
Look at the task below. There are two possible titles and two possible conclusions (A and B). Which one is more interesting? Why?
You see this advertisement in an English-language magazine for young people.
Is there a good place for young people to hang out where you live?
Is there somewhere in your town where young people can meet? What can they do there? What makes it special? Is it important for young people to have somewhere to go?

Practice task

- Read the task and write a first draft of your article. Write 140-190 words.
You see this announcement on an English-language website.
Complete the boxes in the example article with the correct numbers from the list.
1. Include a conclusion which is thought-provoking or exciting.
2. Give personal examples to interest the reader.
3. Use a rhetorical question to engage the reader from the start.
4. Give your own opinion about both aspects.
5. Use questions to make the reader think.
6. Answer the questions in the task clearly.
7. Use linking words or phrases to connect your ideas.
8. Use interesting and varied vocabulary.

Writing Introductions and conclusions

- Choose two correct sentences (A-D) about introductions and two about conclusions in Ex. 2.
An introduction should...
A start with a general statement about the topic.
B mention the main topic sentence.
C introduce the main ideas or opinions the writer will write about.
D give detailed information to support the ideas in the essay.
A conclusion should...
A introduce one or two new ideas.
B sum up the different arguments in the essay.
C mention personal experiences.
D express a personal opinion.
Choose the correct linkers to add or contrast ideas in the sentences.
1 While / However / Despite tears people are energetic for many people, others prefer to do sports on their own.
2 Parks provide a safe environment for children to play also / too / as well as giving other people a place where they can meet friends and friends.
3 fashionable clothes are often extremely expensive as well / Although / In addition to this, fashion changes quickly, so people have to replace their clothes regularly.
4 I would like to bring a lot of benefits to a school. Although / However / Else / However / In addition to this, I would like to bring a lot of benefits to a school.

Practice task

- Read the task and write a first draft of your article. Write 140-190 words.
You see this announcement on an English-language website.
Complete the boxes in the example article with the correct numbers from the list.
1. Include a conclusion which is thought-provoking or exciting.
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6. Answer the questions in the task clearly.
7. Use linking words or phrases to connect your ideas.
8. Use interesting and varied vocabulary.

Connecting ideas in a paragraph

- Linkers help to structure your ideas by showing whether ideas support each other or give a contrast.
Remember that different linkers are used in different ways. Some linkers can be used in more than one way.
Choose the best words and phrases to structure part of an essay.
I think it is extremely important to do exercise every week. In fact, I feel that exercise keeps your body healthy because it makes your heart stronger.
Another reason is that / last but not least, it improves your mood, so can help you to feel confident and motivated. Thirdly / Next, doing exercise can be a good way to meet new friends, especially if you join a gym.
Lastly / To sum up, I would say that there are many different advantages to doing exercise, and it should be a regular part of everyone's life.
Choose the best words and phrases to structure part of an essay.
I think that people should not use mobile phones in class. It is bad for the environment. I think that mobile phones are bad for the environment. Last, there are a lot of facilities in cities. There aren't many in villages.
There are many advantages. (more) It is possible to study at home. You don't need to go to a class.
It is possible to go to a class.
Travel teaches you a lot. I think all young people should be encouraged to travel.
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6. Answer the questions in the task clearly.
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8. Use interesting and varied vocabulary.

Engaging the reader

- Using descriptive language and a range of adjectives, verbs and phrases can also help to keep your reader engaged with what you are saying to them.
Make use of what you know about your article in an amusing or interesting way, but it is important that your conclusion is also logical.
Look at the two conclusions (A and B) to the article written for the task in Ex. 3. Which one is best?
A It is important for young people to have a welcoming place like this to meet friends. In my opinion it's necessary, otherwise they are bored. And no one wants to feel like that. - I know I don't!
B It's important for young people to have somewhere to meet friends, and it's a good idea to have in a secure centre where they can do interesting things. Like that last time.
Read the task and write your article.

Practice task

- Read the task and write a first draft of your article. Write 140-190 words.
You see this announcement on an English-language website.
Complete the boxes in the example article with the correct numbers from the list.
1. Include a conclusion which is thought-provoking or exciting.
2. Give personal examples to interest the reader.
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Strategies and skills

- Common expressions - informal language
Using common expressions makes your writing sound more natural.
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You have received this email from your English-speaking friend, Jack.
Complete the boxes in the example email with the correct numbers from the box.
1. Refer to your friend's email.
2. End your email by referring to your reason for writing.
3. Include some personal information at the start.
4. Use appropriate phrases to begin and end your email.
5. Give reasons for your suggestions.
6. Answer the questions your friend has asked.
7. Make suggestions in a friendly way.
8. Use personal verbs and informal expressions.

From: Jack

Subject: I need information!
Hi! No one to write an article on which sportspeople enjoy doing around the world - can you tell me about when you were? What are the most popular sports and why do people do them? I also need to find out what of professional sports are shown on television and which ones people like to watch.
I'd be really grateful for your help!
Write your email.

How did you do?

- Read your email and answer the questions.
How was it?
1. used informal language?
2. answered all the questions?
3. included an appropriate introduction and a conclusion?
4. divided your email into clear paragraphs?
5. used linkers to connect your ideas?
6. used the conventions of opening and closing your email?
Remember that you should use paragraphs in an informal email as well as in a formal email or letter.

Strategies and skills

- Common expressions - formal language
Using formal expressions makes your writing sound more professional.
Read the task and write your article. Write 140-190 words.
You see this announcement on an English-language website.
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4. Give your own opinion about both aspects.
5. Use questions to make the reader think.
6. Answer the questions in the task clearly.
7. Use linking words or phrases to connect your ideas.
8. Use interesting and varied vocabulary.

Practice task: Formal letter

- Read the task and write a first draft of your letter. Write 140-190 words.
You see this advertisement in an English-language newspaper.
Complete the boxes in the example letter with the correct numbers from the box.
1. Refer to your friend's email.
2. End your email by referring to your reason for writing.
3. Include some personal information at the start.
4. Use appropriate phrases to begin and end your email.
5. Give reasons for your suggestions.
6. Answer the questions your friend has asked.
7. Make suggestions in a friendly way.
8. Use personal verbs and informal expressions.

From: Jack

Subject: I need information!
Hi! No one to write an article on which sportspeople enjoy doing around the world - can you tell me about when you were? What are the most popular sports and why do people do them? I also need to find out what of professional sports are shown on television and which ones people like to watch.
I'd be really grateful for your help!
Write your email.

How did you do?

