

# GOLD

---

**B1 Preliminary**

**NEW EDITION**



# CONTENTS

## Exam information p. 4

Unit	Grammar	Vocabulary	Reading
<b>1</b> Identity p.6	Question forms p.7 Present simple with adverbs of frequency p. 12	Deducing words in context p. 9 Describing people p. 11	Gapped text (Part 4) <i>How to improve your online identity</i> p. 8
<b>Review 1</b> p. 15			
<b>2</b> The business of food p.16	Present simple and continuous p.18 Modals of possibility p. 22	Food collocations p. 17 Suffixes p. 21	Multiple choice, long text (Part 3) <i>Food photography: making food look mouth-watering</i> p. 20
<b>Review 2</b> p. 25			
<b>3</b> Mind your manners p. 26	-ing forms and infinitives p. 28 Modals of obligation p. 31	Describing feelings p. 27 Phrasal verbs p. 30, p. 32	Open cloze (Part 6) <i>Mobile phone manners</i> p. 32
<b>Review 3</b> p. 35 <b>Progress test 1</b> p. 36			
<b>4</b> Then and now p. 38	used to p. 41 Past simple and present perfect p. 45	Linkers of addition and contrast p. 43 Town and city p. 44	Multiple-choice cloze (Part 5) <i>Taking photos is damaging your memory</i> p. 42
<b>Review 4</b> p. 47			
<b>5</b> Share and share alike p. 48	Comparatives and superlatives p. 51 <i>too</i> and <i>enough</i> , <i>so</i> and <i>such</i> p. 55	Verbs related to clothes p. 49 Order of adjectives p. 49 House and home p. 53	Multiple matching (Part 2) <i>Holiday home exchange</i> p. 52
<b>Review 5</b> p. 57			
<b>6</b> You live and learn p. 58	Past simple and past continuous p. 62 Past perfect p. 65	Prepositional phrases p. 61 Education p. 63 Adverbs p. 63	Multiple choice, short texts (Part 1) <i>Education</i> p. 60
<b>Review 6</b> p. 67 <b>Progress test 2</b> p. 68			
<b>7</b> Water p. 70	Countable and uncountable nouns p. 73 Articles p. 76	Weather p. 71 Adjectives and prepositions p. 74	Gapped text (Part 4) <i>New Forest Health Spa</i> p. 74
<b>Review 7</b> p. 79			
<b>8</b> Nearly famous p. 80	Reported speech p. 83 Reported questions p. 85	Entertainment p. 82 -ed and -ing adjectives p. 86	Multiple-choice cloze (Part 5) <i>It costs a fortune to look good in public constantly, but just how do celebrities spend their money?</i> p. 86
<b>Review 8</b> p.89			
<b>9</b> Creativity p. 90	Modals of ability p. 91 Relative clauses p. 95	Formal language p. 93 Job skills p. 96 Prefixes p. 96	Multiple matching (Part 2) <i>Photography courses</i> p. 92
<b>Review 9</b> p.99 <b>Progress test 3</b> p.100			
<b>10</b> What's it worth? p. 102	Passive voice p. 103 <i>get/have</i> something done p. 107	Verbs and prepositions p. 105 Shops and services p. 106	Open cloze (Part 6) <i>One man's trash is another man's treasure</i> <i>A library of unwanted books</i> p. 104
<b>Review 10</b> p.111			
<b>11</b> A small world p. 112	Future forms p. 116 <i>will</i> and <i>be going to</i> p. 119	Travel and transport p. 113 Phrasal verbs of travel p. 113 Compound adjectives p. 115	Multiple choice, long text (Part 3) <i>The jungle town lost to tourists</i> p. 114
<b>Review 11</b> p.121			
<b>12</b> Extreme p. 122	Zero and first conditionals p. 124 Second conditional p. 126	Sport and leisure p. 125 <i>do, go, play</i> p. 125 Confusing words p. 129	Multiple choice, short texts (Part 1) <i>Danger</i> p. 128
<b>Review 12</b> p.131 <b>Progress test 4</b> p.132			

