

# GOLD

**B1+ Pre-First**

**NEW EDITION**



# CONTENTS

Exam information p.4

Unit	Grammar	Vocabulary	Reading
<b>1</b> Making contact p.6	Present simple and present continuous p.8 Verb patterns: <i>-ing</i> and infinitive p.12	Collocations: communication, family relationships p.7 Phrasal verbs and adjectives in context p.10	Multiple choice (Part 5) <i>Pleased to greet you!</i> p.10
Review 1 p.15			
<b>2</b> Changes p.16	Present perfect and past simple p.19 Past simple, <i>used to</i> and <i>would</i> p.22	Describing feelings p.16 Dependent prepositions p.18	Gapped text (Part 6) <i>Definitely an experience to remember!</i> p.20
Review 2 p.25			
<b>3</b> Passions p.26	Countable and uncountable nouns; Quantifiers p.28 Present perfect simple and continuous p.32	Collocations: pastimes p.27 Phrasal verbs with <i>up</i> p.30 Word building: noun suffixes p.33 Film p.34	Multiple matching (Part 7) <i>Daredevils</i> p.30
Progress test 1 p.35			
<b>4</b> A sense of adventure p.38	Narrative tenses; Time phrases p.40 Subject/Object questions p.44	Phrasal verbs in context p.39 Holidays and travel p.41 Extreme adjectives p.43	Multiple choice (Part 5) <i>A close shave</i> p.38
Review 4 p.47			
<b>5</b> The consumer society p.48	Future forms p.50 <i>be/get</i> used to p.54	Shops and shopping p.48 Deducing words from context p.52	Gapped text (Part 6) <i>Teacher lives on £1 a day</i> p.52
Review 5 p.57			
<b>6</b> Working lives p.58	Making comparisons p.62 Obligation and necessity p.65	Finding a job p.58 Word building p.59 Phrasal verbs in context p.60 Prepositional phrases p.63 Deducing words from context p.64	Multiple matching (Part 7) <i>I love my job</i> p.60
Progress test 2 p.67			
<b>7</b> Well-being p.70	Zero, first and second conditionals p.73 <i>unless, otherwise, provided that</i> p.75	Adjectives: prefixes and suffixes p.71 Health and fitness p.72 Dependent prepositions p.76	Multiple choice (Part 5) <i>Lifelines</i> p.76
Review 7 p.79			
<b>8</b> Nature study p.80	The passive p.82 Causative <i>have</i> p.86	Animals p.80 Phrasal verbs in context p.84 Prepositional phrases p.87	Gapped text (Part 6) <i>My wife's green passions</i> p.84
Review 8 p.89			
<b>9</b> Future society p.90	Future perfect and continuous p.92 Reported speech p.96	Computers p.91	Multiple choice (Part 5) <i>Inside the teenage brain</i> p.94
Progress test 3 p.99			
<b>10</b> Global culture p.102	Relative clauses p.104 Articles p.108	Arts and culture p.107 Collocations: <i>do</i> and <i>make</i> p.109 Attitude adverbs p.110	Multiple matching (Part 7) <i>Festivals around the world</i> p.102
Review 10 p.111			
<b>11</b> Style and design p.112	Modals of possibility and certainty p.114 <i>so, such, very, too, enough</i> p.118	Fashion and design p.113 Word building p.115	Gapped text (Part 6) <i>We want walls!</i> p.116
Review 11 p.121			
<b>12</b> Science and discovery p.122	Third conditional and <i>wish</i> p.124 Reporting verbs p.128	Phrasal verbs p.125 Research and discovery; Science and scientists p.127	Multiple matching (Part 7) <i>Women in science: four inspiring stories</i> p.122
Progress test 4 p.131			