- Read your letter and answer the questions.
How was it?
1. used formal language?
2. answered all the questions and provided all the required information?
3. included an appropriate introduction and a conclusion?
4. divided your letter into clear paragraphs?
5. used linkers to connect your ideas?
6. used the conventions of opening and closing the letter?
Remember that you should use paragraphs in an informal email as well as in a formal email or letter.

Strategies and skills

- Common expressions - formal language
Using formal expressions makes your writing sound more professional.
Read the task and write your letter. Write 140-190 words in an appropriate style.
You see this advertisement in an English-language newspaper.
Complete the boxes in the example letter with the correct numbers from the box.
1. Refer to your friend's email.
2. End your email by referring to your reason for writing.
3. Include some personal information at the start.
4. Use appropriate phrases to begin and end your email.
5. Give reasons for your suggestions.
6. Answer the questions your friend has asked.
7. Make suggestions in a friendly way.
8. Use personal verbs and informal expressions.

Practice task: Informal email

- Read the task and write a first draft of your email. Write 140-190 words.
You have received this email from your English-speaking friend, Claire.
Complete the boxes in the example email with the correct numbers from the box.
1. Refer to your friend's email.
2. End your email by referring to your reason for writing.
3. Include some personal information at the start.
4. Use appropriate phrases to begin and end your email.
5. Give reasons for your suggestions.
6. Answer the questions your friend has asked.
7. Make suggestions in a friendly way.
8. Use personal verbs and informal expressions.

From: Claire

Subject: Advice on entertaining guests
Hi,
I need advice, please! Some students are visiting our town from Spain, and I have to suggest some things to organize for them during their stay. I also want ideas for something memorable they can do on their last evening.
What do you think of a barbecue? What activities could we do with them?
Thanks for your help!
All the best,
Claire

How did you do?

- Read your email and answer the questions.
How was it?
1. used informal language?
2. answered all the questions?
3. included an appropriate introduction and a conclusion?
4. divided your email into clear paragraphs?
5. used linkers to connect your ideas?
6. used the conventions of opening and closing your email?
Remember that you should use paragraphs in an informal email as well as in a formal email or letter.

READING AND USE OF ENGLISH - Part 3 Word formation

ABOUT THE TASK

- In Reading and Use of English Part 3, you read a short text with eight gaps. The missing words are shown in capital letters at the end of the sentence containing the gap, but are in the base form. You have to change the form of the word so that it fits correctly into each gap.
- You can change the form by adding a prefix or suffix, for example by changing **art** to **artist**, or by changing **able** to **unable**.
- Sometimes you need to make more significant changes to the word, for example by changing **deep** to **depth** or by changing **choose** to **choice**.
- You might have to make a compound word, for example by changing **note** to **notebook**.
- It may be necessary to make a noun plural after you have changed it.
- Each question is worth one mark.

about the task

Practice task

TEST

- 1 Read the first paragraph of a text about beauty. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

SIMPLE BEAUTY

The (0) **MANUFACTURERS** of beauty products would like us to believe that we can only look good if we spend money on expensive creams, gels and lotions. However, (1) _____ research provides some much simpler solutions. Experiments suggest that diet, exercise and sleep can have a huge effect on our (2) _____. In one experiment, people who had slept well the previous week were judged as more attractive than those whose sleep was limited. Other studies have shown that people who eat (3) _____ get higher scores for attractiveness than those who don't. Of course, these findings are (4) _____ to prove conclusively. But following a healthy lifestyle is certainly a cheaper way to look good!

MANUFACTURE

SCIENCE

APPEAR

HEALTHY

POSSIBLE

How did you do?

- 2 Check your answers.
- 3 Look at the four answers again.
 - 1 In which answer do you need to form an adjective from a noun?
 - 2 In which answer do you need to form an adverb from an adjective?
 - 3 In which answer do you need to form a noun from a verb?
 - 4 In which answer do you need to add a prefix to give a negative meaning?

How did you do? exercise

Test, Teach, Test approach

READING AND USE OF ENGLISH - Part 3 Word formation

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about the task

How did you do? exercise

How did you do?

- 2 Check your answers.
- 3 Look at the four answers again.
 - 1 In which answer do you need to form an adjective from a noun?
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 - 4 In which answer do you need to add a prefix to give a negative meaning?

Test, Teach, Test approach

Test, Teach, Test approach

READING AND USE OF ENGLISH - Part 3 Word formation

Strategies and skills

Negative prefixes

Sometimes the word in capitals is an adjective, and you have to add a prefix to give an opposite meaning.

1 Make negative adjectives from the words in the box and add them to the table.

accurate certain formal legal
 organised patient pleasant precise
 regular relevant satisfied

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

2 Form nouns from the words in the box by adding the correct suffix and add them to the table. Can you add any more nouns?

agree appear assist collect decide
 destroy employ encourage explain
 happy ill improve independent
 kind nervous perform popular safe
 similar vary

-ance/-ence	-ment	-ness	-ion	-y/-ity
-------------	-------	-------	------	---------

3 Write the nouns for people from these words. What suffixes can we use to form nouns for people?

1 music	5 economy	8 science
musician		
2 assist	6 employ	9 politics
3 consume		10 tour
4 comedy	7 instruct	

4 Some nouns are irregular and aren't formed using a suffix. Match the verbs and adjectives (1-10) with the related nouns (a-j).

TIP: There is no rule for these nouns - you need to learn them!

1 choose	6 deep	a depth	f pride
2 high	7 please	b success	g weight
3 short	8 lose	c choice	h loss
4 weigh	9 proud	d pleasure	i shortage
5 grow	10 succeed	e height	j growth

5 Read the text about the Silver Snipers. Complete it with nouns formed from the words given in capitals at the end of some of the lines.

TIP: When you are completing gaps with nouns, remember to think about whether they should be singular or plural.

We tend to associate computer games with young people, and it is true the majority of (0) gamers are young. However, a group from Sweden is showing that reaching the age of (1) _____ doesn't mean that you stop having fun. With an average age over 60, the Silver Snipers are the oldest team to take part in professional gaming (2) _____. And don't be put off by their elderly (3) _____. They take their playing very seriously! Although they don't enjoy much (4) _____ in terms of winning trophies, they get enormous (5) _____ from taking part. They have a website, and many loyal (6) _____ who cheer them on. They even have a professional coach to help improve their (7) _____. But their main (8) _____ is to show that gaming is for everyone, old and young!

GAME

RETIRE

COMPETE

APPEAR


SUCCEED

SATISFY

SUPPORT

PERFORM

AMBITIOUS



READING AND USE OF ENGLISH - Part 3 Word formation

Adjective suffixes 1

We often use suffixes to form adjectives from nouns and verbs.