Communication activities p. 134

Grammar reference p. 139

Writing reference p. 153

Listening	Speaking	Writing
Multiple choice, pictures (Part 1) Short recordings p. 10	General questions (Part 1) <i>Identity</i> p. 13	Article (Part 2) Writing better sentences p. 14
Multiple choice, long text (Part 4) <i>Blogging about food</i> p. 23	Individual long turn (Part 2) <i>Food</i> p. 19	Story (Part 2) Writing better paragraphs p. 24
Multiple choice, short texts (Part 2) <i>Mind your manners</i> p. 27	Individual long turn (Part 2) <i>Celebrations</i> p. 29	Email (Part 1) Identifying problem areas p. 31
Multiple choice, pictures (Part 1) Short recordings p. 40	Collaborative task (Part 3) <i>Leaving a record</i> p. 39	Article (Part 2) Linking ideas p. 46
Gap-fill (Part 3) <i>Rent a sports car with Drivester</i> p. 50	Individual long turn (Part 2) <i>Sharing skills</i> p. 52	Email (Part 1) Planning your work p. 56
Multiple choice, short texts (Part 2) <i>Starting out</i> p. 64	General questions (Part 1) and Discussion (Part 4) <i>Work experience</i> and <i>Parties</i> p. 59	Story (Part 2) Checking your spelling p. 66
Multiple choice, long text (Part 4) <i>Plastic pollution in the ocean</i> p. 72	Collaborative task (Part 3) Discussion (Part 4) <i>Extreme races</i> p. 77	Email (Part 1) Checking your punctuation p. 78
Gap-fill (Part 3) <i>The New York Reality TV School</i> p. 81	General questions (Part 1) Individual long turn (Part 2) <i>Creative hobbies</i> p. 84	Article (Part 2) Organising your paragraphs p. 88
Multiple choice, long text (Part 4) <i>The power of gaming</i> p. 94	Collaborative task (Part 3) <i>Hobbies</i> p. 97	Story (Part 2) Making your writing interesting p. 98
Gap-fill (Part 3) <i>Charity auction evening</i> p. 108	Collaborative task (Part 3) Discussion (Part 4) <i>Gifts</i> p. 109	Article (Part 2) Getting the right tone p. 110
Multiple choice, pictures (Part 1) Short recordings p. 118	General questions (Part 1) Individual long turn (Part 2) <i>People and animals</i> p. 117	Email (Part 1) Checking for errors p. 120
Multiple choice, short texts (Part 2) <i>That's a bit extreme</i> p. 123	Collaborative task (Part 3) Discussion (Part 4) <i>Travelling in New Zealand</i> p. 127	Story (Part 2) p. 130

# Exam information

The *Cambridge English Qualifications: B1 Preliminary* exam is made up of four papers, each testing a different skill in English: Reading, Writing, Listening and Speaking. Each paper is worth 25 percent of the total mark.

## Reading (45 minutes)

The Reading paper has six parts with a total of 32 questions.		
<b>Part 1</b> Three-option multiple-choice (discrete)	<i>Focus</i>	Reading for gist
	<i>Task</i>	Questions 1–5. Choose the correct answer from three options for each of five very short texts (e.g. signs, messages, postcards, notes, emails, labels).
<b>Part 2</b> Multiple matching	<i>Focus</i>	Reading for specific information and detailed comprehension
	<i>Task</i>	Questions 6–10. Read descriptions of five people, then match each person's requirements to one of eight short texts.
<b>Part 3</b> Four-option multiple-choice	<i>Focus</i>	Reading for detail; understanding attitude and opinion; reading for gist and global meaning
	<i>Task</i>	Questions 11–15. Read one long text and answer five multiple-choice questions about it.
<b>Part 4</b> Gapped text	<i>Focus</i>	Reading for gist and understanding of text structure
	<i>Task</i>	Questions 16–20. Read a text with five gaps and select the sentences which fit the gaps from a selection of eight sentences.
<b>Part 5</b> Four-option multiple-choice clozes	<i>Focus</i>	Reading for understanding of vocabulary, including words with similar meanings, common collocations and phrases and phrasal verbs
	<i>Task</i>	Questions 21–26. Complete a short text with six gaps by choosing the correct word for each gap from four possible answers.
<b>Part 6</b> Open cloze	<i>Focus</i>	Reading for detailed understanding with a focus on grammar
	<i>Task</i>	Questions 27–32. Complete a short text with six gaps by writing the word which fits each gap.