Support for Speaking tasks p.134

Communication activities p.140

Grammar reference p.145

Writing reference p.163

Writing	Use of English	Listening	Speaking
Essay (Part 1) Introduction to essay writing; Linking ideas p.14	Multiple-choice cloze (Part 1) <i>Living without a phone?</i> p.9	Multiple choice: short extracts (Part 1) p.7	Interview (Part 1) Giving personal information p.13
Informal email/letter (Part 2) Informal phrases p.24	Open cloze (Part 2) <i>Time Gateway: a new and exciting series</i> p.23	Sentence completion (Part 2) <i>The power of advertising</i> p.18	Long turn (Part 2) Comparing photos p.17
Review (Part 2) Reviewing a film; Paragraphing p.34	Word formation (Part 3) <i>User reviews</i> p.33	Multiple matching (Part 3) <i>Hobbies</i> p.27	Collaborative task (Part 3) Discussing and interacting p.29
Report (Part 2) Organising information; Register p.46	Key word transformation (Part 4) p.45	Sentence completion (Part 2) <i>Jessie's round-the-world trip</i> p.42	Long turn (Part 2) Speculating p.41
Essay (Part 1) Linking ideas p.56	Multiple-choice cloze (Part 1) <i>The consumer wins!</i> p.55	Multiple matching (Part 3) <i>Shopping experiences</i> p.49	Collaborative task (Part 3) Making and responding to suggestions p.51
Email/Letter of application Formal language p.66	Open cloze (Part 2) <i>My worst job ever!</i> p.63	Sentence completion (Part 2) <i>Working as an actress</i> p.64	Collaborative task and discussion (Parts 3 and 4) Introducing answers and comments p.59
Informal email/letter (Part 2) Giving advice; Informal phrases p.78	Word formation (Part 3) <i>Happiness?</i> p.71	Multiple matching (Part 3) <i>Alternative therapies</i> p.74	Long turn (Part 2) Comparing and speculating p.70
Article (Part 2) Paraphrasing; Planning your answer p.88	Key word transformation (Part 4) p.87	Multiple choice (Part 4) <i>Inventions inspired by nature</i> p.81	Collaborative task (Part 3) Asking for clarification and repetition p.83
Report (Part 2) Synonyms and paraphrasing p.98	Open cloze (Part 2) <i>Wearable technology</i> p.97	Sentence completion (Part 2) <i>Visiting Robotville, the living robot exhibition</i> p.91	Long turn (Part 2) Dealing with unfamiliar words p.93
Article (Part 2) Organising information; Expressing attitude p.110	Multiple-choice cloze (Part 1) <i>The smallest theatre in the world</i> p.109	Multiple choice: short extracts (Part 1) p.106	Collaborative task and discussion (Parts 3 and 4) Giving and asking for an opinion; Giving reasons; Talking about experiences p.105
Review (Part 2) Reviewing a product p.120	Word formation (Part 3) <i>Reality TV: opportunity or cruelty?</i> p.115	Multiple matching (Part 3) <i>Aspects of style</i> p.112	Long turn (Part 2) Speculating p.119
Essay (Part 1) Linkers of contrast p.130	Key word transformation (Part 4) p.125	Multiple choice (Part 4) <i>A science fair</i> p.126	Collaborative task and discussion (Parts 3 and 4) Interacting with your partner p.129

# Exam information

The *Cambridge English: B2 First* examination is made up of four papers, each testing a different area of ability in English. The Reading and Use of English paper is worth 40 percent of the marks (80 marks), and each of the other papers is worth 20 percent (40 marks each). There are five grades. A, B and C are pass grades; D and E are fail grades.

## Reading and Use of English (1 hour 15 minutes)

Paper 1 has seven parts. Parts 1–4 contain grammar and vocabulary tasks within texts or as discrete items. Parts 5–7 contain texts and accompanying reading comprehension tasks. You write your answers on an answer sheet during the test.		
<b>Part 1</b> Multiple-choice cloze	<i>Focus</i>	Vocabulary/Lexico-grammatical
	<i>Task</i>	You read a text with eight gaps. You choose the best word or phrase to fit in each gap from a set of four options (A, B, C or D).
<b>Part 2</b> Open cloze	<i>Focus</i>	Grammar/Lexico-grammatical
	<i>Task</i>	You read a text with eight gaps. You have to think of the most appropriate word to fill each gap. You must use one word only. No options are provided.
<b>Part 3</b> Word formation	<i>Focus</i>	Vocabulary/Lexico-grammatical
	<i>Task</i>	You read a text with eight gaps. You are given the stems of the missing words in capitals at the ends of the lines with gaps. You have to change the form of each word to fit the context.
<b>Part 4</b> Key word transformation	<i>Focus</i>	Grammar and vocabulary
	<i>Task</i>	There are six items. You are given a sentence and a 'key word'. You have to complete a second, gapped sentence using the key word. The second sentence has a different grammatical structure but must have a similar meaning to the original.
<b>Part 5</b> Multiple-choice questions	<i>Focus</i>	Detail, opinion, attitude, text organisation features (e.g. exemplification, reference), tone, purpose, main idea, implication
	<i>Task</i>	There are six four-option multiple-choice questions. You have to choose the correct option (A, B, C or D) based on the information in the text.
<b>Part 6</b> Gapped text	<i>Focus</i>	Understanding text structure, cohesion, coherence, global meaning
	<i>Task</i>	You read a text from which six sentences have been removed and placed in jumbled order after the text. There is one extra sentence that you do not need to use. You must decide from where in the text the sentences have been removed.
<b>Part 7</b> Multiple matching	<i>Focus</i>	Specific information, detail, opinion and attitude
	<i>Task</i>	You read ten questions or statements about a text which has been divided into sections, or several short texts. You have to decide which section or text contains the information relating to each question or statement.