6 Form adjectives from the words in the box and add them to the table. You can use some words more than once. Can you add any more adjectives for each suffix?

TIP: Think about the spelling carefully. Sometimes you need to make small spelling changes. Your answer is only correct if you have spelled the word correctly.

ambition care create danger dare effect
 embarrass excite help impress nature
 stress success tradition wonder

-al	-ful	-ing	-ive	-less	-ous
-----	------	------	------	-------	------

We form some adjectives with less common suffixes. With some other adjectives, we need to change the form of the word slightly when we add a suffix.

7 Complete the sentences with adjectives formed from the word in capitals.

1 She came from a very _____ family.	ART
2 There is no _____ proof for this.	SCIENCE
3 The product became a huge _____ success.	COMMERCE
4 I'm an _____ football supporter.	ENTHUSIASM
5 The fireworks were really _____.	SPECTACLE
6 He was one of the most famous athletes of the _____ century.	TWENTY

Sometimes, you need to decide whether to use an adjective ending in *-ed* or *-ing*.

8 Complete the sentences with the correct *-ed* or *-ing* adjectives formed from the word in capitals.

TIP: An *-ed* adjective describes how you feel; an *-ing* adjective describes a thing that gives you this feeling.

1 It was a _____ exhibition.	FASCINATE
2 I was _____ to be accepted onto the course.	DELIGHT
3 We were _____ at his speed.	AMAZE
4 The show was lively and _____.	ENTERTAIN
5 We were _____ by the score.	DISAPPOINT
6 The first few exercises were very _____.	CHALLENGE
7 The children were _____ to see their cousins after so long.	EXCITE
8 The book was not as _____ as I expected it to be.	INTEREST
9 I no longer feel _____ about the same kinds of things as when I was a teenager.	EMBARRASS
10 The article about the actor was extremely _____.	REVEAL

SPEAKING BOOST

Discuss or answer.

- What kinds of health and beauty products or services are worth spending money on? Why?
- 'Beauty is in the eye of the beholder.' What does this mean? Do you think it's true?

Adjective suffixes 2

Adjectives can be formed in a variety of ways using suffixes. It's important that you remember the different suffixes and the rules you need to apply when you use them.

9 Form adjectives from the words in the box and add them to the table. Can you add any more adjectives for each suffix?

TIP: Remember to think about whether you need to make any spelling changes.

comfort confidence employ health
 noise patience please profit rely taste

-able/-ible	-ant/-ent	-y
-------------	-----------	----

10 Complete the sentences with the correct positive or negative adjectives formed from the word in capitals.

TIP: Sometimes you have to form an adjective AND add a negative prefix. Think about how to form the adjective first, then decide if the meaning is positive or negative.

1 I enjoyed the film, despite the _____ seat.	COMFORT
2 The trip didn't go as planned, and there were some _____ difficulties.	EXPECT
3 It was _____ that the train was a few minutes late, so we managed to catch it.	FORTUNE
4 I try not to eat _____ foods like cakes and chocolate.	HEALTH
5 Emojis are not an _____ way to communicate how we feel.	EFFECT
6 We were very _____ that we didn't win the game.	LUCK
7 He's so _____ I'm surprised he can find anything!	ORGANISE
8 My application was _____ so I don't have an interview for the job.	SUCCESS

Strategies and skills

Negative prefixes

Sometimes the word in capitals is an adjective, and you have to add a prefix to give an opposite meaning.

TEACH

Strat
Negat

Sometim
and you
meanin

★ 1 Match the words in the box and add them to the table.

accurate certain formal legal
organised patient pleasant precise
regular relevant satisfied

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

★ 4 Some nouns are irregular and aren't formed using a suffix. Match the verbs and adjectives (1-10) with the related nouns (a-j).

TIP: There is no rule for these nouns - you need to learn them!

1 choose	6 deep	a depth	f pride
2 high	7 please	b success	g weight
3 short	8 lose	c choice	h loss
4 weigh	9 proud	d pleasure	i shortage
5 grow	10 succeed	e height	j growth

★ 5 Read the text about the Silver Snipers. Complete it with nouns formed from the words given in capitals at the end of some of the lines.

TIP: When you are completing gaps with nouns, remember to think about whether they should be singular or plural.

TEACH

Noun suffixes

We often use suffixes to form nouns from verbs and adjectives.


TIP: Remember, sometimes other spelling changes may be necessary.

agree appear assist collect decide
destroy employ encourage explain
happy ill improve independent
kind nervous perform popular safe
similar vary

-ance/-ence	-ment	-ness	-ion	-y/-ity
-------------	-------	-------	------	---------

We tend to associate computer games with young people, and it is true the majority of (0) gamers are young. However, a group from Sweden is showing that reaching the age of (1) _____ doesn't mean that you stop having fun. With an average age over 60, the Silver Snipers are the oldest team to take part in professional gaming (2) _____. And don't be put off by their elderly (3) _____. They take their playing very seriously! Although they don't enjoy much (4) _____ in terms of winning trophies, they get enormous (5) _____ from taking part. They have a website, and many loyal (6) _____ who cheer them on. They even have a professional coach to help improve their (7) _____. But their main (8) _____ is to show that gaming is for everyone, old and young!

GAME
RETIRE
COMPETE
APPEAR
SUCCEED
SATISFY
SUPPORT
PERFORM
AMBITION



READING AND USE OF ENGLISH - Part 3 Word formation

Adjective suffixes 1

We often use suffixes to form adjectives from nouns and verbs.

- ★ 6 Form adjectives from the words in the box and add them to the table. You can use some words more than once. Can you add any more adjectives for each suffix?

TIP: Think about the spelling carefully. Sometimes you need to make small spelling changes. Your answer is only correct if you have spelled the word correctly.

ambition care create danger dare effect
embarrass excite help impress nature
stress success tradition wonder

-al	-ful	-ing	-ive	-less	-ous
-----	------	------	------	-------	------

We form some adjectives with less common suffixes. With some other adjectives, we need to change the form of the word slightly when we add a suffix.

- ★ 7 Complete the sentences with adjectives formed from the word in capitals.

- She came from a very _____ family. ART
- There is no _____ proof for this. SCIENCE
- The product became a huge _____ success. COMMERCE
- I'm an _____ football supporter. ENTHUSIASM
- The fireworks were really _____. SPECTACLE
- He was one of the most famous athletes of the _____ century. TWENTY

Sometimes, you need to decide whether to use an adjective ending in *-ed* or *-ing*.

