

MACMILLAN EDUCATION ENGLISH WEDNESDAYS

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**MACMILLAN EDUCATION
TEACHER TRAINING DAYS**

Building students' confidence for the B2 First

Roy Norris



Listening

Listening Part 1

1 You hear a man talking to a friend about a TV series he is watching.

The man is impressed with

A the soundtrack.

B the acting.

C the plot.

Listening Part 1

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A the soundtrack.

B the acting.

C the plot. ✓

W: Enjoying the new series?

M: Well, yeah, it's OK. **The writers have done a great job with the storyline.** It draws you in, makes you want to keep watching – like a book you can't put down

Listening Part 1

1 You hear a man talking to a friend about a TV series he is watching. The man is impressed with

A the soundtrack.

B the acting.

C the plot.

..... It's a shame about the actual script, though – I mean, *the actors do their best with their lines*, but they all sound very unnatural...

Listening Part 1

1 You hear a man talking to a friend about a TV series he is watching. The man is impressed with

A the soundtrack.

B the acting.

C the plot.

..... And *people are saying good things about the music*, **but** I really don't understand why they've used modern songs in a series set in the nineteen twenties.

Distractors

He tried to get tickets for the afternoon show, but ...

I'd love to see you at the weekend, but ...

She used to be an English teacher, but ...

Normally, I'd cycle there, ...

At first, I thought the series was a bit slow, ...

Distractors

He tried to get tickets for the afternoon show, but ...

... they were all sold out.

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He tried to get tickets for the afternoon show, but ...

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Normally, I'd cycle there, ...

... but that's not really possible with a broken leg.

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I'd love to see you at the weekend, but ...

... I've got three exams on Monday.

She used to be an English teacher, but ...

... she wrote a book about a boy wizard and ...

Normally, I'd cycle there, ...

... but that's not really possible with a broken leg.

At first, I thought the series was a bit slow, ...

... but it got better after the second episode.

Distractors

Desire / Expectation / Intention vs Reality

wanted to / would like to / intended to / expected / thought / was going to /
tried to / were hoping to / is supposed to / was designed to ... **but** ...

Earlier vs Later

used to / normally / at first / at one time / in the past ... **but** ...

Unreal past (... **but** ... is implied)

I'd probably accept the job **if** it wasn't so badly paid.

If you'd followed the instructions, it wouldn't have shrunk.

I wish we'd brought the map with us.

Modal verbs (... **but** ... is implied)

You **should** have told him.

They **could** be in the park, I suppose.

She said she **might** come with us.

Listening Part 1

You hear two people talking about the twice-weekly fitness class they both attend.

What do they agree about it?

- A** There is not much variety.
- B** There are too many students.
- C** There is not enough equipment.

Listening Part 1

You hear two people talking about the twice-weekly fitness class they both attend.

What do they agree about it?

A There is not much variety.

B There are too many students.

C There is not enough equipment.

Man: *Last year was so boring. There was **hardly any variety in the classes.***

Woman: ***Yeah.** This new teacher's a real improvement – every lesson is different.*

Listening Part 3: Multiple matching

D Happiness is a short escape from everyday routine.

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Listening Part 3: Multiple matching

D Happiness is a **short escape** from **everyday routine**.

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Listening Part 3: Multiple matching

D Happiness is a **short escape** from **everyday routine**.

Speaker 1

What is happiness? From an early age happiness for me is sitting in a boat in the middle of a lake on a summer's day and doing some serious fishing ... all alone, just me and my thoughts. No stress, **get away from it all for an hour or so**, but maybe not completely aimless – not just lying on a beach somewhere, but having some task to do. Then, **when it's all over it's back to normal life** and problems and hassle and having to fight to get what you want. But that **brief moment** of happiness helps me to reflect and make sense of my life.

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Listening Part 3: Multiple matching

Students could practise doing the exercise with the tapescript, so they can see the kind of matching required. Other relevant exercises would be any which practise 'saying the same thing in a different way'.

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Listening Part 3: Paraphrasing

Listening Part 3 Multiple matching

- 1 **1.1** You will hear five short extracts in which people are talking about the clothes they wear. For questions 1–5, choose from the list (A–H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.



What to expect in the exam

- You will not hear exactly the same words as those in sentences (A–H). Before you listen, consider at least one alternative way of expressing the general idea contained in each sentence.

A: I feel really comfortable in a white shirt and jeans, and that's what I wear nearly every day. Everything else seems to stay in the wardrobe.

- Each extract usually contains at least one distractor – a key word or expression which could cause you to make the wrong choice. Pay close attention both times you hear the recording.

For example, although Speaker 1 mentions designer clothes, C may not be the correct answer.

A I tend to wear the same clothes all the time.

B I don't really care what clothes I wear.

C I refuse to wear designer clothes.

D I'm careful to check the origin of the clothes I buy.

E I generally wear second-hand clothes.

F I only throw clothes away when absolutely necessary.

G I buy quality clothes that are guaranteed to last.

H I wear clothes that give me self-confidence.

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5

- 2 **SPEAK** Look again at the ideas expressed in sentences A–H above. How true is each one for you?

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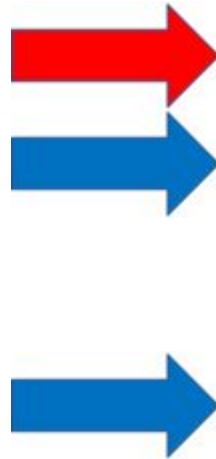
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Listening Part 3: Paraphrasing

LIFESTYLE

Vocabulary

1 You could make this into a game by setting a time limit of two minutes. The pair with the most correctly identified items of clothing wins.

Answers

a belt; jacket; shirt; shoes; suit; tie; clip; trousers; waistcoat
 b beanie/hat; gloves; jogging bottoms/sweatpants; socks; sweatshirt/hoodie; trainers (Also: headphones)
 c belt; clutch purse; dress; (stangly) earrings
 d boots; fleece coat; gloves; headband; jeans; scarf

2 After the students read the instructions, do the first sentence together as a class. Students do the rest of the exercise individually. Check and model the pronunciation of scruffy /skrʌfi/, casual /kæʒʊəl/ or any other words the students find challenging.

3 For stronger groups, an added challenge is to have the students cover Exercise 2 with their hand and use the words or collocations to describe the photos from memory.

Teaching tip

When teaching vocabulary, identify the words your students are having trouble pronouncing and then do a bit of choral repetition. First, say a word twice yourself. The students just listen the first time. Then they repeat

4 Encourage the students to use vocabulary from Exercise 1 and 2, when appropriate. Flaming them that we use the present continuous tense, not the past simple, to describe the clothes someone is wearing, e.g. My partner is wearing jeans and a white shirt.

Listening

1 **1.1** Since this is the first time they are doing this type of listening, ask students a few concept check questions after they have read the instructions. Ask: How many different people will you listen to? (Five) How many possible answers are there? (Eight). Now focus on the What to expect in the exam box. In pairs, give the students time to look at the options and discuss alternative ways of expressing the general idea contained in each sentence, e.g. I always wear a business suit to work (option A). Play the audio twice. Encourage students to justify their answers. (See answers highlighted in the **Answerscript** below.)

2 Students discuss the question in pairs.

all together after the second hearing. After, nominate individual students to listen to you again and repeat the word.