## Writing (1 hour 20 minutes)

The Writing paper is divided into two parts, and you have to complete one task from each part. Each answer carries equal marks, so you should not spend longer on one than another.		
<b>Part 1</b>	<i>Focus</i>	Outlining and discussing issues on a particular topic
	<i>Task</i>	Part 1 is compulsory and there is no choice of questions. You have to write an essay based on a title and notes. You have to write 140–190 words.
<b>Part 2</b>	<i>Focus</i>	Writing a task for a particular purpose based on a specific topic, context and target reader
	<i>Task</i>	Part 2 has three tasks to choose from, which may include: <ul style="list-style-type: none"> <li>• a letter or email.</li> <li>• an article.</li> <li>• a report.</li> <li>• a review.</li> </ul> You have to write 140–190 words for Part 2.

For more information on the Writing paper see the [Writing reference](#) (page 163).

## Listening (approximately 40 minutes)

There are four parts in the Listening paper, with a total of thirty questions. You write your answers on the question paper and then you have five minutes at the end of the exam to transfer them to an answer sheet. In each part you will hear the text(s) twice. The texts may be monologues or conversations between interacting speakers. There will be a variety of accents.

<b>Part 1</b> <b>Extracts with multiple-choice questions</b>	<i>Focus</i>	Each extract will have a different focus, which could be: main point, detail, speaker purpose, feeling, attitude and opinion, function and agreement between speakers.
	<i>Task</i>	You hear eight short, unrelated extracts of about thirty seconds each. They may be monologues or conversations. You have to answer one three-option multiple-choice question (A, B or C) for each extract.
<b>Part 2</b> <b>Sentence completion</b>	<i>Focus</i>	Specific information, detail, stated opinion
	<i>Task</i>	You hear a monologue lasting about three minutes. You complete ten sentences with information heard on the recording.
<b>Part 3</b> <b>Multiple matching</b>	<i>Focus</i>	Gist, detail, function, attitude, purpose, opinion
	<i>Task</i>	You hear a series of five monologues, lasting about thirty seconds each. The speakers in each extract are different, but the situations or topics are all related to each other. You have to match each speaker to one of eight statements or questions (A–H). There are three extra options that you do not need to use.
<b>Part 4</b> <b>Multiple-choice questions</b>	<i>Focus</i>	Opinion, attitude, gist, main idea
	<i>Task</i>	You hear an interview or conversation which lasts about three minutes. There are seven questions. You have to choose the correct option (A, B or C).

## Speaking (approximately 14 minutes)

You take the Speaking test with a partner. There are two examiners. One is the 'interlocutor', who speaks to you, and the other is the 'assessor', who just listens. There are four different parts in the test.

<b>Part 1</b> <b>Interview</b> (2 minutes)	<i>Focus</i>	General interactional and social language
	<i>Task</i>	The interlocutor asks each of you questions about yourself, such as where you come from or what you do in your free time.
<b>Part 2</b> <b>Individual long turn</b> (4 minutes)	<i>Focus</i>	Organising your ideas, comparing, describing, expressing opinions
	<i>Task</i>	The interlocutor gives you a pair of photographs to compare, answer a question about and give a personal reaction to. You speak by yourself for about a minute while your partner listens. Then the interlocutor asks your partner a question related to the topic. A shorter answer is expected. You then change roles.
<b>Part 3</b> <b>Collaborative task</b> (4 minutes)	<i>Focus</i>	Interacting with your partner, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation
	<i>Task</i>	You are given a task to discuss together for 1–2 minutes, based on a written instruction and prompts. You then have a minute to try and reach a decision together. There is no right or wrong answer to the task and you don't have to agree with each other. It is the interaction between you that is important.
<b>Part 4</b> <b>Discussion</b> (4 minutes)	<i>Focus</i>	Expressing and justifying opinions, agreeing and disagreeing
	<i>Task</i>	The interlocutor asks you both general questions related to the topic of Part 3, and gives you the chance to give your opinions on other aspects of the same topic.

# Making contact



## 1 Discuss the questions.

- 1 Is it important to have a wide circle of friends? Why/Why not?
- 2 Do you spend more free time with friends or family? Why?

## 2 Do the survey. Then work in pairs and compare your answers.


Meeting up

- 1 What do you think is the best way to meet new people and make new friends?
- 2 How often do you see your friends during the week?
- 3 Where do you and your friends usually meet up?
- 4 How do you stay in contact with your friends?
- 5 Are you in regular contact with all the members of your family?
- 6 Do you have friends in other countries?
- 7 What's a good way to make friends from other countries?
- 8 Where and when did you meet your best friend?

## 3 01 Listen to four people answering different questions from the survey in Activity 2. Which question is each speaker answering?

- Speaker A       Speaker C   
Speaker B       Speaker D


## Multiple choice: short extracts

- 4  02 You will hear people talking in four different situations. First, read question 1 and look at the underlined key words. Then listen and choose the best answer, A, B or C.

- 1 You hear a boy talking about his family. Why is he unhappy?
- A He thinks he's too old to be living with his parents.
- B He doesn't get on with his parents.
- C He's sorry not to see more of a family member.