- ★ 8 Complete the sentences with the correct *-ed* or *-ing* adjectives formed from the word in capitals.

TIP: An *-ed* adjective describes how you feel; an *-ing* adjective describes a thing that gives you this feeling.

- It was a _____ exhibition. FASCINATE
- I was _____ to be accepted onto the course. DELIGHT
- We were _____ at his speed. AMAZE
- The show was lively and _____. ENTERTAIN
- We were _____ by the score. DISAPPOINT
- The first few exercises were very _____. CHALLENGE
- The children were _____ to see their cousins after so long. EXCITE
- The book was not as _____ as I expected it to be. INTEREST
- I no longer feel _____ about the same kinds of things as when I was a teenager. EMBARRASS
- The article about the actor was extremely _____. REVEAL

★ SPEAKING BOOST

Discuss or answer.

- If you could go to any major sports event, which would it be?
- Are you a competitive person? In what ways?

Adjective suffixes 2

Adjectives can be formed in a variety of ways using suffixes. It's important that you remember the different suffixes and the rules you need to apply when you use them.

- ★ 9 Form adjectives from the words in the box and add them to the table. Can you add any more adjectives for each suffix?

TIP: Remember to think about whether you need to make any spelling changes.

comfort confidence employ health
noise patience please profit rely taste

-able/-ible	-ant/-ent	-y
-------------	-----------	----

- ★ 10 Complete the sentences with the correct positive or negative adjectives formed from the word in capitals.

TIP: Sometimes you have to form an adjective AND add a negative prefix. Think about how to form the adjective first, then decide if the meaning is positive or negative.

- I enjoyed the film, despite the _____ seat. COMFORT
- The trip didn't go as planned, and there were some _____ difficulties. EXPECT
- It was _____ that the train was a few minutes late, so we managed to catch it. FORTUNE
- I try not to eat _____ foods like cakes and chocolate. HEALTH
- Emojis are not an _____ way to communicate how we feel. EFFECT
- We were very _____ that we didn't win the game. LUCK
- He's so _____ I'm surprised he can find anything! ORGANISE
- My application was _____ so I don't have an interview for the job. SUCCESS

Test, Teach, Test approach

Strategies and skills

Negative prefixes

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TEACH

Strat
Negat

Sometim
and you
meanin

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

★ 4 Some nouns are irregular and aren't formed using a suffix. Match the verbs and adjectives (1-10) with the related nouns (a-j).

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TIP: When you are completing gaps with nouns, remember to think about whether they should be singular or plural.

GAME
RETIRE

Test, Teach, Test approach

Noun suffixes

We often use suffixes to form nouns from verbs and adjectives.

TIP: Remember, sometimes other spelling changes may be necessary.

agree appear assist collect decide
destroy employ encourage explain
happy ill improve independent
kind nervous perform popular safe
similar vary

-ance/-ence	-ment	-ness	-ion	-y/-ity
-------------	-------	-------	------	---------

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TIP: Sometimes you have to form an adjective AND add a negative prefix. Think about how to form the adjective first, then decide if the meaning is positive or negative.

LUCK
ORGANISE
SUCCESS

TIP: An **-ed** adjective describes how you feel; an **-ing** adjective describes a thing that gives you this feeling.

READING AND USE OF ENGLISH - Part 3 Word formation

Adjective suffixes 1
We often use suffixes to form adjectives from nouns and verbs.

★ 6 Form adjectives from the words in the box and add them to the table. You can use some words more than once. Can you add any more adjectives for each suffix?

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-al	-ful	-ing	-ive	-less	-ous
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Strategies and skills

Negative prefixes

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TEACH

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accurate certain formal legal
organised patient pleasant precise
regular relevant satisfied

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

★ 4

Some nouns are irregular and aren't formed using a suffix. Match the verbs and adjectives (1-10) with the related nouns (a-j).

TIP: There is no rule for these nouns - you need to learn them!

- | | | | |
|----------|------------|------------|------------|
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★ 5

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GAME
RETIRE



Adjective suffixes 1

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★ 6 Form adjectives from the words in the table. You can use some words more than once. Write more adjectives for each suffix?

TIP: Think about the spelling carefully. So make small spelling changes. Your answer should be a word that has been spelled correctly.

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embarrass excite help impress
stress success tradition wonder

-al -ful -ing -ive

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- The fireworks were really _____.
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ART
SCIENCE
COMMERCE
ENTHUSIASM
SPECTACLE
TWENTY

Sometimes, you need to decide whether to use an adjective ending in -ed or -ing.

SPEAKING BOOST

Discuss or answer.

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- Are you a competitive person? In what ways?

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comfort confidence employ health
noise patience please profit rely taste

-able/-ible -ant/-ent -y

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TIP: Sometimes you have to form an adjective AND add a negative prefix. Think about how to form the adjective first, then decide if the meaning is positive or negative.

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- The first few exercises were very _____.
- The children were _____ to see their cousins after so long.
- The book was not as _____ as I expected it to be.
- I no longer feel _____ about the same kinds of things as when I was a teenager.
- The article about the actor was extremely _____.

DISAPPOINTED
CHALLENGE
EXCITE
INTEREST
EMBARRASS
REVEAL

- We were very _____ that we didn't win the game.
- He's so _____ I'm surprised he can find anything!
- My application was _____ so I don't have an interview for the job.

Test, Teach, Test approach

Noun suffixes

We often use suffixes to form nouns from verbs and adjectives.

TIP: Remember, sometimes other spelling changes may be necessary.

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happy ill improve independent
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similar vary

-ance/-ment -ness -ion -y/-ity
-ence

TIP: An -ed adjective describes how you feel; an -ing adjective describes a thing that gives you this feeling.

READING AND USE OF ENGLISH - Part 3 Word formation

Adverbs

Some gaps require an adverb. You may have to form an adverb from an adjective, or you may have to form it from a noun or verb.

- ★ 11 Complete the table with the adjectives and adverbs formed from each noun or verb.

TIP: When you have to form an adverb from a noun or a verb, it can help to think about the adjective first, then make this into an adverb.

noun or verb	adjective	adverb
1 increase		
2 comfort		
3 despair		
4 occasion		
5 tradition		
6 accident		
7 origin		
8 person		
9 success		
10 imagine		

Verb suffixes and prefixes

Most gaps in Reading and Use of English Part 3 tasks are nouns, adjectives or adverbs. But sometimes the missing word is a verb.

- ★ 13 Complete the sentences with verbs formed from the word in capitals.

TIP: Where the gap is a verb, remember to think about the correct form and tense.