AUDIOSCRIPT

Listening Part 3 Multiple matching

1.1

Speaker 1 It's unusual for me to buy brand new clothes. I got most of what I wear from charity shops. Some people think that anyone who buys things that have already been worn by someone else can't really care much about clothes. But that's not true – you can find some pretty decent stuff in those places, even quite tasteful designer clothes that people, for whatever reason, have decided they don't want anymore. And they only sell clothes that are in good condition, often things that have only ever been worn once or twice. You get to support good causes, too, of course, because the money you spend goes to charity.

Speaker 2 Apparently, dressing smartly is supposed to increase your self-confidence, but I've never felt any different in a jacket and tie. And anyway, I'm not the kind of person who spends time worrying about what to put on in the morning. Some people take ages, umming and ahing over what to wear, but I just throw on the first thing I find in my wardrobe and that's it. Job done. To be honest, I'd be happy just wearing the same two or three T-shirts all the time. The trouble is, I only have time to do my washing once a week, so that wouldn't work. I may not be fashionable, but I'm not dirty.

Speaker 3 I get suspicious when I go into a clothes shop and see that everything is incredibly cheap. If the prices are so low, then how much are the people who made them getting paid? And what are their working conditions like? I only buy from companies that sell ethical clothing, made by people who earn a decent salary and work in a safe environment. I usually get that kind of information online – it's easy enough to find. The clothes may not be as cheap and there's not necessarily any more guarantee of quality, but at least I can be confident that no one is being exploited.

Speaker 4 I spend a lot of money on clothes. I don't really care what they cost. They don't have to be designer clothes, but they do have to make me feel good about myself. I like to know that I can get something out of the wardrobe and any feelings of insecurity I have will just disappear as soon as I put it on. Then when I get to work and someone says, 'Hey, that shirt really suits you', it gives me a big lift. And I never wear the same thing more than once in the same month. My colleagues have got used to seeing me in something different every day.

Speaker 5 If I want to go out and get a new T-shirt, for example, then I always have to get rid of an old one first. And I only do that when I can't justify hanging on to it anymore – either because it's so scruffy I'm too embarrassed to wear it, or it's literally falling apart at the seams. That's why none of my clothes ever end up in a second-hand shop. I replace them, precisely because they're no use to anyone – not just me, I've been doing this for some time now, and I've noticed that clothes used to last a lot longer; the quality's got gradually worse and I have to replace things far more often than before.

LIFESTYLE

Vocabulary Clothes

1 **SPEAK** Work in pairs. How many of the items of clothing and accessories in the photographs (a–d) can you name?

2 Complete each gap with an adjective which is the opposite of the one in bold in the same sentence.

biggy brand new casual
 colourful scruffy unfashionable

1 Charlie bought a great second-hand designer sweatshirt in Vintage Gear – it looks **brand new**.
 2 Haven't you got a more formal jacket? That one's a little too **casual** for the wedding.
 3 My sister prefers tight-fitting tops and jeans, whereas I like everything to be really **baggy**.
 4 Clothes that are considered trendy and worn by everyone one year, are often **unfashionable** and too embarrassing to be seen in the next.
 5 She wore a **plain** grey dress to the awards ceremony. We expected to see her in something far more **colourful**.
 6 As a farmer, I don't have many **smart** clothes; I spend most of my time in **scruffy** jeans and an old T-shirt.

3 **SPEAK** Which of the adjectives in Exercise 2 could you use to describe the clothes in the photographs? a formal, clean, smart, baggy, casual, scruffy, designer, second-hand, formal, smart, baggy, tweed, tweed jacket, tweed skirt, tweed bag

4 **SPEAK** Work in pairs. Describe the clothes your partner is wearing.

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- For example, although Speaker 1 mentions designer clothes, C may not be the correct answer.

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 F I only throw clothes away when absolutely necessary.
 G I buy quality clothes that are guaranteed to last.
 H I wear clothes that give me self-confidence.

Speaker 1 **E 1**
 Speaker 2 **B 2**
 Speaker 3 **H 3**
 Speaker 4 **D 4**
 Speaker 5 **F 5**

2 **SPEAK** Look again at the ideas expressed in sentences A–H above. How true is each one for you?

Listening Part 3: Paraphrasing

AUDIOSCRIPT

Listening Part 3 Multiple matching

1.1

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prices are so low, then how much are the people who made them getting paid? And what are their working conditions like? I only buy from companies that sell ethical clothing, made by people who earn a decent salary and work in a safe environment. I usually get that kind of information online – it's easy enough to find. The clothes may not be as cheap and there's not necessarily any more guarantee of quality, but at least I can be confident that no one is being exploited.

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Reading

Reading & Use of English Part 7

Reading and Use of English Part 7 Multiple matching

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

- 1 What types of food can and can't vegans eat?
- 2 Why do you think people become vegan?
- 3 What are some of the difficulties that vegans face?

2 You are going to read an article in which people talk about becoming vegan. For questions 1–10, choose from the people (A–E). The people may be chosen more than once.

Which person states the following?

I received a great deal of help and advice from other vegans.

1

My attempts to reassure someone had the opposite effect.

2

I regret not having become a vegan before.

3

I understand someone's resistance to me going vegan.

4

Some people are not as supportive as they could be.

5

I lacked the necessary determination to be a vegan.

6

There were concerns that I was putting my health at risk.

7

It's important to make the change to a vegan diet gradually.

8

People are always surprised by how tasty vegan food can be.

9

Being vegan is a defining feature of my identity.

10

3 **SPEAK** If you are a vegan, why did you decide to become one? If you are not a vegan, do you think you might ever become one? Why/Why not?

LOOKING AFTER YOURSELF 12

GOING VEGAN

Five people share their experiences of becoming vegan.

A JACK
I first wanted to go vegan a few years ago, when I was about thirteen, and learnt about the effects of the meat industry on the environment. But my mum told me to wait until I was older and better informed about what being vegan meant. It was probably sound advice, though I now know it was partly because she couldn't face cooking special meals for me. I totally get that, though, and don't hold it against her. Now that I am a vegan, I'm very much aware of the extra effort involved for non-vegans who invite me round for a meal. I always offer to take a dessert, and the other dinner guests are invariably amazed at how delicious it is.

B SARAH
I went vegan when I left home and went away to university. My parents were worried I was missing out on essential nutrients and that this could have serious consequences for me. My dad had the biggest problem with it, and he kept sending me articles warning of the pitfalls of a plant-based diet. I tried to put his mind at rest by telling him I was taking supplements, but that just served to reinforce his idea that I wasn't eating properly. Over time, though, they've both gradually come to accept my change to veganism, and that's really important to me, because it's a major part of who I am. My dad even cooks some of the vegan recipes I send him.

C MAYA
My sister went vegan after she was diagnosed with an autoimmune disease which causes pain in the joints and tiredness. Her doctors encouraged her to follow a raw plant-based diet to help manage her symptoms, and I decided to support her by going vegan as well. My sister has kept at it faithfully for over five years and shown amazing willpower. I just wish I could say the same for myself. There were too many types of food I missed, and I threw in the towel after a few months. On the plus side, I learnt a surprising amount about nutrition and the health benefits of certain foods. I still eat loads of fruit, nuts, pulses and vegetables, and feel much healthier than I used to.