## Writing (45 minutes)

The Writing paper has two tasks.		
<b>Part 1</b>	<i>Focus</i>	Write an email and respond to news, give advice or suggestions, thank, apologise, invite, respond to an invitation, etc.
	<i>Task</i>	Write an email in response to an email with notes. Write around 100 words.
<b>Part 2</b>	<i>Focus</i>	Write an article or story, using the appropriate style for the text type.
	<i>Task</i>	Choose one of two tasks and write around 100 words. You can either write an article or write a story using the first line you are given.

## Listening (approximately 30 minutes)

The Listening paper has four parts with a total of 25 questions. You hear each recording twice. You have some time before each recording to read the questions.

<b>Part 1</b> <b>Three-option multiple-choice (pictures)</b>	<i>Focus</i>	Listening for gist, specific information and opinion
	<i>Task</i>	Questions 1–7. Listen to seven short recordings and, for each one, choose the correct picture from three options.
<b>Part 2</b> <b>Three-option multiple-choice (gist)</b>	<i>Focus</i>	Listening for gist, identifying attitudes and opinions
	<i>Task</i>	Questions 8–13. Listen to six short conversations on various topics and then choose the correct answer from three options.
<b>Part 3</b> <b>Gap-fill</b>	<i>Focus</i>	Listening for specific information
	<i>Task</i>	Questions 14–19. Listen to someone giving information and complete six gaps in some notes or sentences.
<b>Part 4</b> <b>Three-option multiple-choice (long text)</b>	<i>Focus</i>	Listening for specific information, detailed meaning and attitudes and opinions
	<i>Task</i>	Questions 20–25. Listen to an interview and then choose the correct answer from three options.

## Speaking (10–12 minutes)

The Speaking test has four parts. You take the Speaking test with another candidate, and there will be two examiners. One examiner asks the questions and the other examiner just listens.

<b>Part 1</b> <b>General questions</b> (2–3 minutes)	<i>Focus</i>	Giving personal and factual information about your life; answering questions about your past, present and future
	<i>Task</i>	Answer the examiner's questions about your present situation, past experiences and future plans.
<b>Part 2</b> <b>Individual long turn</b> (2–3 minutes)	<i>Focus</i>	Describing a photograph with appropriate vocabulary
	<i>Task</i>	Talk about a photograph for about one minute. Your partner describes a different photograph. The photographs do not have a matching theme.
<b>Part 3</b> <b>Collaborative task</b> (2–3 minutes)	<i>Focus</i>	Making and responding to suggestions and recommendations; giving opinions and coming to an agreement
	<i>Task</i>	Look at the set of pictures and discuss a situation that the examiner gives you.
<b>Part 4</b> <b>Discussion</b> (3 minutes)	<i>Focus</i>	Talking about personal likes, dislikes, preferences and opinions, giving reasons where necessary; continuing a discussion
	<i>Task</i>	Answer the examiner's questions related to the situation in Part 3. Also, potentially, agree or disagree with your partner's answers.

For more information see the **Writing reference** (page 153) and the **Exam focus** (page 166).


# Identity



- 1 Read Sara's social media post. What kind of personality do you think she has? Choose from the adjectives below and add your own.

active brave confident creative easy-going hard-working nervous sociable

This is who I am ...



**Sara Phillips**  
2 hours

**My relationships**  
I'm a daughter, sister, niece, student, aunt, a good neighbour, a good friend and a citizen of the world!

**My work**  
I'm an engineer.

**My interests**  
I'm a singer, a dancer and a chocoholic. I'm really keen on hip hop and a fan of good books.

**My groups**  
I belong to a community dance group and I sing in a choir. I'm a supporter of my local football club. I'm a member of a local running club but I prefer to run on my own.

👍 💬 ↻ REPLY 📡

- 2 Write a social media post about you.
- 3 Work in pairs. Read your partner's social media post. Note down three questions to ask to find out more information about them.
- Example: *Which volleyball team do you play for?*
- 4 Take turns to ask and answer your questions. Give as much information as possible. What kind of personality do you think your partner has? Why?