### EXAM TIP

All three options will be about something that is mentioned in the recording. Do not choose an option simply because you hear something relevant to it. The option you choose must answer the question. Underlining the key words in the question and options will help you.

- 5  03 Underline the key words in questions 2–4. Then listen and choose the best answer, A, B or C.

- 2 You hear a woman talking about friends from other countries. How does she meet people from other countries?
- A through her school
- B through websites
- C through travelling
- 3 You hear a woman talking about meeting friends. The woman often meets up socially with
- A old school friends.
- B people in a similar situation to her.
- C family friends.
- 4 You hear a man talking about making friends. What is he doing?
- A giving advice about friendship
- B comparing how age groups make friends
- C complaining about being alone

- 6 Work in pairs and compare your answers. Did the underlined words help you? How?

- 7 Which speaker would you most like to meet? Why?

## Vocabulary

collocations: communication, family relationships

- 8 Complete the sentences from the recording with the correct form of the verbs in the box.

chat get (x2) keep lose make meet (x2)

- 1 There's one person I don't see at the moment, although we often ..... online.
- 2 I think it's good to ..... people face to face.
- 3 I've ..... touch with most of my old friends.
- 4 She still ..... up with her French pen friend once a year.
- 5 It gets harder to know quite how to ..... new friends.
- 6 We ..... together during the day and have a coffee.
- 7 I like to ..... in touch with the people I meet on holiday.
- 8 It's the best way to ..... to know each other properly.

- 9 Read the sentences from the recording. Match the words in bold (1–6) to their meanings (A–F).

- 1 We don't have a big **extended family**.
- 2 There's one **close relative** I don't see at the moment.
- 3 When you get to my age – I'm retired and **divorced** – it gets harder to know quite how to make new friends.
- 4 Another of my friends is **engaged** to her Italian pen friend.
- 5 That's my **twin** brother, Mark.
- 6 My **sister-in-law** is in her thirties and still meets up with her French pen friend.
- A no longer married
- B your brother's or sister's wife
- C family that includes parents, children and other family members
- D a brother or sister exactly the same age as you
- E planning to get married
- F a member of your immediate family

- 10 Work in pairs. Tell your partner about

- 1 a new friend.
- 2 a relative you're close to.
- 3 an old friend you keep in touch with.
- 4 relatives you don't meet up with very often.

## Present simple and present continuous

► GRAMMAR REFERENCE p.145

- 1 Would you like to keep in touch with your friends or colleagues when you leave college or change jobs? Why/Why not? What is the best way to do this?
- 2 Read an interview with Jane Turner, a teacher. What is she in charge of at the school? What is the students' response to it?

LANGLEY POST
Wednesday 28 July

### Today's interview

Today I (1) ..... (talk) to Jane Turner, a teacher at King's School. As well as teaching, Jane has another job that she does at the school.

**Q: So, Jane, what is your second job?**

**A:** I (2) ..... (produce) an online magazine for the school's ex-students – people who used to study at the school. It helps them keep in touch with old friends. It also has information about things that are happening at the school and new projects – like building a new swimming pool and things like that. I think it's great fun.

**Q: How often do the students get the magazine?**

**A:** We (3) ..... (write) one every six months, so that's twice a year. At the moment we (4) ..... (work on) the one for December, which (5) ..... (go out) on 11 December.

**Q: Do you do all the work yourself?**

**A:** Oh no! Four of us work on it regularly, but I must say that it (6) ..... (get) more and more difficult to finish the magazine on time. Luckily, we (7) ..... (get) two extra people to help with the next issue.

**Q: Is the magazine popular?**

**A:** Very. The old students love to get news about their old friends and teachers, and they email us about their own work and careers too. I know that the students who are here now also like to read it, so it's definitely very popular indeed.

3 04 Complete the interview in Activity 2 with the present simple or present continuous form of the verbs in brackets. Then listen and check.

4 Match the uses of the present simple and continuous (A–G) to examples 1–7 in Activity 2.

- A a regular repeated action
- B a permanent situation
- C an activity in progress now
- D an arranged future activity
- E a fixed future event
- F an activity in progress but not at this exact moment
- G a changing or developing situation

5 Look at the underlined verbs in Activity 2. Do they describe states (S) or actions (A)? Write them in the correct column in the table.

State	Action
<u>has</u>	<u>helps</u>

6 Write the verbs in the box in the correct column in the table in Activity 5. Add two more verbs of your own. Then work in pairs and compare your answers.

belong hate need prefer produce receive text  
understand want write

7 Complete the comment from a reader of Jane's magazine with the present simple or present continuous form of the verbs in brackets.