D JUSTIN
I started off by swapping one product at a time: soya milk for cow's milk, coconut oil for butter, maple syrup for honey. Many people try to make the switch overnight and it can prove too much, so they give up and go back to their vegetarian or meat-based diet. The key is to do it in stages. It gives you time to work out what works for you and what doesn't. While I was going vegan, I got loads of useful tips from a social media group I joined. If I had any questions or concerns, like which health supplements to take, how to reassure my parents I knew what I was doing, or where to buy vegan products, there was always someone who could give me the benefit of their knowledge and experience.

E RHONDA
I've only recently changed to a plant-based diet. I wish I'd done it ages ago. I'd become increasingly aware of the suffering we cause to animals by what we eat, and I felt it was high time I took a stand against the way we treat them. It's not easy, though. My friends only ever want to meet up in burger restaurants, and my parents seem determined not to try vegan food, let alone cook it, which is disappointing – it's not asking much for them to show a little interest. So, anyway, I just cook all my meals for myself now. I'm gradually getting the hang of it, and I like the independence it brings.

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Reading & Use of English Part 7

GOING VEGAN

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Reading & Use of English Part 7

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Which person states the following?

People are always surprised by how tasty vegan food can be.

Reading & Use of English Part 7

B SARAH

My dad had the biggest problem with it, and he kept sending me articles warning of the pitfalls of a plant-based diet. **I tried to put his mind at rest** by telling him I was taking supplements, but that just served to reinforce his idea that I wasn't eating properly.

Which person states the following?

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GOING VEGAN

Five people share their experiences of becoming vegan.

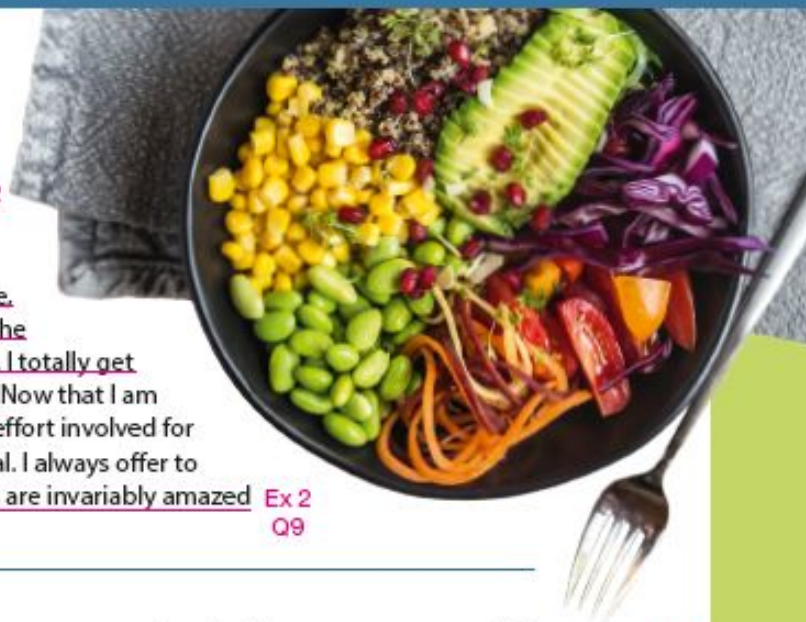


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Ex 2
Q4

Ex 2
Q9



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Ex 2
Q7

Ex 2
Q2

Ex 2
Q10

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Macmillan Education (2021)

MACMILLAN EDUCATION
ENGLISH WEDNESDAYS

Vocabulary Record

GOING VEGAN p.176/177

10 I received a great deal of advice.

28 My attempts to reassure him...

3E I regret not having become a
↓
vegan before

7B There were concerns that
I was putting my health at risk.

8D It's important to make the
change gradually.

I got loads of useful tips

I tried to put his mind at rest

I wish I'd done it ages ago.

My parents were worried that
this could have serious consequences
for me/my health

The key is to do it in stages.

Vocabulary & Paraphrasing

A (1) *Placed / Fixed / Set* in an area of outstanding beauty, Langton Farm is an ideal location for getting away from it all. We have over 300 spacious (2) *itches / parcels / lands* for caravans and tents, as well as a number of bungalows which are (3) *disposable / obtainable / available* to rent. There's always (4) *plenty / variety / choice* to do at Langton Farm. In addition to the heated, covered pool and games room, we provide a (5) *long / wide / high* range of activities for all the family every day of the week.

B Book a relaxing (6) *accommodation / reserve / stay* in one of the country's top holiday (7) *resorts / stations / posts* and discover the stunning western shoreline. The four-star Blue Bay Hotel (8) *poses / offers / stands* breathtaking views of the ocean, and the spectacular mile-long sandy beach is just a short walk (9) *afar / away / aside*. An excellent selection of shops, restaurants and nightclubs is also within easy (10) *reach / stretch / touch*, making this the perfect place to spend your holiday on the coast.



C Whether you're looking for a pet-friendly cottage in the countryside or a city-centre flat with disabled (11) *facilities / instalments / elements*, we have something to (12) *agree / suit / allow* your requirements. Search our extensive database for the perfect accommodation in a variety of popular holiday (13) *destinies / destinations / designations*. And if you're planning a last-minute (14) *runaway / breakaway / getaway* we offer special discounts for late bookings. All properties are (15) *fully / greatly / entirely* equipped with bed linen, towels and kitchen appliances to make your holiday as easy as possible.

Vocabulary & Paraphrasing



C Whether you're looking for a pet-friendly cottage in the countryside or a city-centre flat with disabled **(11)** *facilities / instalments / elements*, we have something to **(12)** *agree / suit / allow* your requirements. Search our extensive database for the perfect accommodation in a variety of popular holiday **(13)** *destinies / destinations / designations*. And if you're planning a last-minute **(14)** *runaway / breakaway / getaway* we offer special discounts for late bookings. All properties are **(15)** *fully / greatly / entirely* equipped with bed linen, towels and kitchen appliances to make your holiday as easy as possible.

Vocabulary Record

UNIT 8 P.118 Travel & holidays

11 a flat with disabled facilities

a flat which is equipped for people with disabilities

12 we have something to suit your requirements

... sth / which is perfect for your needs
/ to satisfy your

13 a variety of popular holiday destinations

a range of places where many people spend their holiday
go on

14 you're planning a last-minute getaway

you're only now preparing to go away in the next few days

15 the property is fully equipped with bed linen

the property has a complete supply of sheets

Vocabulary & Paraphrasing

One word to complete expressions/collocations

Whether you're looking for a pet-friendly cottage in the countryside or a city-centre flat **with disabled** (11) _____ (*which is equipped for people with disabilities*), we have something **to suit your** (12) _____ (*which is perfect for your needs*). Search our extensive database for the perfect accommodation in a variety of **popular holiday** (13) _____ (*places where many people spend their holiday*). And if you're **planning a last-minute** (14) _____ (*only now preparing to go away in the next few days*), we offer special discounts for late bookings. All properties are **fully** (15) _____ **with** (*have a complete supply of*) bed linen and kitchen appliances to make your holiday as easy as possible.

Vocabulary & Paraphrasing

One word to complete expressions/collocations

Whether you're looking for a pet-friendly cottage in the countryside or a city-centre flat **with disabled** (11) facilities (*which is equipped for people with disabilities*), we have something **to suit your** (12) requirements (*which is perfect for your needs*). Search our extensive database for the perfect accommodation in a variety of **popular holiday** (13) destinations (*places where many people spend their holiday*). And if you're **planning a last-minute** (14) getaway (*only now preparing to go away in the next few days*), we offer special discounts for late bookings. All properties are **fully** (15) equipped **with** (*have a complete supply of*) bed linen and kitchen appliances to make your holiday as easy as possible.