Example: *I play for a team at my local sports centre. We meet every Thursday evening to practise. We're not very good but I enjoy it ...*

## Question forms

► GRAMMAR REFERENCE p.139

- 1** Read and complete the quiz. Share your results with a partner. Do you agree with the results?

### How well do you know yourself?



*Tick the questions you can answer.*

- 1 What time of day did you arrive in the world?
- 2 Which star sign are you?
- 3 Why do you have your name?
- 4 Who was your first teacher?
- 5 At what age did you learn to walk?
- 6 What is your blood type?
- 7 When did you first join social media?
- 8 How many times did you go on holiday as a child?
- 9 What was your first social media profile photo?
- 10 What is your mobile phone number?

**Count how many questions you can answer and read the results.**

- 1–4 You don't know yourself very well at all. Is it time to learn more?
- 5–8 You know yourself quite well but there's still a lot to learn!
- 9–10 You know yourself very well. Congratulations!

- 2** Look at the questions in the quiz. Which questions have the word order

- 1 question word + auxiliary + subject + main verb + the rest?
- 2 question word + *be* + the rest?

### LANGUAGE TIP

Yes/No questions follow the same order but you don't need the question word e.g. *Do you know yourself well?*  
*Was your first social media profile photo a good one?*

- 3** Put the words in the correct order to form questions. Which ones can you answer?

- 1 first / your / who / friend / was / on social media / ?
- 2 first live in / did / what street / you / ?
- 3 the name of / your / was / what / first school / ?
- 4 you / money / in your pocket / have / how much / do / ?
- 5 know / birthday / your closest friend's / you / do / ?
- 6 your / what / words / were / first / ?
- 7 you / tall / are / how / ?
- 8 own / you / do / pairs of shoes / more than ten / ?

- 4** Form questions using the prompts.

- 1 Where / first go on holiday?
- 2 be afraid of any animals?
- 3 What / enjoy doing in your free time?
- 4 Who / spend the most time with?
- 5 go anywhere special last weekend?
- 6 What / be your biggest dream?
- 7 When and where / usually have your best ideas?
- 8 What / be your favourite time of day?


### LANGUAGE TIP

In spoken questions the verb *to be* is often contracted or pronounced in the weak form. *Do you* and *Did you* are often pronounced /dʒə/ and /dɪdʒə/.

*What's your name? Where are you from?*  
/ə/

*Where do you live?*  
/dʒə/

*Where did you go to school?*  
/dɪdʒə/

- 5**  **01** Listen and check your answers to Activity 4. Then, listen and repeat.

- 6** Work in pairs. Take turns to ask and answer the questions in Activity 4.

- 7** With your partner, write two questions you'd like to ask the students in your class. Take one question each. Ask your question to as many students as possible. Make a note of the answers. Share the most interesting answers with your partner.









## Gapped text (Part 4)

► **EXAM FOCUS** p. 166

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

- 1 How important do you think a person's social networking profile is? Why?
- 2 What do the profiles below tell us about the people? Why?
- 3 Do the profiles give a positive impression of the person? Why/Why not?

 <p><b>Gary McKenzie</b> @garyMcK I'm an engineer. I love music, food and swimming.</p>	 <p><b>Martin Williams</b> @martiboy Vegan. Animal lover. Supporter of Chelsea FC.</p>
 <p><b>Katy Clark</b> @katySClark Senior editor @newtreepublishing. Go to our website to find out more about our books!</p>	 <p><b>Jinny Black</b> @DrJinny Doctor and sports enthusiast. Surfing, climbing, sky diving. You name it, I love it!</p>
 <p><b>Rachel Peters</b> @relaxedrach90</p>	 <p><b>Zander Rose</b> @theXrose Livin' life to the full.</p>

**EXAM TIP**

Before filling in the gaps, read the text quickly without paying attention to the gaps. It'll give you an idea of what it's about and help you to later fill the gaps more accurately.

**2** Quickly read the article on the opposite page about improving your online identity and answer the questions.

- 1 Why is it important to have a good online identity?
- 2 What four things did the writer do to improve his identity?

**3** Underline the pronouns and reference words in the eight sentences under the article. Circle key vocabulary. Identify the main verb tense.