I (1) ..... (think) it's great to have an online magazine for ex-students. My mum used to be a student at my school and she (2) ..... (get) a magazine every year. I (3) ..... (look) at this month's magazine right now and it (4) ..... (have) some great pictures of our sports day. I enjoy reading it too because it's interesting to learn what old students (5) ..... (do) at the moment. There (6) ..... (be) a party for old students next month and my mum (7) ..... (go) to it. She (8) ..... (look forward to) meeting up with some old friends.

8 Would you like to get a magazine like this? Why/Why not?

9 Work in pairs. Turn to page 140 and follow the instructions.





**1** Look at the photo. What problems with phones or computers can make you feel like this? Which problems have you experienced recently?

### Multiple-choice cloze

**2** Choose the correct option (A, B, C or D) to complete the sentences.

- 1 I got an email from my English friend yesterday but it was very .....  
A small      B low      C short      D little
- 2 The traffic was very ....., so I was late for my computer class.  
A thick      B hard      C full      D heavy
- 3 I usually look ..... new words online.  
A over      B up      C in      D on
- 4 I'm ..... on joining the new social networking site.  
A enthusiastic      B keen      C eager      D excited
- 5 Katy is going to ..... me a line about meeting up for her birthday.  
A send      B email      C pass      D drop

**3** Work in pairs and decide why the other choices in Activity 2 are wrong. Then say which sentences are testing these types of words.

- A single words with similar meanings
- B phrasal verbs (verbs + prepositions)
- C dependent prepositions (verbs, adjectives, etc. always followed by a preposition)
- D collocations (words which go together)
- E idioms (a group of words that have a different meaning when used together)

**4** Read the title of the article. What do you think it will be about? Read the article quickly and check your ideas. Don't worry about the gaps at the moment.

## Living without a phone?

We are living in the **(0)** *β. age* of connectivity. However, being able to contact people all the **(1)** ..... can be both a good and a bad thing! On the one **(2)** ....., it's good to be able to talk to anyone at any time. The problem is that some of us have become too **(3)** ..... on our phones and computers. Psychologists have identified a condition **(4)** ..... as 'NoMoPhobia', which is a real fear of being without your mobile phone! This sometimes happens when people who use their phones a lot are **(5)** ..... from them for a certain period. It seems that this loss can **(6)** ..... panic attacks and even seeing and hearing strange things. Some young people who **(7)** ..... part in an experiment said they kept imagining that their phones were ringing during the night! Would you be able to **(8)** ..... without your phone for a week? It's an interesting question, isn't it?

**5** Read the article again and decide which answer (A, B, C or D) best fits each gap.


### EXAM TIP

Read the title and text before you look at the options so you get a good idea of what the text is about.


- |   |             |             |            |                |
|---|-------------|-------------|------------|----------------|
| 0 | A years     | B age       | C cycle    | D moment       |
| 1 | A hour      | B time      | C period   | D point        |
| 2 | A part      | B side      | C place    | D hand         |
| 3 | A reliable  | B dependent | C attached | D concentrated |
| 4 | A called    | B referred  | C named    | D known        |
| 5 | A separated | B divided   | C taken    | D removed      |
| 6 | A form      | B make      | C cause    | D open         |
| 7 | A made      | B took      | C had      | D did          |
| 8 | A stay      | B manage    | C get      | D organise     |

**6** Which gadget would it be most difficult for you to live without? Why?


**1 Work in pairs. Read the comments about visiting a place for the first time. Do you agree?**

 **Cisco44** I like going to new places with friends so we can find out about them together. It's good sharing new experiences.

---

 **DanD** For me, the best way to find out about a place is to be shown round by someone who lives there. They know the best things to see and do. That's why I think it's great to have friends in different countries.

---

 **Kelly101** I don't mind going to a new place alone. It's exciting to use a map and a guidebook! You can also make a lot of new friends if you don't go with other people too.

**Example:** *I agree with Kelly101. I'm pretty independent and it means I can do what I want when I want to.*

**Multiple choice**

**2 Read the first paragraph of the article. What is a greeter?**

**3 Read the whole article and follow these steps.**

- A Underline the key words in the questions and options.
- B Find the sections of the text each question refers to.
- C Do the exam task. For questions 1–4, choose the answer (A, B, C or D) which you think fits best according to the text.
- D Work in pairs and compare your answers. Give reasons for your choices.

**EXAM TIP**

Always read the questions and options carefully. Then find the part of the text each question refers to.

- 1 Visitors using the Greeter Network
  - A are expected to make a small payment.
  - B get in touch with the volunteers directly.
  - C want to go on popular tours in another country.
  - D have different interests from normal tourists.
- 2 Why has Nick come to Melbourne?
  - A He wants to meet his great-uncle.
  - B He'd like to find out if he has any relatives there.
  - C He's thinking about moving there.
  - D He's interested in Australian national sports.