Using transformations for Testing or Revision

The property has a complete supply of bed
linen.

FULLY

The property _____ bed linen.

Using transformations for Testing or Revision

The property has a complete supply of bed linen.

FULLY

The property *is fully equipped with* bed linen.

Using transformations for Testing or Revision

I tried to reassure him by telling him I was taking supplements.

MIND

I tried to _____ rest by telling him I was taking supplements.

Using transformations for Testing or Revision

I tried to reassure him by telling him I was taking supplements.

MIND

I tried to *put his mind at* rest by telling him I was taking supplements.

Dealing with unknown vocabulary

*[Students] should develop strategies for operating independently of reference books by, for example, **guessing the meaning of unknown words from the context**, as they are not permitted to take dictionaries into the exam with them.*

Dealing with unknown vocabulary

The Isle of Muck

... *crouches down* *creeps up* ...

... *hop off (the boat)* *we stride along*

Dealing with unknown vocabulary

The Isle of Muck

... *crouches* down *creeps* up ...

... *hop off* (the boat) we *stride* along

An Atlantic *gale* ... The *howling* wind ...

... clouds *dump* rain rain *drifts* towards us.

Dealing with unknown vocabulary

The Isle of Muck

... *crouches* down *creeps* up ...

... *hop off* (the boat) we *stride* along

An Atlantic *gale* ... The *howling* wind ...

... clouds *dump* rain rain *drifts* towards us.

Herding the ... *flock* of sheep.

... *tapping* their boots

... a *glowing* fire ...

READY FOR READING

Introduction

In Parts 5 to 7 of the Reading and Use of English paper there are three extended texts, each accompanied by a different reading comprehension task.

Reading and Use of English Part 5 Multiple choice

1 Part 5 consists of a text followed by six multiple choice questions, each with four options. Before answering the questions, you should always read the text through quite quickly to get an idea of the overall meaning. Read *A Scottish wildlife safari* on page 62 and answer the following question.

Which animals and birds does the writer say he and his family saw on the safari?

2 In all of the reading tasks there will inevitably be words you do not know the meaning of. On many occasions, it is not essential for you to understand these words in order to complete the task, and you can ignore them. However, you may be able to use the context in which the word appears to help you work out the approximate meaning.

Find the four words and phrases below in the second paragraph of the article, and then use the context and the clues you are given to work out the approximate meaning of each one.

- 1 **embellished** This clearly means 'written' in some way. How would you expect the name of the company to be written on the minibus?
- 2 **beaming** We are told that Ian has a 'cheerful, friendly manner'. So what might he be doing to give the impression that a part of his face goes 'from ear to ear'?
- 3 **hit it off** Would Ian's personality have a positive or negative effect on his relationship with the writer and his family?
- 4 **signed up for** In the next sentence, the writer says there are four empty seats. So what has 'no one else' done?

3 Use context to work out the meanings of the words in bold in the third paragraph.



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READY FOR READING

A SCOTTISH WILDLIFE SAFARI

It's nearly one o'clock and I'm waiting impatiently with my wife and two daughters in a car park on the edge of the Scottish town of Fort William. We've arranged to meet Ian MacLeod, a local guide who'll be taking us on a half-day tour to see, we hope, some of the area's rich diversity of wildlife – seals, ospreys, sea birds and maybe even deer or an eagle. There's no guarantee, of course, as animals come and go as they please, but the numerous five-star reviews online have led us to believe that we will be in the best hands possible.

On the hour, a minibus with the words 'Wild West Safaris' emblazoned on its side pulls into the car park and our seats are beaming from ear to ear. It's difficult not to warm to his cheerful, friendly manner and we all seem to hit it off with him from the start. This is particularly reassuring, since no one else has signed up for today's safari. It's just the five of us in the 9-seater minibus. 'I have to compete with a number of other attractions,' says Ian, by way of explanation. 'The Jacobite steam train, Loch Ness boat trips, the tree-top rope course... A lot of families on holiday here opt for those things first.' So, probably, would we, I reflect silently, if the decision were left to my teenage daughters.

We set off. Not far from Fort William we take the car ferry across a narrow **stretch** of water to Corran, and then follow the road that **skirts** the waters of Loch Linnhe. The side's not fully in yet, so we should see some seals along here,' Ian predicts. And sure enough, five minutes later we are rewarded with the sight of a dozen or so harbour seals, **clinging** resolutely to a small rock as the water rises slowly around them. It's a first for my daughters and their excitement is **palpable**. So too is their father's sense of relief and satisfaction – this was all his idea, after all.

We're soon back in the minibus and heading off further down the loch to look for ospreys. We park up in a small lay-by and while our guide boils up water on a camping stove for a cup of tea, we scan the loch for movement. 'If only it were,' he replies, when we ask him if this is his sole occupation, but he adds quickly, 'I really can't complain, though.' He explains that he also drives doctors out to patients in remote areas, a job which affords him plenty of quiet moments in which he can read up on the region's flora and fauna, local history and even geology. Information he can pass on to his grateful safari customers.

And he really is a mine of information, we learn about the Ice Age in Scotland, the Jacobite rebellions of the 18th century, the healing properties of the plants we see, the biting habits of midges (the west coast's ubiquitous mosquitoes), and, to help us become independent wildlife observers, the ideal places to spot various Scottish animals in our own time. Which is a good job, because although we see several interesting water birds such as elder ducks and mergansers, the osprey doesn't seem to want to show its face today.

Time's up, though – there's a ferry to catch and Ian's evening shift begins soon. We take the same road back to Corran, pleased as the day's results but slightly disappointed not to have seen our first ever wild osprey. Suddenly Ian glimpses something out of his side window. 'Clear!' he shouts and we scream to a halt. There's pure delight in his voice and for a brief moment, he's one of us. He's lived in the area for over thirty years, but he cannot hide his excitement at seeing this most elusive of creatures, as if for the first time. No wonder he loves his job.

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

- 1 In the first paragraph, the writer suggests that Ian
 - A has many satisfied customers.
 - B has a very informative website.
 - C is not the most punctual of people.
 - D is not confident they will see much.

- 2 In the second paragraph, we learn that some visitors to the area
 - A do not turn up for tours they have booked.
 - B do not want to travel in a crowded minibus.
 - C do not find Ian very easy to get on with.
 - D do not consider a wildlife safari a priority.

- 3 How did the writer feel when they saw the seals?
 - A impressed by the accuracy of Ian's predictions
 - B reassured that he had made the right choice of activity
 - C surprised at how quickly they had spotted some wildlife
 - D pleased that his daughters had been the first to see them

5 **SPEAK** Would you be interested in going on a wildlife tour with a guide? Why/Why not?

- 4 What does Ian say about his work as a wildlife safari guide?
 - A It is not as profitable as his other job.
 - B It used to be his only source of income.
 - C He wishes he could dedicate himself full-time to it.
 - D There are certain aspects of it that he doesn't like.
- 5 What does 'Which' refer to in line 67?
 - A an otter
 - B being a wildlife guide
 - C the writer's family holiday
 - D learning where to look for wildlife
- 6 When the writer says 'he's one of us' in line 67 he means that Ian and the writer's family
 - A have never seen an otter in the wild before.
 - B react to seeing the otter in the same way.
 - C watch the otter together from the roadside.
 - D are very noisy in the presence of the otter.