**4** Five sentences have been removed from the article. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

**EXAM TIP**

When filling in the gaps, make sure that **tenses**, **vocabulary**, **pronouns** (e.g. *they*, *them*) and **reference words** (e.g. *this*, *these*, *it*, *one*) match the information before and after the gap.

*I thought carefully about my profile picture. In the end I chose one of my dogs. They're more attractive than me and it's a great photo.*

**5** Work in pairs. Compare your answers and check that tenses, vocabulary, pronouns and reference words match the information before and after the gap.



← → http://How to improve your online identity

## How to improve your online identity

When I was young I didn't think about the things I put online. I was only interested in having a laugh and sharing photos and comments with my friends. **(1)** ..... But, after I started working, I realised that my online identity could have an effect on my career. So, I decided to make mine better. After all, I want to impress future employers.

First, I searched for my name on a search engine. It was a strange thing to do but it was useful. Some of the photos which appeared were surprising **(2)** ..... Oh dear! I didn't even know it was online. It wasn't the first thing I wanted people to see when they searched for me.

Next, I compared all my social network profiles. Experts say that it's better to present yourself in the same way on all social networks. It's easier for people to find you. I had three different user names on three different sites. **(3)** .....

After that, I asked my mum to take a new profile photo of me. I decided to smile at the camera and look relaxed. I wanted to look responsible but friendly and warm. **(4)** ..... They made me look like someone who liked to party too much.

Finally, I wrote a short biography that showed what kind of person I am. I started by saying where I work. **(5)** ..... I wanted to show that I'm keen on lots of different things and I think I succeeded.

So, if you want to improve your online identity, try these things. They worked for me and they will hopefully work for you too.



- A The worst one was of me wearing a pair of shorts at the beach.
- B They made it a difficult decision to make.
- C I didn't care who saw the things I posted.
- D Then I mentioned my other interests.
- E It wasn't good for them to be similar.
- F These are better than I expected.
- G My old pictures certainly didn't do that.
- H I changed them so that they were all the same.

## Vocabulary

### deducing words in context

- 6** Look at these words from the text. What type of word is each one? Which meaning is correct for each one, A or B? Do you need to understand each of these words to understand the text?

#### LANGUAGE TIP

You don't need to understand every word in a text. If you see a word that you don't know but you think is important, identify the word type and then try to guess the meaning by looking at the words around it.

- 1 *identity* (paragraph 1)
    - A who you are
    - B being part of a group
  - 2 *impress* (paragraph 1)
    - A make someone feel happy
    - B make someone admire you
  - 3 *appear* (paragraph 2)
    - A start to be seen
    - B seem
  - 4 *warm* (paragraph 4)
    - A a comfortable temperature
    - B make people feel comfortable
  - 5 *succeed* (paragraph 5)
    - A do what you wanted to do
    - B happen
- 7** Work in pairs. Discuss the questions.
- 1 Have you ever searched for your name on a search engine? What did you find?
  - 2 How much attention should people pay to what they post online? Why?
  - 3 What do you think your online profile tells people about you? Why?

## Multiple choice, pictures (Part 1)

▶ EXAM FOCUS p.167

1 Work in pairs. Look at question 1 in Activity 5 and answer the questions.

- 1 What does the girl look like in each picture?
- 2 What do the pictures have in common? What makes them different?
- 3 What vocabulary might you hear?

2 **02** Listen to the first half of the recording for question 1 in Activity 5. What information do you learn about the girl?

3 **03** Now listen to the whole recording.

- 1 Which picture shows the girl's sister?
- 2 What information gives you the answer?

### EXAM TIP

The answer may come at the beginning, in the middle or at the end of the recording. Often you need to listen to the whole recording to get the correct answer.

4 Look at questions 2–7 in Activity 5. Read the questions, look at the pictures and predict vocabulary you might hear.

5 **04** Now listen to the recordings for questions 2–7. For each question, choose the correct answer.

- 1 What does the girl's sister look like?



A B C

- 2 What's already in the suitcase?



A B C

- 3 What is the woman going to buy?



A B C

- 4 What did the man do on holiday?



A B C

- 5 What will the weather be like tomorrow morning?



A B C

- 6 Who does the man want to win the competition?



A B C

- 7 Where will the woman go first?



A B C

6 Work in pairs. Discuss the questions.

- 1 Where can you find short conversations like these to practise listening to?
- 2 Do you think it's important to understand every word when you listen? Why/Why not?