- 3 What are Sylvie and Stéphane doing this evening?
  - A They're going to a typical tourist destination.
  - B They're visiting an unusual museum.
  - C They're meeting someone who shares one of their interests.
  - D They're looking at some old French buildings.
- 4 What do we learn about Anthea's tour?
  - A It visits places all over London.
  - B It is for one particular family.
  - C It always leaves on time.
  - D It finishes at a railway station.

**Vocabulary**  
phrasal verbs in context

**4 Look at the underlined phrasal verbs in the article. Choose the meaning in italics which is closest to the meaning in the article.**

- 1 find out: *discover by chance/learn information*
- 2 bump into: *hit someone or something accidentally/meet unexpectedly*
- 3 meet up (with): *meet someone to do something/join something together*
- 4 hang out: *put clothes in the sun to dry/meet up with friends regularly in one place*
- 5 set off: *start something working/start a journey*
- 6 turn up: *happen unexpectedly/arrive*
- 7 pick up: *come and collect/lift*

**adjectives in context**

**5 Complete the sentences with these adjectives from the article.**

distant enthusiastic local non-commercial  
suitable traditional

- 1 I don't think Jack is ..... for the job because he hasn't got the right qualifications.
- 2 We usually do our shopping in ..... shops rather than in town fifteen kilometres away.
- 3 Sarah's got a large extended family, with great-uncles and aunts and lots of ..... cousins!
- 4 The new project is run by volunteers and is completely .....
- 5 Our new teacher is very ..... and everyone loves her classes.
- 6 Shaking hands is a(n) ..... way of greeting people in the UK.



# » Pleased to greet you!

Are you tired of taking guided tours? Do you want a travel experience that's a bit different? One way to do this is to use the worldwide network of 'greeter' organisations. Greeters are local people who volunteer to show visitors around their town or area. In most places it is a completely free service provided by enthusiastic and friendly people. The first thing to do is go online and find out if there is a greeter network or something similar in the place you want to visit. If there is, you say what you want to see and what your interests are. Then the organisation puts you in touch with a suitable volunteer. It is a non-commercial way of meeting local people and finding out what a place is really like. We are going to follow three greeters on different continents to see how the network works.

Haroula Jackson is a Greek Australian who shows Greek visitors around her area of Melbourne. Her guest today is Nick Tavriles and they're in Lonsdale Street, the heart of the city's Greek area. Nick hopes to find someone who knew his great-uncle who settled in

Melbourne seventy years ago, and maybe even bump into a distant cousin or uncle. Haroula thinks they might learn something from one of the old men playing tavli, a traditional board game.

In Buenos Aires, a retired university teacher, Pablo Hernandez, enjoys showing visitors around his area, the Recoleta neighbourhood. Today he is looking after art students Sylvie and her friend Stéphane from France. They want to see some of the buildings that were designed by French architects a century ago. Pablo always takes his guests to the extraordinary Palacio de las Aguas Corrientes and its strange collection of toilets! Both Sylvie and Stéphane are keen on tango, so this evening they are meeting up with another volunteer. This is another tango fan, who promises to take them dancing. The students would rather go to a dance hall where the local people hang out than to one of the usual tourist places.

Closer to home in London, local historian Anthea Cohen is waiting outside Hampstead

underground station. She is about to set off on a tour of Hampstead and Highgate, two north London villages. The tour leaves at ten o'clock exactly and she never waits for late arrivals to turn up. The Mascaro family from Palma arrive just in time. She begins with the main sights, including the house where the poet Keats lived. Anthea finishes the tour with a visit to Highgate Cemetery. This is the resting place of many famous people, including Karl Marx. At four o'clock Anthea says goodbye to her tired but happy visitors outside Highgate underground station. She texts her husband Lewis to come and pick her up.

Three different continents, three different greeter experiences. So although you make your first contact over the internet, there is nothing virtual about the greeter network's web of connections. There are real people all over the world who are ready to give up their time and share their knowledge with you in a social, non-commercial way. And who knows? Perhaps you'll think about becoming a greeter yourself.

## 6 Work in pairs and discuss the questions.

- 1 What sort of places do you like to see when you're on holiday in a city?
- 2 Would you like to meet up with a greeter if you were going to visit a new city?
- 3 Which new city would you most like to visit?

## Verb patterns: -ing and infinitive

► GRAMMAR REFERENCE p.146

- 1 Work in pairs. Have you made any arrangements for your next holiday? Compare your ideas.
- 2 Read the email quickly. Why are Mark and Annie going to Paris?

Hi Raquel,

We were so glad to learn that you are going to be our greeter when we come to Paris. We love seeing films and musicals, and *Les Misérables* is our favourite, so we're coming to Paris to find out about the places in the story. We'd really like you to show us around. After staying in Paris for a week, we've arranged to go to Malta, where the first season of *Game of Thrones* was filmed! We hope to have a greeter there too.

I know there are professional guides but we'd rather go round with a greeter like you. Meeting you is going to be a real pleasure and thank you for agreeing to help us.