62

Dealing with unknown vocabulary

On the hour, a minibus with the words 'Wild West Safaris' _____ on its side pulls into the car park and out steps Ian, _____ from ear to ear. It's difficult not to warm to his cheerful, friendly manner and we all seem to _____ him from the start. This is particularly reassuring, since no one else has _____ today's safari. It's just the five of us in the 9-seater minibus.

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On the hour, a minibus with the words 'Wild West Safaris' **emblazoned** on its side pulls into the car park and out steps Ian, _____ from ear to ear. It's difficult not to warm to his cheerful, friendly manner and we all seem to _____ him from the start. This is particularly reassuring, since no one else has _____ today's safari. It's just the five of us in the 9-seater minibus.

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On the hour, a minibus with the words 'Wild West Safaris' **emblazoned** on its side pulls into the car park and out steps Ian, **beaming** from ear to ear. It's difficult not to warm to his cheerful, friendly manner and we all seem to **hit it off with** him from the start. This is particularly reassuring, since no one else has **signed up for** today's safari. It's just the five of us in the 9-seater minibus.





**MACMILLAN EDUCATION
ENGLISH WEDNESDAYS**

Reading & Use of English Part 5

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as _____ as I'd first thought. He wasn't exactly muscular, but he wasn't _____ either.

Reading & Use of English Part 5

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't _____ either.

Reading & Use of English Part 5

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy-looking either.

Reading & Use of English Part 5

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy-looking either.

What do we learn about Caitlin's reactions to the boy?
C She realised her first impression of him was inaccurate.

Reading & Use of English Part 5

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as _____ as I'd first thought. He wasn't exactly muscular, but he wasn't _____ either.

What do we learn about Caitlin's reactions to the boy?
C She realised her first impression of him was inaccurate.

Use of English

Language focus Comparisons

1 Complete the following sentences from *My digital detox*. If a word is given in brackets, write the correct form of that word. You may need to write more than one word.

- 1 But as we all know, there is another, _____ (dark) side to it all. (line 25)
- 2 I was ... spending more _____ four hours online; not as much _____ some people, perhaps ... (lines 15–17)
- 3 Our phone addiction, we are told, is making us _____ (anxious) and depressed. (lines 26–27)
- 4 Social media can cause young people in particular to feel _____ (confident), as they continually compare themselves to their peers; so-and-so looks _____ (good), wears _____ (trendy) clothes, has _____ (expensive) holidays, leads a _____ (interesting) life. (lines 27–31)
- 5 I took what I considered to be the _____ (useful) ideas from a number of books and websites I consulted. (lines 37–38)
- 6 The _____ time I spend on my phone, the _____ time I have to myself. My imagination wanders _____ (freely), ideas for articles come _____ (easily) and assignments are completed _____ (quickly). (lines 65–68)

Now check your answers in the article on page 36.

2 Why are the following forms of the bracketed words in Exercise 1 incorrect?

more dark anxiouser expensiver usefullest freerier

3 What are the comparative and superlative forms of these adjectives and adverbs.

strange fast hot happy slowly difficult common bad far

strange, stranger, the strangest

4 Go to *Ready for Grammar* on page 208 to check your answers to Exercises 2 and 3, and for further rules and practice.

5 Write down one example for each of the following:

- the best type of pet
- the best smartphone
- your favourite singer or band
- a film you really enjoyed
- a sportsman or woman you admire
- a favourite holiday destination

6 **SPEAK** Work in small groups. Try to persuade the other members of your group that your choices are better than theirs.

Cats are the best pets to have. They're far more independent than most other animals.



Language focus

Language focus Comparisons

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- The _____ time I spend on my phone, the _____ time I have to myself. My imagination wanders _____ (freely), ideas for articles come _____ (easily) and assignments are completed _____ (quickly). (lines 65–68)

Now check your answers in the article on page 36.

- Why are the following forms of the bracketed words in Exercise 1 incorrect? more dark, anxiouser, expensiver, usefullest, freelier
- What are the comparative and superlative forms of these adjectives and adverbs.
strange, fast, hot, happy, slowly, difficult, common, bad, far
strange, stranger, the strangest
- Go to **Ready for Grammar** on page 208 to check your answers to Exercises 2 and 3, and for further rules and practice.
- Write down one example for each of the following:
 - the best type of pet
 - the best smartphone
 - your favourite singer or band
 - a film you really enjoyed
 - a sportsman or woman you admire
 - a favourite holiday destination
- SPEAK** Work in small groups. Try to persuade the other members of your group that your choices are better than theirs.
Cats are the best pets to have. They're far more independent than most other animals.



Language focus

Grammar reference

READY FOR GRAMMAR

3 Comparisons

Form

Add **-er** and **-est** to form the comparative and superlative of regular one-syllable adjectives, or **-r** and **-st** for adjectives ending in **-e**. Double the consonant if the adjective ends in a short vowel and a consonant.

Adjective	Comparative	Superlative
cheap	cheaper	the cheapest
late	later	the latest
thin	thinner	the thinnest
sincere	more sincere	the most sincere
happy	happier	the happiest

Use **more** and **the most** before adjectives with more than one syllable. Change **y** to **i** and add **-er** and **-est** to adjectives ending in **-y** after a consonant.

clever	cleverer/more clever	the cleverest/the most clever
quietly	more quietly	the most quietly
fast	faster	the fastest
good/well	better	the best
bad/badly	worse	the worst
far	further/farther	the furthest/farthest

Use

- To talk about people or things that are different in some way, use comparative forms of adjectives/adverbs + **than**.
I think listening is more difficult than reading.
For small differences use **a bit**, **a little**, **slightly** before comparatives.
Your lounge is slightly bigger than ours.
For big differences use **much**, **(quite) a lot**, **far**, **significantly**.
My new car's much faster than my old one.
- To emphasise the difference between one person or thing from all the others, use **by far** or **easily** before superlatives.
This is by far the best book I've ever read.
Use it before a noun when specifying the group.
Steven's the naughtiest boy in the class.

Less and **fewer** are the opposites of **more** and **most**.
Rugby is less popular than football here.
This is easily the least friendly bar in town.

Use **less** and **(the) most**, they can be used without a noun.

You should eat less and exercise more.
Use **less/fewer** with uncountable nouns, and **fewer/fewest** with plural countable nouns.

I'm eating less chocolate and fewer sweets.

Use **(just) as + adjective/adverb + as** to show similarities.

She's just as intelligent as her sister.
So can replace the first **as** after **not**, when describing differences.

It's not so difficult as I thought it would be.
Not so becomes **not such** if a noun is used.

Maybe this isn't such a good idea as I thought.
To describe small differences, use **not quite**, **nearly**, **almost**.

He's not quite so impatient as his brother.
To describe big differences use **not nearly**.

Her new film isn't nearly as bad as her last one.
Use **as much** with uncountable nouns, and **as many** with countable nouns, or on their own.

I haven't got as many chips as Sally.
I don't weigh nearly as much as I used to.

Use **be (just, not) nearly, almost, not quite** the same + noun + **as** to show similarities and differences.

Possible nouns include **age**, **colour**, **height**, **length**, **size**, **weight**, **width**.

My mum is almost the same age as my dad.