## Describing people

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

- How similar are you to the people in your family? Why?
- What makes you different? Why?

### 2 05 Listen to a radio interview with a psychologist. Match the adjectives in the box to the character types (1–5).

ambitious cheerful curious  
generous honest nervous  
organised punctual reliable  
sensitive shy strange

- Open people
- Conscientious people
- Extroverted people
- Anxious people
- Agreeable people

### 3 Match the adjectives in the box in Activity 2 to the definitions (1–12). Then, listen to the interview again and check your answers.

- arrives on time
- wants to be successful
- gives time, money or things to others
- worries about things
- wants to know more
- works in an ordered way
- happy
- unusual
- tells the truth
- understands people's feelings but can be easily upset
- gets embarrassed meeting people
- you can trust them

### 4 06 Listen to the adjectives in Activity 2. Underline the stressed syllable in each one. Then, listen and repeat.

Example: *ambitious*

### 5 Work in pairs. Which adjectives describe the people in your family? Which don't?

### 6 Complete the email using adjectives from the box in Activity 3.

New Message — | ×

To: Jo@aol-online.com

From: Jemma@hotmail.com

Anyway, you asked to see a photo of my family so here it is. Mum and Dad are both middle-aged now but Dad's the overweight, bald one! He used to have a beard but not now. We're very different from each other. He's **(1)** ..... I'm always late. He plans everything and is **(2)** ..... I'm not! He loves talking to people but I'm **(3)** ..... Mum's always smartly dressed and **(4)** ..... – she always has a smile on her face. She's **(5)** ..... so she always does what she promises to do. She's also really **(6)** ..... and will tell you exactly what she thinks! My brother Ryan's in his teens like me. He used to be only medium-height but he's recently got quite tall. He's well-built for his age and good-looking. He's **(7)** ..... and wants to be a Formula 1 engineer one day. He's **(8)** ..... too, so he always knows when I'm feeling a bit sad. Girls love him!



### 7 Put the underlined words in the email into three categories: age, looks, size. What age, looks or size does each one describe?

#### LANGUAGE TIP

Compound adjectives are made up of two words e.g. *She's smartly dressed*. There's often a hyphen between the two words, for example, *a well-built man*. Use a dictionary to check if you need to use one or not.

### 8 Work in pairs. Discuss the questions. Try to use the vocabulary on this page.

- What does your closest friend look like? Think about age, looks and size.
- What kind of personality does your friend have?
- Why do you think you're good friends?





## Present simple with adverbs of frequency

► GRAMMAR REFERENCE p.139

**1** Work in pairs. Look at the photos and discuss the questions.

- 1 What is each person's interest?
- 2 How do you think the internet helps them with this interest?

**2** Read about a podcast. How do you think the presenter and guests will answer each question in the description?

9:41 am

### Finding your online community

This week's podcast is about online communities of people with similar interests. Presenter Jason and his guests will answer a number of questions such as *Why are online communities important?* and *How are they different from offline social groups?*

**3** **07** Listen to the first part of the podcast and answer the questions.

- 1 Which online groups do Tom and Melanie belong to?
- 2 What do they say are the advantages of these groups?

**4** Listen again. Complete each sentence with the adverb or phrase you hear.

- 1 It's ..... nice to chat to people who love comic books.
- 2 My offline friends ... don't ..... care very much.
- 3 I ..... get them online.
- 4 It's not ..... possible to find books I don't have there.
- 5 I'm ..... amazed by their ideas.
- 6 We ..... share photos of our finished products.
- 7 I chat to my online jewellery-making friends .....
- 8 We meet up .....

**5** Look at the adverbs and phrases in Activity 4 and answer the questions.

- 1 Do the adverbs of frequency come
  - A before or after a negative auxiliary verb?
  - B before or after the verb *be*?
  - C before or after other verbs?
- 2 Where do longer adverbial phrases (such as *once a day*) usually come in a sentence?