We can't wait to see all the different locations!

Best wishes,  
Mark and Annie Strand

Send



- 3 Read the email again and match the underlined examples to the rules (1–8).

### Use -ing

- 1 after some verbs. **Example:** *love seeing*
- 2 as a subject of a sentence.
- 3 after prepositions.

### Use to-infinitive

- 4 after some verbs.
- 5 to show purpose.
- 6 after some adjectives.
- 7 after some phrases.

### Use infinitive without to

- 8 after some phrases.

- 4 Match the headings in the box to the groups of phrases.

+ -ing    + to-infinitive    + infinitive without to

1 .....	2 .....	3 .....
I would love	I'd better	I often practise
I'm expecting	Let's	I can't stand
I've arranged	I should	I'm keen on
I can't wait		I'm looking forward to
I'm learning		I really enjoy

### LANGUAGE TIP

When we say *I'd better*, the contraction is for *had*, not *would*. The full form is *I had better*.

- 5 Complete the phrases in Activity 4 to make true sentences about you.

**Example:** *I would love to visit Paris one day.*

- 6 Choose the correct option in italics to complete the sentences.

- 1 The best way *to improve/improving* your English is to speak it while you're on holiday.
- 2 I'm interested in *to go/going* round museums and galleries when I'm in another city.
- 3 I prefer *travell/to travel* by coach than train when I go on long journeys.
- 4 I'm excited *to learn/learning* about another culture when I'm on holiday.
- 5 I prefer to go somewhere at the last minute, *without to arrange/arranging* it a long time before.
- 6 *To go/Going* away with friends is more interesting than *to go/going* with your family!

- 7 Work in pairs. Are the sentences in Activity 6 true for you?

## Interview

### giving personal information

- 1 What questions do you usually ask someone you meet for the first time?
- 2 Look at the questions and tick any that you mentioned in Activity 1.

- 1 Where are you from?
- 2 What do you like about living there?
- 3 What do you hope to do in the future?
- 4 Why are you learning English?
- 5 Tell me something about your family.
- 6 Have you ever been in trouble with the police?
- 7 Would you rather live in a city or in the countryside?
- 8 What do you like to do in your free time?
- 9 How much do you weigh?
- 10 How old are you?
- 11 What's the weather like in your country?
- 12 Can I have your phone number?



- 3 Work in pairs. Which questions in Activity 2 do you think are too personal to ask when you meet someone for the first time? Why?
- 4 Work in pairs. Read the question and five students' answers (A–E). Which is the best answer for this part of the test? What do you think is wrong with the other answers?

Do you belong to many social networking sites?

- A Yes, I do. I'm always online! Everyone I know is on more than one. I think it's great to share news, photos, stories and keep in touch.
- B Unhappily, I haven't taken advantage of the opportunity. In spite of a number of problems, I truly believe that the advantages outweigh the disadvantages.
- C Yes, I go out quite often. I meet up with my friends after school in the café and we often go to parties at the weekend.
- D I do and I spend a lot of time on them. I guess I check them a bit too often, at least that's what my friends say, but I need to keep up with what people are saying. It's good to be in touch with friends, of course, but I also use one or two for work, so I like to check out how people in my line of business are doing too and, of course, there are always adverts for ...
- E Yes, I do.

### EXAM TIP

In Part 1 of the Speaking test, the examiner will ask you questions about yourself. Don't give a long prepared statement or a short one-word answer.

- 5 05 Listen to two students doing Part 1 and complete the examiner's questions.
  - 1 Where are ..... ?
  - 2 What do you like ..... ?
  - 3 What do you enjoy ..... ?
  - 4 Are you interested ..... ?
  - 5 Could you tell us something ..... ?
  - 6 Do you prefer to ..... ?
- 6 Listen again. Choose the option in italics which you think is true about the students' answers.
  - 1 They are *too long/too short/the right length*.
  - 2 They are *too formal/too informal/in the right style*.
  - 3 They *answer/don't answer* the examiner's questions.
- 7 Work in pairs. Turn to page 139 and follow the instructions.

**Essay**

► **WRITING REFERENCE** pp.167–168

**1 Work in pairs. Read the exam task below and answer the questions.**

- 1 Who are you writing the essay for?
- 2 How many points do you need to write about?
- 3 What extra point could you write about?



In your English class you have been talking about social networking sites. Now your teacher has asked you to write an essay. Is it better to talk to friends face to face or online?

**Notes**

Write about

- 1 what you want to talk to your friends about
- 2 how much time you have
- 3 ..... (your own idea)

Write an essay using **all** the notes and giving reasons for your point of view. Write **140–190** words.

**2 Read the essay. Does it mention any of your ideas from Activity 1? What is the writer's own idea?**

Most people today spend a lot of time communicating with their friends online or by phone, but is it better to have a face-to-face conversation? Personally, I think it depends on several things.