Use the + comparative, the + comparative for changes which occur together; the second is often the result of the first.

The more money I have, the faster I spend it.

Use the following structure to describe similarities and differences: **(little/no/not) a lot of/(not) a great deal of/not much difference between**.

There isn't much difference between my job and yours.

Use **verb + more of/a/an + noun** in some collocations, e.g. **make more of an effort/a difference**, **be/become/pose more of a problem/challenge/threat/danger**.

In a fire, smoke can pose more of a danger than the actual flames.

READY FOR GRAMMAR

3 Comparisons

1 Complete the sentences with adjectives from the box. You may have to use the comparative or superlative form or you may not need to make any changes.

boring careful cold scary fast
good hard hot quiet tired

- I know the exam would be difficult, but I didn't expect it to be as _____ as that.
- Last summer was the _____ since records began, with temperatures reaching 40° in some parts of Britain.
- There are too many mistakes in this essay. You need to be a lot _____.
- He was very ill last week, but I'm pleased to say he seems to be getting _____ now.
- They put the heating on today so the school wasn't quite so _____ as it was yesterday.
- That was the _____ film I've ever seen. I almost fell asleep near the end.
- The later you go to bed, the _____ you'll feel tomorrow.
- We were the first guests to arrive at the party. We got there half an hour _____ than anybody else.
- Life in the countryside is so much _____ than in the city: no traffic, no crowds and no neighbours!
- The cheetah, which can run at a speed of 110 kilometres an hour, is the _____ animal in the world.

2 In 1–7, complete each gap with a word from the box, so that sentence b has a similar meaning to sentence a. You will need to use some words more than once.

as between great many more
much not same such the

- a Our television is almost as big as a double bed!
b Our television is almost the _____ size a double bed!
- a I used to be far more interested in playing video games than I am now.
b I'm _____ nearly as interested in playing video games now _____ I used to be.
- a My taste in music is very similar to that of my best friend.
b There's not a _____ deal of difference _____ my taste in music and that of my best friend.
- a The most stylish phone I've ever owned is the one I have now.
b I've never owned _____ a stylish phone the one I have now.
- a If I have a lot of screen time in the evening, it takes me a long time to get to sleep.
b The _____ screen time I have in the evening, _____ longer it takes me to get to sleep.
- a I study far less than I should; I'll need to work harder if I want to pass the First exam.
b I don't study nearly as _____ as I should; I'll need to make _____ of an effort if I want to pass the First exam.
- a I had fewer problems with this exercise than I thought I would.
b I didn't have as _____ problems with this exercise _____ I thought I would.

3 **SPEAK** Work in pairs. Discuss how true the sentences in Exercise 2 are for you.

Go back to page 35.



Word formation

A CHANGE FOR THE BETTER?

3

Word formation Nouns 1

1 Write the correct noun form of the words in brackets to complete these extracts from the listening. You may need to use a plural form.

- The _____ (compete) is usually organised in a different country every year.
- And that can be anything from storytelling to a dance or a theatre _____ (perform).
- It's good _____ (entertain) and a great way for the public to learn about the latest _____ (develop) in robot technology.
- ... the robots have to follow their designers' spoken _____ (instruct) ...

2 Use the suffixes in the box to create nouns from the words in 1-6. The same suffix is required for all four words in each group. The final word in each group also requires a spelling change. There is an example at the beginning (0).

-ance -ation -ence -less -ly -ness -ment

- | | | | |
|------------|----------|------------|------------|
| 0 object | react | predict | convert |
| objection | reaction | prediction | conversion |
| 1 enjoy | treat | govern | argue |
| 2 original | popular | major | able |
| 3 appear | assist | annoy | tolerate |
| 4 sad | weak | careless | lonely |
| 5 inform | resign | present | explain |
| 6 differ | exist | depend | obey |



3 Use the word given in capitals at the end of some of the lines to form a noun that fits in the gap in the same line. You may need to use a plural form. The first one has been done for you.

- Carla could not hide her amusement at the sight of her father's first-ever laptop. He had quite a _____ of what he called 'technological antiques' and this was his favourite. It had plenty of _____ to her own model, but it was the weight and _____ of it that caused her to smile.

AMUSE
COLLECT
SIMILAR
THICK
ACTIVE
PAY
PERMIT
GENEROUS
DECIDE
DISAPPOINT
- One of the many _____ during our Science Week this year is a trip to the Technology Museum. A single _____ of £15 should be made by Friday, 7 October. Please also sign the attached form giving _____ for your child to attend.

PERMIT
GENEROUS
DECIDE
DISAPPOINT
- Aunt Gwen's _____ on birthdays was unquestionable but it had to be said that most of her present-buying _____ were not the best – a pink jumper and a romantic novel, for example. Prepared for _____, Paul unwrapped her gift and was amazed to find a top-of-the-range smartphone.

DISAPPOINT

Vocabulary Technology

SPEAK Look at the choices below. Which, if any, of the alternatives do you do? Which do you prefer doing? Give reasons for your answers.

- call people using a landline, smartphone, tablet, laptop or desktop computer
- communicate with people via email, text or social media
- use predictive text, abbreviations or whole words when messaging people
- access the Internet via smartphone, tablet, laptop, desktop or other device
- comment on posts, threads, blogs or photos
- share memes, GIFs or links on social media
- use a headset or chat to communicate with other players when gaming
- take photos with a camera, phone, tablet or other device



Word formation

A CHANGE FOR THE BETTER?

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Word formation Nouns 1

1 Write the correct noun form of the words in brackets to complete these extracts from the listening. You may need to use a plural form.

- The _____ (compete) is usually organised in a different country every year.
- And that can be anything from storytelling to a dance or a theatre _____ (perform).
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-ance -ation -ence -less -ity -ness -ment

- | | | | |
|------------|----------|------------|------------|
| 0 object | react | predict | convert |
| objection | reaction | prediction | conversion |
| 1 enjoy | treat | govern | argue |
| 2 original | popular | major | able |
| 3 appear | assist | annoy | tolerate |
| 4 sad | weak | careless | lonely |
| 5 inform | resign | present | explain |
| 6 differ | exist | depend | obey |

3 Use the word given in capitals at the end of some of the lines to form a noun that fits in the gap in the same line. You may need to use a plural form. The first one has been done for you.

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Vocabulary Technology

SPEAK Look at the choices below. Which, if any, of the alternatives do you do? Which do you prefer doing? Give reasons for your answers.

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- use predictive text, abbreviations or whole words when messaging people
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- comment on posts, threads, blogs or photos
- share memes, GIFs or links on social media
- use a headset or chat to communicate with other players when gaming
- take photos with a camera, phone, tablet or other device



4

A GOOD STORY

Word formation Participle adjectives and adverbs

To describe how we feel about something or someone we can use past participles as adjectives. *My younger brother got quite frightened during the final scene.*

To describe the thing or person that produces the feeling we can use present participles as adjectives. *It was quite a frightening scene.*

Adverbs can be formed from present participle adjectives.

It's expensive to go and see a film these days. Not surprisingly, cinemas are often half-empty.

1 Look back at the review of *Blade Runner 2049* on page 49 and find examples of adjectives and adverbs formed with -ing and -ed.