- They decided to _____ the event online, to encourage more people to come. **ADVERT**
- I knew they were just trying to _____ us. **FRIGHT**
- No one enjoys being _____ when they are doing their best. **CRITICISM**
- The financial support they received _____ them to continue with the research. **ABLE**
- We soon _____ that we had made a mistake. **REAL**
- The handle was a bit loose, so we had to _____ it. **TIGHT**

EXAM TASK

Read the text about coral reefs. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

CORAL REEFS

We are all familiar with images of coral reefs, with their colourful rock (0) **FORMATIONS** created from the shells of sea creatures. Maya Beach in Thailand became famous after it was used as the (1) _____ for the Hollywood movie *The Beach*. Its (2) _____ as a tourist destination increased dramatically and, as a result, the coral began to suffer (3) _____ amounts of damage. The Thai authorities responded by closing the beach. (4) _____ now think they have found a solution. They have found it is possible to collect up broken pieces of reef and (5) _____ fix them back in place, using normal household glue! Specialist (6) _____ swim down to carry out the repairs. The technique has so far proved extremely (7) _____, and the coral has started to regrow. It is hoped that the beach will be reopened one day, but the number of visitors will be (8) _____ controlled to protect the coral.





- FORM
- LOCATE POPULAR
- SUBSTANCE
- SCIENCE
- CARE DIVE
- EFFECT
- STRICT

Test, Teach, Test approach

full authentic exam task

Student's resources on Pearson English Portal

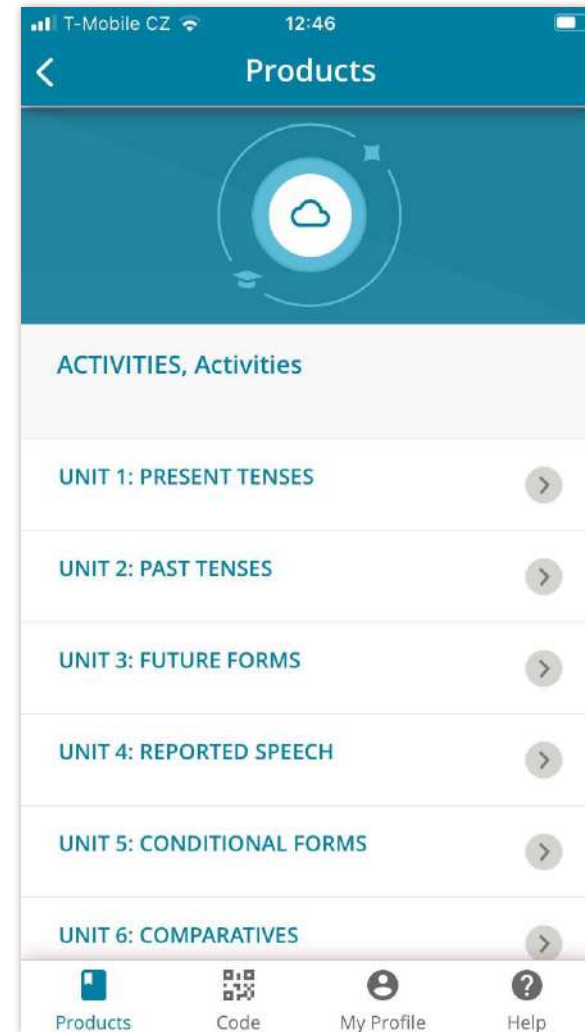
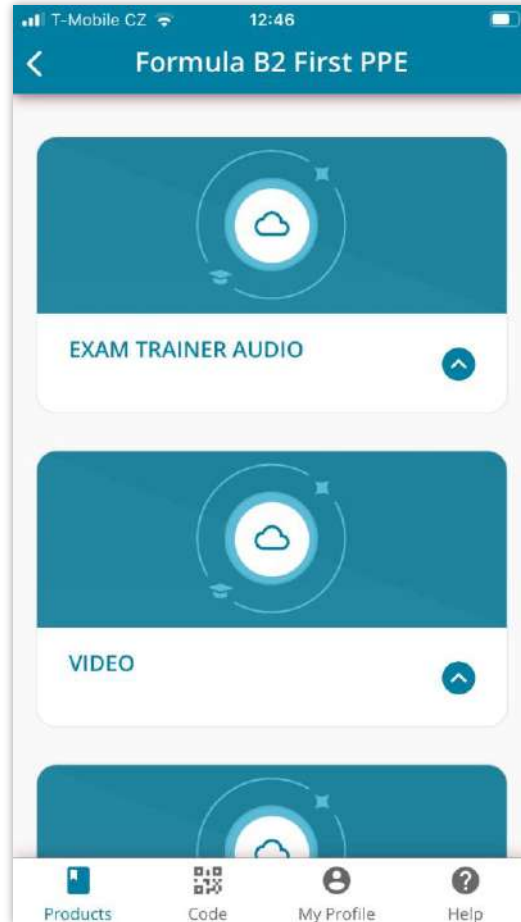
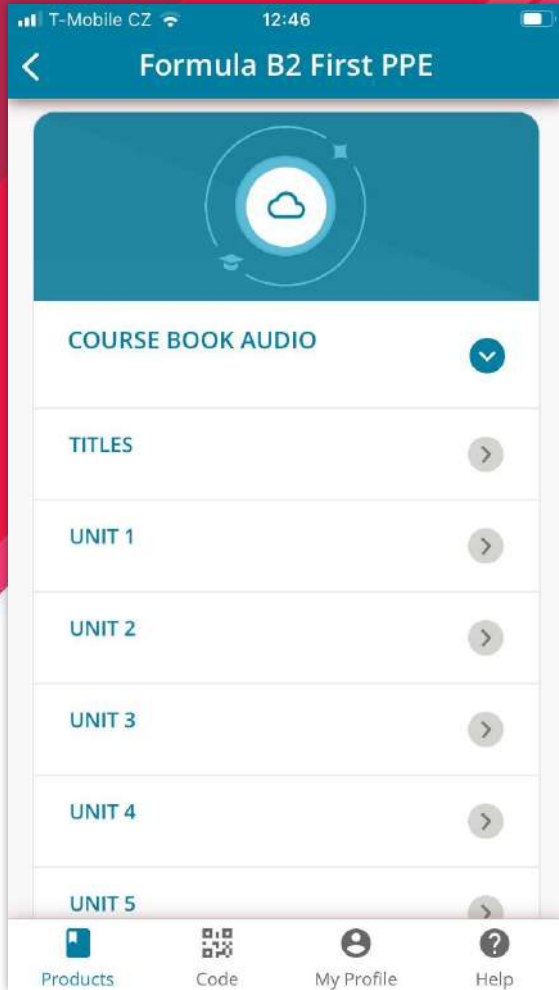
FORMULA