**6** Read the blog post. Where should the adverbs in brackets go in each sentence?

### MY FILM COMMUNITY

I love films. I watch at least one film **(1)** (*every day*). My friends watch films too **(2)** (*regularly*) but they don't love them like I do. They give their opinion on it in one or two sentences **(3)** (*usually*) but I want to talk about it for hours **(4)** (*normally*). That's why I'm so happy to be part of an online community where people discuss films in detail **(5)** (*all the time*). I really feel like I belong there. I don't share personal things on social media **(6)** (*often*) because I'm not very open **(7)** (*usually*) but I'm happy to discuss films **(8)** (*always*). It's great to get tips about good films to watch too **(9)** (*always*).

**7** Use the prompts to write sentences that are true for you.

- |                        |                                   |
|------------------------|-----------------------------------|
| 1 I generally love ... | 4 I'm frequently surprised by ... |
| 2 I don't usually ...  | 5 I'm occasionally ...            |
| 3 I hardly ever ...    | 6 I don't often ...               |

**8** Work in pairs. Ask each other questions to get more information about your habits in Activity 7.

**9** How often do you communicate with other people online? Why?

## General questions (Part 1)

► EXAM FOCUS p.168

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

- 1 Do your first and last names have a meaning? What do they mean?
- 2 Do you like your name? Why/Why not?
- 3 What different first name might you choose for yourself? Why?

### 2 08 Listen to two students in the first half of Part 1 of the Speaking test. Answer the questions.

- 1 Does each student answer the same or different questions?
- 2 Do the students give short or long answers?

### 3 Look at the answers from the conversation in Activity 2. What were the questions?

- 1 Examiner: .....  
Student A: Mei Han.
- 2 Examiner: .....  
Student A: I'm from Shenzhen in China.
- 3 Examiner: Thank you. And .....  
Student B: My name's David Gomez.
- 4 Examiner: .....  
Student B: I live in Seville in Spain.
- 5 Examiner: Thank you. David, .....  
Student B: I work.
- 6 Examiner: .....  
Student B: I'm a computer programmer.
- 7 Examiner: Thank you. And Mei, .....  
Student A: I'm a student.
- 8 Examiner: .....  
Student A: I study languages. I'm doing a language degree at university.

### 4 Listen again and check your answers to Activity 3.



### 5 Work in pairs. Take turns to ask and answer the questions in Activity 3. Give short, factual answers.

### 6 09 Listen to Mei and David answer two more questions.

- 1 Are they asked the same or different questions?
- 2 Who gives better answers? Why?

### EXAM TIP

When you answer questions about your name, where you live and your job or studies, give a short answer. With other questions, give your answer and then add two or three more things, such as what, where, when, who, how often, why.

### 7 Match the questions 1–8 to the answers A–H.

- 1 What's your favourite day of the week?
  - 2 How often do you do sport?
  - 3 What did you do last weekend?
  - 4 Which do you prefer – staying in or going out?
  - 5 How do you usually travel to work/college?
  - 6 Which place would you most like to visit?
  - 7 Tell us about the weather where you live.
  - 8 Who did you spend the most time with yesterday?
- A I met up with a friend from school.  
B It's hot and humid for most of the year.  
C I prefer spending time at home.  
D I think it's probably Friday.  
E I drive.  
F Not often. I prefer watching it.  
G My brother.  
H I'd love to go to Canada.

### 8 Work in pairs. Add one or two more pieces of information, such as a reason and/or an example, to each answer in Activity 7.

**Example:** *I met up with a friend from school because it was his birthday. I bought him lunch and then we walked around the shops. We didn't buy anything, we just looked and talked about different things.*

### 9 With your partner, take turns to ask and answer the questions in Activity 7. Remember to add two or three more pieces of information to your answers.



## Article (Part 2)

► **WRITING REFERENCE** p.154 and p.164

- 1 Work in pairs. Look at the people in the photos. Why do people admire them?
- 2 Think about someone you admire and make notes about the points below. Then tell your partner about the person.
  - Who they are and what they do
  - What kind of person they are
  - Why you admire them
- 3 Look at the exam task. What do you have to do?

You see this notice in an English-language magazine.

### Articles wanted!

#### People we admire

We all have someone in our lives that we admire. It might be someone we know, like a friend or neighbour. Or it might be someone we've never actually met, like a sports star. Who do you most admire? Why do you admire this person?

Write an article answering these questions and we'll publish it in our magazine.