2 Write the past participle of each of the regular verbs from the box in the appropriate column in the table below, according to how the -ed ending is pronounced.

amuse bore disappoint disgust embarrass fascinate frustrate impress relax shock surprise tire worry

/d/	/t/	/ɪd/
amused	astonished	excited

3 The present participle (-ing) form of the verbs in Exercise 2 can all be used as adjectives, except in the case of one of the verbs. Which one is it and how is the adjective formed?

4 Complete each gap with the present or past participle form of an appropriate verb from Exercise 2. You may need to use an adverb. More than one answer may be possible.

- Ninety minutes is the ideal length for a film – after that I start to get _____.
- I find it so _____ when people talk during a film. Why can't they keep quiet?
- I tend not to watch sequels; you expect them to be as good as the first film, but they're often _____ poor.
- I fell asleep in the cinema once. I fell so _____; people were laughing at me.
- Documentary films about wildlife are _____; I learn so much from them.
- There's a _____ amount of violence on television and in films – I think they should impose stricter limits.

5 **SPEAK** Work in pairs. Discuss how true the sentences in Exercise 4 are for you.

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1 Read the following Writing Part 2 question then follow the instructions below.

Your teacher has asked you to write about a film you have seen recently for the school's English magazine. Write a review for the magazine, including a brief description of the plot, giving your opinions on the film and saying who you would recommend it to.

Put the stages (a–d) in the correct order to show a possible paragraph plan for a review. Then use the *Blade Runner 2049* review on page 49 to check your answer.

- A brief description of the plot.
- Comments on other aspects of the film and a recommendation.
- Introduction to the film, including an overall opinion and one or two facts, e.g. the main actors, type of film, etc.
- Opinions on specific scenes and the acting.

2 Write your answer to the question in Exercise 1 in 140–190 words. Follow the paragraph plan in Exercise 1 or use your own.

Useful language

In your review, include elements of the following language from this unit:

- relevant film vocabulary, e.g. stars ... as, is set in, plot, cast
- participle adjectives to express your opinion, e.g. stunning, disappointed

Word formation

A CHANGE FOR THE BETTER?

3

Word formation Nouns 1

1 Write the correct noun form of the words in brackets to complete these extracts from the listening. You may need to use a plural form.

- The _____ (compete) is usually organised in a different country every year.
- And that can be anything from storytelling to a dance or a theatre _____ (perform).
- It's good _____ (entertain) and a great way for the public to learn about the latest _____ (develop) in robot technology.
- ... the robots have to follow their designers' spoken _____ (instruct) ...

2 Use the suffixes in the box to create nouns from the words in 1–6. The same suffix is required for all four words in each group. The final word in each group also requires a spelling change. There is an example at the beginning (0).

-ance -ation -ence -less -ly -ness -ment

- | | | | |
|------------|----------|------------|------------|
| 0 object | react | predict | convert |
| 1 object | reaction | prediction | conversion |
| 1 enjoy | treat | govern | argue |
| 2 original | popular | major | able |
| 3 appear | assist | annoy | tolerate |
| 4 sad | weak | careless | lonely |
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MYSTERY AND IMAGINATION

9

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1 In these sentences from the listening, write the adverb formed from the adjective in brackets.

- They all laugh _____ (nervous).
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- _____ (regrettable), I have to say that I haven't seen any on the walks.

2 Check your answers in the **Audioscript** on page 242. What are the rules for the formation of the adverbs in the above examples?

3 Write the adverb formed from these adjectives. The same rule applies to both adjectives in each pair. There is an example at the beginning (0).

0 Example:

beautiful + beautifully total + totally

- | | | |
|--------------|---------------|-------|
| 1 complete | sole | _____ |
| 2 simple | responsible | _____ |
| 3 happy | extraordinary | _____ |
| 4 scientific | energetic | _____ |

4 Now write the adverbs formed from these words. These should be learnt separately.

- | | | |
|----------|--------|--------|
| 1 whole | 2 shy | 3 full |
| 4 public | 5 true | 6 day |



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1 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).

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2 **SPEAK** Tell the class about any other survival stories you know.

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When a helicopter pilot spotted an SOS sign made from rocks at Swift Bay, Western Australia in May 2017, a search (0) **IMMEDIATELY** began for a missing person. Someone had (1) _____ made a call for help in this (2) _____ remote part of the country, but police were unsure whether the sign was (3) _____ constructed or if it had been there for some time. They were unable to find anyone, although evidence of a camp was discovered. The mystery was solved when, (4) _____ after hearing about it, a man told police that the sign had been made in 2013 by his brother, Robert Rudd, after his yacht had become stranded in the bay. Rudd and a travelling companion had made it to shore (5) _____ in a small boat, but only after (6) _____ surviving an attack from a crocodile. They were (7) _____ rescued after living for several days off rations they had taken with them and fresh water they had found. (8) _____ for them, another yacht came by and found them before they ran out of food.

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- complete _____ sole _____
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 - happy _____ extraordinary _____
 - scientific _____ energetic _____

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- public _____ s true _____ e day _____



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10 NOTHING BUT THE TRUTH

Reading and Use of English Part 5 Multiple choice

1 SPEAK Work in pairs. Discuss the questions.

- Why might somebody hire a private detective?
- What image do you have of private detectives?
- What qualities do you think are required to do the job well?

2 Read through *Private Investigators Investigated* and compare your ideas in Exercise 1.

PRIVATE INVESTIGATORS INVESTIGATED

David Lee investigates the world of the private eye – and uncovers some surprising truths.

When I walk into the offices of Wright & Wrong Ltd, a predominantly female firm of private investigators, I am a little disappointed. My only previous contact with private detective agencies has been through black and white films from the golden age of Hollywood. So I am half expecting to see a small, dark, smoke-filled room, a single desk with an empty in-tray and a long, scruffy raincoat hanging from a hat stand.

Clearly, my romantic image of the profession needs updating. Wright & Wrong Ltd's offices are light and spacious and there are no ashtrays in sight on any of the desks or so desks. These are tidy and free of paper, but concentrated faces at large computer screens give the place a busy feel.

Jenny Wright, founder of the agency, is not surprised at my error and with a note of irritation in her voice, points to further misconceptions. 'Cinema and television are mostly to blame for our reputation. Contrary to popular belief, we always work strictly within the law – there's no violence, no break-ins, and certainly no guns. The laws relating to our activities are very tight and if we don't stick to them, there's a very real danger that the evidence we obtain will not be accepted in court.'

The types of cases her agency deals with are varied but the day-to-day work is often far from stimulating. Wright & Wrong Ltd handles anything from infidelity in a marriage or tracing a missing person to insurance fraud, employee theft and advising companies on security measures. 'Resolving a case is very rewarding' says Jenny, 'but the actual investigation can be rather dull. When we're not dealing with paperwork or internet searches, we're usually involved in surveillance. And that normally means just sitting around in cars or cafés for hours, waiting for something to happen.'

Not surprisingly, then, patience is an important asset for anyone doing this kind of work. Is that why nine of the twelve investigators in her team are women? 'Obviously, women don't have a monopoly on patience,' replies Jenny, 'but perhaps it's no coincidence that they tend to stay in the job longer than men.'

Jenny tells me that people's perceptions of women make them popular with clients, and also, consequently, with her as an employer. Women are often considered to be more sensitive than men. They're looked upon as less threatening when it comes to making inquiries. 'People open up to women more readily,' she says, 'and are relieved when a woman picks up the phone to speak to them. We're also good at breaking bad news. What may be a victory for the agency – filming someone doing something they shouldn't be doing, for example – tends not to be such a pleasant discovery for the client, and there's a right and wrong way of handling that information.'