-  Audio
-  Student materials
-  Well-being
-  Video

Speaking test videos

SPEAKING TEST | 1
Part 1

Pearson Practice English App



Teachers

- Teacher's Book
- Presentation Tool (online/offline)
- Digital Resources



Pearson English Portal



Formula B2 First Coursebook and Exam Trainer

Presentation Tool

Resources

Units



1 BLUE



2 ORANGE



Review: Units 1—2



3 WHITE



Pearson English Portal

FORMULA

The screenshot displays the Pearson English Portal interface. At the top, there is a toolbar with icons for drawing, erasing, and undo/redo. Below the toolbar is a large image of a narrow alleyway with blue walls and a person walking in the distance. To the right of the image, the text "1 | BLUE" is visible. Below the image, there is a section titled "VOCABULARY: Phrasal verbs" with several numbered tasks. A "Team A" and "Team B" scoreboard is overlaid on the right side, showing scores of 0. A "Timer" overlay is also present, showing a 03:00 timer. A "Dictionary" overlay is visible at the bottom, showing a search bar and a list of words.

VOCABULARY: Phrasal verbs

- 1 Work in groups.
 - 1 Name five things you have seen today that are blue and where you saw them.
 - 2 What feelings or memories do you associate with the colour blue? Give details.
- 2 1.1 Work in pairs. Listen to two people talking about the colour blue. Take turns to choose one of the ideas below and tell your partner about it.
 - 1 the way people see blue
 - 2 why the colour didn't have a name for a long time
 - 3 who first used the colour on stone and wood
 - 4 why one shade of blue is called 'royal blue'
 - 5 the associations of the colour blue
- 3 Look at sentences 1-8 below which relate to the conversation in Ex 2. Match the phrasal verbs in **bold** with the meanings in 4.

discovered explains found by chance invented
read read about the past represents respect

 - 1 I **came across** an article about the origins and associa
 - 2 If we **look back** we can trace the history of colours.
 - 3 The Ancient Egyptians **found out** how to create a blue paint.
 - 4 The name 'royal blue' **came from** Egyptian times.

Team A: 0, Team B: 0

Timer: 03:00

Dictionary: Search bar, List of words

Pearson English Portal

FORMULA

The screenshot displays the Pearson English Portal interface. At the top, there is a drawing toolbar with icons for drawing, erasing, and undo/redo, along with size and color selection options. Below the toolbar is a lesson page with a blue-themed background image. The lesson includes a 'VOCABULARY: Phrasal verbs' section with three tasks. Task 3 is a matching exercise. A pop-up window shows the matching exercise details, listing sentences 1-4 and their corresponding phrasal verbs. The matches are: 1 - found by chance, 2 - read about the past, 3 - discovered, and 4 - originated in. The interface also features a 'Clear' button, 'Show answer', and 'Show all' options.

VOCABULARY: Phrasal verbs

- 1 Work in groups.
 - 1 Name five things you have seen today that are blue.
 - 2 What feelings or memories do you associate with the colour blue?
- 2 1.1 Work in pairs. Listen to two people talking about blue. Take turns to choose one of the ideas below.
 - 1 the way people see blue
 - 2 why the colour blue has a name for a colour
 - 3 who first used the colour on stone and wood
 - 4 why one shade of blue is called 'royal blue'
- 3 Look at sentences 1-8 below which relate to the conversation from the previous activity. Match the phrasal verbs in bold with the meanings below.

Look at sentences 1-8 below which relate to the conversation from the previous activity. Match the phrasal verbs in bold with the meanings below.

= discovered = found by chance = originated in

= read about the past

- 1 I **came across** an article about the origins and associations of different colours. = found by chance ✓
- 2 If we **look back** we can trace the history of colours. = read about the past ✓
- 3 The Ancient Egyptians **found out** how to create a blue paint. = discovered ✓
- 4 The name 'royal blue' **came from** Egyptian times. = originated in ✓

Clear > Show answer Show all

1 I **came across** an article about the origins and associations of different colours.
2 If we **look back** we can trace the history of colours.
3 The Ancient Egyptians **found out** how to create a blue paint.
4 The name 'royal blue' **came from** Egyptian times.

Pearson English Portal














Formula B2 First Coursebook and Exam Trainer ▾

Bohemian Ventures, Praha

Presentation Tool **Resources**

Resources

Search for a resource 🔍 Type of view **Grid view** ▾ [FILTERS](#)

☆ Course planners (9) 	☆ Audio (239) 	☆ Video (34) 	☆ Test package (75) 
☆ Photocopiable activities (68) 	☆ Practice exams (23) 	☆ Teacher materials (43) 	☆ Student materials (5) 
☆ Grammar presentations (9) 	☆ Well-being (3) 	☆ Exam correlation information (8) 	☆ Accessibility (1) 
☆ Copyright information (6) 			

Pearson English Connect

- **B2 Level** available on **Pearson English Connect**

FORMULA B2 FIRST 1 Blue | Vocabulary

Lesson page 0%

Go to page

Close Cursor Zoom Pen Mark Erase Hide Area Color Size Undo Redo Reset Note Clock Timer Score

1 | BLUE

VOCABULARY: Phrasal verbs

- Work in groups.
 - Name five things you have seen today that are blue and where you see them.
 - What feelings or memories do you associate with the colour blue? Give details.
- Work in pairs. Listen to two people talking about the colour blue. Take turns to choose one of the blues below and tell your partner about it.

1. the way people see blue	2. why the colour didn't have a name for a long time	3. the associations of the colour blue
4. who first used the colour on stone and wood	5. why one shade of blue is called royal blue	
- Look at sentences 1-8 below which relate to the conversation in Ex 2. Match the phrasal verbs in bold with the meanings in the box.

discovered	explains	found	by chance	invented	organised	is made	read about the past	represented	suggest
------------	----------	-------	-----------	----------	-----------	---------	---------------------	-------------	---------