Firstly, it depends on why you are communicating. For example, if you just want to make an arrangement or give someone some information, then it's easier and quicker to email, text or make a quick call. On the other hand, if you want to talk about something serious or important, it's probably better to actually meet up.

Secondly, you have to think about how much time you have. If you're on Facebook or another social networking site, you've probably got lots and lots of friends. It's impossible to see all of them! So, you have to communicate online.

Finally, for me, it depends how close your friends are. I have a couple of very good friends and I like to go out with them regularly and spend time with them. Seeing them face-to-face is very important.

To conclude, I would say that both types of communication are good, but for different reasons.

**3 Read the essay again. Has the writer followed the advice below?**

- 1 Write about both points in the question and include a third one.
- 2 Organise your essay into clear paragraphs.
- 3 Include an introduction and a conclusion.
- 4 Use sequencing words to organise your points logically.
- 5 Give reasons and examples for your point of view.

**4 Find words/phrases in the essay which introduce**

- |                         |                 |
|-------------------------|-----------------|
| 1 the writer's opinion. | 4 an example.   |
| 2 a sequence of ideas.  | 5 a conclusion. |
| 3 a contrasting idea.   |                 |

**EXAM TIP**

Write about both points given in the question and add a third one. Use a separate paragraph for each point.

**5 Work in pairs. Read the exam task and think about what you could write about for the first two points in the essay. Make notes.**



In your English class you have been talking about how you spend your free time and who you spend your free time with. Now your teacher has asked you to write an essay. Is it better to spend more of your free time with your friends or with your family?

**Notes**

Write about

- 1 different types of activities and interests
- 2 how busy your family is
- 3 ..... (your own idea)

Write an essay using **all** the notes and giving reasons for your point of view. Write **140–190** words.

**6 Now add an idea of your own. Think about what you could write and make notes.**

**7 Write your essay. Use the advice in Activity 3 and the language in Activity 4 to help you.**

**8 Check your essay. Have you followed the advice in Activity 3?**

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

- 1 What ..... (you/do) this evening? Would you like to go out for a meal?
- 2 I ..... (meet up) with Julie and Gregory tonight. .... (you/want) to come along too?
- 3 Corinne ..... (work) as a nurse. Today she ..... (show) some students round the hospital.
- 4 Hey! Why ..... (you/use) that tablet? It ..... (belong) to me!
- 5 Excuse me, when ..... (the next train to Glasgow/leave)?
- 6 I really ..... (not understand) why Justin ..... (like) that band so much.

**2 Complete the sentences with the words in the box.**

chat hang out get keep know make

- 1 It's sometimes difficult to ..... new friends when you change schools or jobs.
- 2 Shall we ..... together at the weekend and go shopping?
- 3 I think it's important to ..... in touch with members of your extended family.
- 4 My sister is in the USA for a year but we ..... online every week.
- 5 We moved to London last week and we haven't got to ..... our neighbours yet.
- 6 My daughters usually ..... with a group of their classmates after school.

**3 Match 1–6 to A–F to make sentences.**

- 1 You can look
  - 2 I'll pick you
  - 3 Let's meet
  - 4 Don't worry – I'll find
  - 5 Remember to check what time you need to set
  - 6 I really hate it when people turn
- A off if you want to arrive for nine.  
 B up with Giorgio and Elena this evening.  
 C up at the door without warning.  
 D up the new words in your dictionaries.  
 E out the times of the trains.  
 F up outside the hotel at 8.30.

**4 Choose the correct option (A, B, C or D) to complete the sentences.**

- 1 Would you rather ..... to the cinema or to a club?  
 A go                      B to go                      C going
- 2 She did an evening class ..... her French.  
 A for to improve      B to improve      C for improving
- 3 After ..... you in Rome, I'm travelling to Sicily.  
 A visit                      B to visit                      C visiting
- 4 According to Dave, ..... video games is pointless.  
 A playing                      B to play                      C play
- 5 We are really looking forward ..... you at the party.  
 A see                      B to seeing                      C to see
- 6 Teachers can't stand students ..... during class.  
 A text                      B texting                      C to text

**5 Complete the text with the phrases of frequency in the box.**

all the time hardly ever never quite often  
 sometimes very often



Megan Trevor is typical of her generation. She doesn't go to the cinema **(1)** ..... – just once or twice a month. She'd rather watch films on her laptop. She never switches off her smartphone – she is connected **(2)** ..... . She rarely eats out in proper restaurants – they're far too expensive – but she **(3)** ..... eats in fast food restaurants as a treat – maybe once a month. She doesn't go to the gym. Instead, she **(4)** ..... goes jogging – she does this several times a week. Megan is a city girl and **(5)** ..... goes to the countryside – maybe once or twice a year is enough for her; she finds it far too quiet. She **(6)** ..... visits museums – she can't remember the last time she went to one – but she likes to go on virtual visits through her computer.