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

- 4 Read Greg's article. What does he say about each point in Activity 2?

*Superheroes exist!*

*Do you believe in superheroes? I didn't until I met my next-door neighbour Karen. She might not be in a comic book, but she's more amazing than any of those characters.*

*Karen's in her 40s. She's short in size but she has a huge character. She's really sociable and knows everyone in our area. More importantly, Karen's kind and generous with her time. She works full-time but also volunteers at four different charities in her free time. She helps them before work, after work, at the weekends and in her holidays.*

*Unlike me and most other people, Karen always puts others before her own interests. That's why I admire her so much. Do you know a superhero like Karen?*



- 5 Look at the article again and answer the questions.
  - 1 How many paragraphs are there? What is the purpose of each one?
  - 2 How does the writer get the reader's attention in the first paragraph?
  - 3 How does he help you understand what kind of person Karen is?
  - 4 How does he end the article? Why?
- 6 Underline the adjectives Greg uses to describe Karen's character. Then write at least four adjectives you could use to describe the person you admire.
- 7 Plan and write your answer to the exam task in Activity 3. Use the checklist on page 153 to write and edit your work. In particular, make sure you
  - have an introduction, a middle and an ending
  - use paragraphs
  - use a variety of adjectives.

**1 Form questions using the prompts. Then answer the questions.**

- 1 Where / you / live / ?
- 2 you / know your neighbours / ?
- 3 What time / you / usually / get up / ?
- 4 Where / your favourite place to be / ?
- 5 you / meet up with friends / yesterday / ?
- 6 What / usually / have for breakfast / ?
- 7 How often / you / go for a walk / ?
- 8 What / you / do / yesterday / ?

**2 Match questions 1–8 in Activity 1 with one student's answers A–H.**

- A My bed!
- B Nothing. I don't eat until lunchtime.
- C Around seven.
- D Not much. I did a bit of shopping.
- E I hardly ever do.
- F In White Lane.
- G No. I stayed home last night.
- H Not really. We say hello but that's all.

**3 Put the words in the correct order to form sentences.**

- 1 usually / during the week / I / go out / don't / .
- 2 say hello / they / to us / hardly ever / .
- 3 late / sometimes / for class / are / we / .
- 4 nervous / always / taking a test / I / about / 'm / .
- 5 works / all the time / hard / he / .
- 6 running / regularly / goes out / she / .
- 7 difficult / often / you / questions / ask me / .
- 8 once a week / meet up with / I / my friends / usually / .

**4 How would you describe these people? Choose words from the box.**

bald good-looking has a beard medium-height  
middle-aged overweight well-built smartly dressed

- 1 has lots of muscles
- 2 attractive
- 3 50 years old
- 4 has hair on his face
- 5 always wears neat, attractive clothes
- 6 has no hair
- 7 too heavy
- 8 not short, not tall

**5 Complete the sentences with adjectives to describe people's character. You have the first letter to help you.**

- 1 My sister is so a..... She's determined to be successful in her job.
- 2 Alex is c..... about psychology. He's read lots of books about it.
- 3 Francis is a n..... person who worries about everything.
- 4 It's so easy to upset Maria. She's very s.....
- 5 Leon always looks c..... with a smile on his face.
- 6 Penny is the most r..... person I know. You can always depend on her.
- 7 Marco gives a lot of money to charity. He's very g.....
- 8 Silvi's not very o..... Her desk is such a mess!

**6 Read the blog post. Try to work out the meaning of the words in bold (1–6) and match them to the definitions A–H. Two definitions are not needed.**

- A facts, not an opinion
- B real life
- C suddenly begin to understand
- D use with other people
- E send to a computer network
- F period of history
- G problem
- H put a message on the internet

**The reality of social media pics**

The **(1) age** of the selfie means spending hours trying to get the perfect photo. Some people might take fifty photos before they find the right one to **(2) upload**. That might sound funny, but I think it's an **(3) issue** we need to discuss. When we present ourselves looking attractive, strong and brave, our friends and family might think that's always how we look and feel. **(4) The truth** is that we don't. So, why don't we **(5) post** some less successful photos? Perhaps ones of us with a double chin, our eyes half closed or our 'first thing in the morning' hair. That way, we'll all **(6) realise** that none of us are perfect.