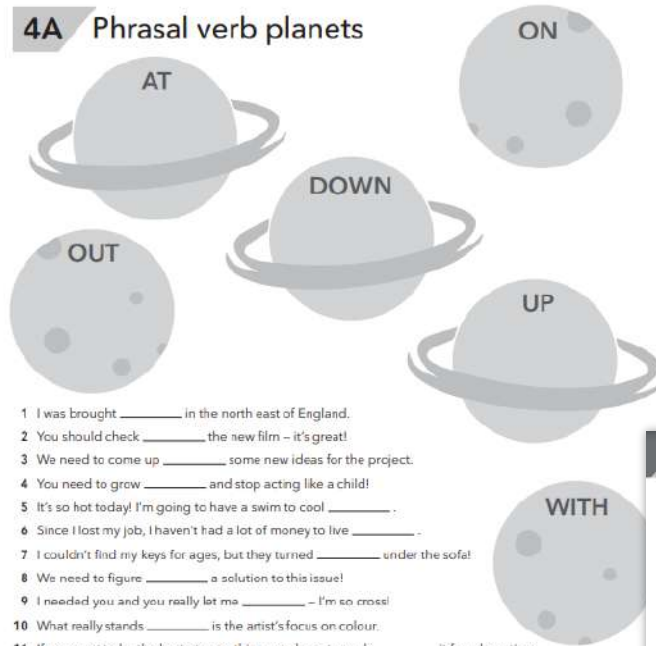
 - I **came across** an article about the origins and associations of different colours.
 - If we **look back** we can trace the history of colours.
 - The Ancient Egyptians **found out** how to create a blue paint.
 - The name 'royal blue' **came from** Egyptian times.
 - Designers **came up with** blue jeans in the 19th century.
 - The woman wants to **check out** the article.
 - The article goes through some associations we have with the colour blue and what it **stands for**.
 - We **look up** to people in blue uniforms.
- Complete the questions with the correct form of phrasal verbs from Ex 3. Ask and answer with a partner.
 - Which famous person do you most **look up to**? Why?
 - Do you spend more time **looking back** at things you have done, or looking forward to the future?
 - What's the most interesting news article you've **come across**?
 - Do you have a friend who **stands out** in a different country? Give details.
 - What's the most interesting new fact about blue that you **came across** in Ex 2?
 - Which of your friends **stands out** for things to do?
- Work in pairs. Take turns to tell a story together using phrasal verbs from Ex 3 and others that you know. You turn ends when you use a phrasal verb.

1D Present tenses - Perfect transformations

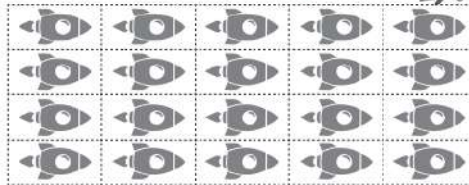


<p>This is the first time that my cousin has travelled by plane. NEVER</p> <p>My cousin _____ by plane before.</p> <p>(has never travelled)</p>	<p>My friend bought a tent a year ago. FOR</p> <p>My friend has owned a tent _____.</p> <p>(for one/a year)</p>
<p>I haven't been on holiday for a long time. SINCE</p> <p>It's a long time _____ been on holiday.</p> <p>(since I've/have)</p>	<p>The plane arrived recently. JUST</p> <p>The plane _____.</p> <p>(has just arrived)</p>
<p>I visited one museum this morning and another one this afternoon. HAVE</p> <p>I _____ two museums so far today.</p> <p>(have visited)</p>	<p>I still have to pay for the tickets. YET</p> <p>I haven't paid for _____.</p> <p>(the tickets yet)</p>
<p>I stayed in that hotel before. ALREADY</p> <p>I _____ in that hotel.</p> <p>(I've/have already stayed)</p>	<p>Are you still messaging your family back home? YET</p> <p>Haven't you finished messaging _____?</p> <p>(your family yet)</p>
<p>The guide started working in the museum five years ago. FOR</p> <p>The guide has worked in the museum _____.</p> <p>(for five years)</p>	<p>My friends got on the train earlier. ALREADY</p> <p>My friends have _____ the train.</p> <p>(already got on)</p>
<p>Is the journey over? YET</p> <p>Has the journey _____?</p> <p>(finished/ended yet)</p>	<p>I started exploring this area two weeks ago. HAVE</p> <p>I _____ exploring this area for two weeks.</p> <p>(have been)</p>
<p>You can't be tired! The trip only started a few minutes ago! HAS</p> <p>You can't be tired! The trip _____.</p> <p>(has just started)</p>	<p>Is this your first time on a cruise? BEFORE</p> <p>Have you taken _____?</p> <p>(a cruise before)</p>

4A Phrasal verb planets



- I was brought _____ in the north east of England.
- You should check _____ the new film - it's great!
- We need to come up _____ some new ideas for the project.
- You need to grow _____ and stop acting like a child!
- It's so hot today! I'm going to have a swim to cool _____.
- Since I lost my job, I haven't had a lot of money to live _____.
- I couldn't find my keys for ages, but they turned _____ under the sofa!
- We need to figure _____ a solution to this issue!
- I needed you and you really let me _____ - I'm so cross!
- What really stands _____ is the artist's focus on colour.
- If you want to be the best at something, you have to work _____ it for a long time.
- I'm picking _____ a lot of new skills in my new job.



Photocopiable activities

7A Phrasal verb hunt

- You should always discard your old batteries responsibly!
You should always _____ your old batteries responsibly!
- You shouldn't invent excuses, just be honest.
You shouldn't _____ excuses, just be honest.
- I try and use all my experience when solving problems at work.
I try and _____ all my experience when solving problems at work.
- There are a number of theories about what caused the dinosaurs to go extinct.
There are a number of theories about what caused the dinosaurs to _____.
- The politician tried to express the mood of the voters so that they would vote for her.
The politician tried to _____ the mood of the voters so that they would vote for her.
- The police are trying to find the criminals, who escaped this morning.
The police are trying to _____ criminals, who escaped this morning.
- Why are you driving so slowly on the motorway? You should go faster!
Why are you driving so slowly on the motorway? You should _____!
- I don't really want to tell you about what happened. I'm too upset.
I don't really want to _____ what happened. I'm too upset.

Hidden phrasal verb:

6 4 7 5 something 1 3 8 2 someone

Tense changes in reported speech

example	direct speech	reported speech
She said she had an appointment that day. "I have an appointment today."	present simple	past simple

Tom told me he **was getting** married.
"I **am getting** married next June."

Jayne said Adam **had quit** his job.
"Adam **quit** his job last week."

He told Laura that the team **had** been playing well.
"The team **has been playing** well."

Francesca said she **had been** there before.
"I **have been** there before."

Diana told me she **was going to** visit her brother tomorrow.
"I **am going to** visit my brother tomorrow."

Jim said that when he had arrived, Sarah **had already** finished her homework.
"When I arrived, Sarah **had already** finished her homework."



Look at these reported speech examples. What tense is the highlighted verb in each?

Things to consider...

example	direct speech	reported speech
He said that he would call us. "I'll call you."	will	would
Chris said he could play football well. "I can play football well."	can	could

Tim told me he **might** come with me.
"I **may** come with you."

The teacher said we **had to** arrive early.
"You **must** arrive early."

You told me I **should** speak to you first.
"You **should** speak to me first."

As well as tenses and grammatical structures, modal verbs can also change.

We often use *say* and *tell* to report speech. *Say* is used when the subject is the speaker and *tell* is used when the subject is the listener.

Pronoun change in reported speech



"I will tell you how much it is later."

"Julia will meet you at the theatre."

"Julia is going to call you later."

Now look at what the woman said. What do you think the pronouns are referring to?



Jude said ...
"She would tell us how much it was later."

Grammar presentations

Questions in reported speech

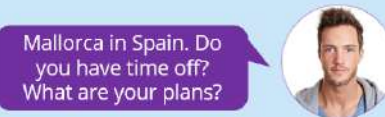


Where are you going on holiday next week?



Daniel asked me if I had time off. He asked what my plans were.

A few weeks later...



Mallorca in Spain. Do you have time off? What are your plans?



Craig asked me where I was going on holiday the following week.



No

Do we use the auxiliary verbs *do*, *does*, *did*?

If there is no question word (it's a yes/no question), what follows the verb *ask*?

If (or whether)

Ask

Which reporting verb do we often use in questions?

Look at the reported questions. What do you notice about the word order of the questions?

The word order is the same as the affirmative

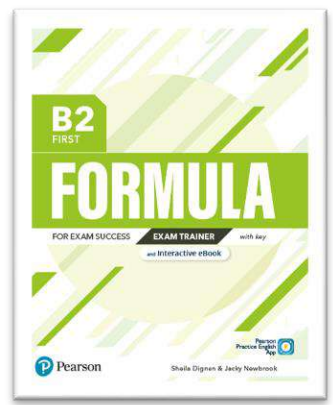
Lesson Plan

Flexible exam paths: for 30 to 100+ hours

Extensive
(Academic full year)

Super-intensive
(1-2 months)

Exam-focused



Around 30-hours
courses

Exam-focused with language revision and consolidation



Around 50-hours
courses

Exam-focused with language development



Around 80-hours
courses

Extensive-exam language development



Around 100-hours
courses

Creating your own Formula for exam success

- four building blocks for the ideal exam path



Exam focused with language revision and consolidation – around 50 hours

- **Block 1 Component** – use the **Coursebook**
- **Block 2 Sections in class** – use the **main lessons**
- **Block 3 Sections for homework** – use **additional bank of material** (Grammar/Vocabulary/Writing File)



HOW TO USE FORMULA FOR AROUND 50-HOUR COURSES

EXAM FOCUSED WITH LANGUAGE REVISION AND CONSOLIDATION

Around 50 hours

Use the Coursebook in class

FORMULA B2 FIRST Coursebook and Interactive eBook can be used in different ways depending on the overall length of your exam preparation course and how much class contact time you have available. If you have a course of around 50–60 hours, you might decide to use the main lessons in class and use the additional bank of material from the Grammar, Vocabulary, Writing and Exam file for homework. Here we are providing an example for around 50 hours.

Building block 1 COMPONENTS

Students

- Coursebook or the Interactive eBook with Digital resources and App



Teachers

- Presentation tool and/or Coursebook Teacher's Book and Digital resources

The notes for each lesson provide:

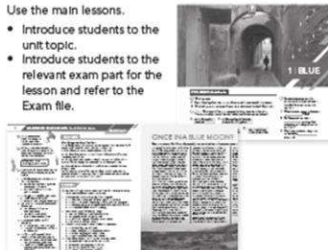
- a **Unit overview** which summarises the content in each unit
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention and get them ready for the lesson ahead, and a **cooler** task to round off the lesson
- detailed teacher's notes** for each exercise as well as embedded **answer keys**
- alternative approaches** to some exercises
- flexible follow up** to extend the previous activity

For the **fastest path**, use the basic notes; to extend the lessons, use the activities in the tinted boxes.

Building block 2 SECTIONS IN CLASS

Use the main lessons.

- Introduce students to the unit topic.
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.



Building block 3 SECTIONS FOR HOMEWORK

Use some of the additional bank of material not completed in the lesson.

- Complete the relevant Grammar, Vocabulary, Writing file or Exam boost sections.
- 'Speaking or writing' from the main lesson – ask students to carry out the writing task.



Example teaching scenario

Depending on the number of classes within the 50-hour course, you could provide single skill or multiple skill lessons. For example, you may have around 60 × 45–60-minute classes.

A 60-minute class may consist of the following: **Unit opener** and **Reading and Use of English – Part 5 Multiple-choice**. A lesson of this type would enable a brief introduction to each part of the exam and some input and practice.

Create your own Formula

UNIT OPENER (15 mins)



Use the Coursebook Presentation tool for each page.

Use the Coursebook teacher's notes found in the Presentation tool for Warmers and alternative ways to approach the material.

Or, books closed. Use activity 1 as the warmer.

Students carry out activities 2–4.

Use the teacher's notes to go through each activity.

You might like to use activity 5 as the warmer for another class to recycle the phrasal verbs from this lesson.

READING AND USE OF ENGLISH – Part 5 Multiple-choice (45 mins)



Use the Coursebook Presentation tool for each page.

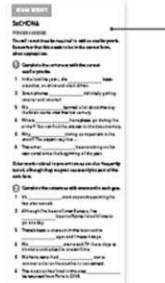
Students read through the Exam reference in the Exam file before starting this part of the lesson. This will give them information about the specific exam part as well as which particular strategies and skills are important.

Students carry out activities 1–3 in the main unit including reading the Exam focus box.

Use the teacher's notes to give you some ideas on how to check their understanding.

If time, go to the fold-out Exam file and complete Exam boost Section A on page 10 in class; alternatively, students can complete this section at home.

Students can now complete the Exam task in the main unit, using the guidance they have found in the fold-out Exam file and Exam focus to help them.



Create your own Formula



Students can complete 'Speaking or writing' activity 6 and do activity 7 for homework along with the Exam boost activity.

Building block 4 DIGITAL RESOURCES

Before class
Video: About B2 First: Overview, About B2 First: Reading and Use of English, About B2 First: Reading and Use of English Part 5.



Need something extra or a change of pace
A photocopiable activity from the Digital resources.

Less time
Ask students to complete the exam task at home.



Why not try?
The quick placement test to find out the group's strengths and areas to improve.

Quick homework
Fast finishers activity from the Teacher's Book.





Create your own
FORMULA
for *exam success*

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