Most of Jenny's clients are wealthy. The hourly rate is anything between sixty and a hundred pounds, so the cost of a single case will often run into thousands of pounds. Even with the latest hi-tech equipment, such as long-range listening devices, a surveillance campaign can last several days. 'The technology is freely available and most of what we do could be done by the clients,' explains Jenny, 'but they're reluctant to get involved. Finding out the truth is often just too painful to do on your own.'

I ask Jenny, a former night club owner, how she came to be a private detective. Her face turns red, she gives a slight grin and drops her voice to a whisper so as not to be overheard by her staff. 'I used to read a lot of crime novels,' she confides, 'and I started to think "I could do that". I went on a training course and realised I was in the wrong job! I am about to ask her whether she ever wears a long, scruffy raincoat, when her phone rings and she is called away on business.



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NOTHING BUT THE TRUTH **10**

3 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 does the writer discover on his visit to the offices of Wright & Wrong Ltd?
 - The firm is not as dynamic as he had been told.
 - The offices have recently been modernised.
 - All the private detectives in the firm are women.
 - He has an old-fashioned idea of private detectives.
- Jenny Wright is annoyed by
 - the strict laws controlling private detectives.
 - the inflexibility of the law courts.
 - the way her profession is represented in films.
 - the violence used by other detective agencies.
- According to Jenny, most of the work of a private detective is
 - monotonous.
 - challenging.
 - exhausting.
 - enjoyable.
- Jenny is influenced in her decision to take on women by
 - women's ability to get results.
 - the speed at which women work.
 - women's tendency to speak openly.
 - the way clients see women.
- What do we learn about Jenny's clients?
 - They cannot afford to buy the surveillance equipment.
 - They do not want to do the detective work themselves.
 - They object to paying such high prices for the work.
 - They prefer more than one detective to work on a case.
- How does Jenny feel about telling her story in the last paragraph?
 - embarrassed
 - frightened
 - proud
 - angry

4 SPEAK Work in pairs. Do you think you would make a good private detective? Why/Why not?

Word formation Participle adjectives and adverbs

1 Complete each gap in these sentences from *Private Investigators Investigated* with the correct adjective or adverb formed from the word in capitals at the end of the line. There is an example at the beginning (0).

0 David Lee ... uncovers some <u>SURPRISING</u> truths.	SURPRISE
1 When I walk into the offices ... I am a little _____ (3)	DISAPPOINT
2 Jenny Wright ... is not _____ at my error. (14)	SURPRISE
3 The types of cases her agency deals with are _____ (23)	VARY
4 ... but the day-to-day work is often far from _____ (24)	STIMULATE
5 'Resolving a case is very _____,' says Jenny. (28)	REWARD
6 Not _____, then, patience is an important asset. (33)	SURPRISE
7 They're looked upon as less _____ when it comes to making enquiries. (42)	THREAT
8 People ... are _____ when a woman picks up the phone to speak to them. (44)	RELIEF

2 Check your answers in the article. The relevant line numbers are given in brackets.

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Reading and Use of English Part 5 Multiple choice

- SPEAK** Work in pairs. You are going to read an article written by a woman called Rosie, who went travelling as part of a gap year between school and university. Look at the photographs. Where do you think each one was taken?
- Read *The trip of a lifetime* to check your ideas from Exercise 1.
- Read the text again and for questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

THE TRIP OF A LIFETIME

Rosie Casterton describes how she spent her gap year between school and university.

I felt slightly ashamed when my exam results came out, despite the loyal praise from my parents. The grades were more than respectable, but they weren't quite good enough for the university degree course I was hoping to do. I called the admissions office, asked them to reconsider, but the reply was unequivocal – I hadn't met the entry requirements, so I should make alternative plans. I slowly pulled myself together, gathered some perspective, began to feel proud of my achievements and vowed to turn disappointment into opportunity. I would take time out to travel, then supply the following year for a different course.

It would be stretching the truth to say that I intended to broaden my horizons, develop as a person, discover my true self. Things may have turned out that way in the end, but at the time, I knew only that I had a year on my hands, and an extended trip abroad sounded like a worthwhile way to spend it. Or at least part of it – I'd need to work first to fund myself, so I took a job as a receptionist at a local doctor's surgery. It was a tough six months; the patients were very demanding and I often got shouted at, but it gave me the opportunity to gain some work experience, develop some useful skills, and importantly, save money for the more enjoyable part of the year.

In the meantime, I managed to talk a friend from school into coming with me – Lowri, who also failed to get the grades she needed. After months of planning, we set off for Cusco in Peru, where we'd volunteered to work for two weeks in an orphanage. I'm not sure what good we thought we could do there. We took gifts of toys and played with the children, but I don't think our presence was of much value. The owners didn't expect a great deal from us and seemed more interested in the money we'd paid to be there, which went towards food, clothes and the upkeep of the building. Everything appeared unstructured and disorganised, but the children were full of life and clearly happy, so the orphanage was obviously doing something right.

The next six weeks we spent travelling around South America as part of a tour group. In Peru we went white water rafting, horse riding and then snowboarding on dunes by the desert oasis of Huacachita. In Bolivia, some courageous, if foolhardy members of the group cycled down the infamous Death Road. This no doubt earned them bragging rights for years to come, though personally, I'm content with being able to tell everyone that I saw the incredible Uyuni Salt Flats, vast plains of white salt which stretch out as far as the eye can see. Then in Brazil we spent time exploring parts of the Amazon, before finishing the tour in Rio de Janeiro.

After Rio we flew to South Africa, where we stayed for two weeks with friends in Johannesburg and Cape Town, and relaxed mostly, before moving on to the third and final stage of our trip in Thailand, Vietnam and Laos; another continent, different cultures, new experiences. Unlike in South America, nothing was pre-planned. We booked all the transport and cultural trips ourselves using local tour companies in each country, which added an element of spontaneity, and gave us more freedom of choice and a greater sense of independence.

And yes, when it all came to an end, I did feel I'd developed as a person. Travelling taught me so much. I learnt how to manage my money; I had to be organised and continually think ahead; I became more flexible and open-minded, readily adapting to a wide range of places, people and their cultures. Perhaps Lowri and I wereid things in this respect, maybe we should have heeded the old adage that 'less is more'. We packed as many countries into the four months as possible, and in doing so, gained only a very general idea of life in each one. Still, I'm sure I'll find time to go back to some of them in the future. Won't it?



- How did Rosie react after she received her exam results?
 - She felt that her family could have been more supportive.
 - She realised the goals she'd set herself had been unrealistic.
 - She thought her exams might have been marked incorrectly.
 - She gradually changed the way she felt about her grades.
 - What does Rosie say was her reason for travelling?
 - It would be more fun than working.
 - It seemed like a good use of her time.
 - It was a chance for self-improvement.
 - It would help her university application.
 - What does Rosie say about her experience in the Peruvian orphanage?
 - She thought the owners were not doing enough for the children.
 - She felt that her work was of little benefit to the orphanage.
 - She sensed that the children did not appreciate her gifts.
 - She had suspicions that the owners were corrupt.
 - What does 'earned them bragging rights' mean in line 45?
 - entitled them to receive special treatment
 - made them feel fortunate to have survived
 - gave them the opportunity to impress people
 - helped them appreciate the beauty of the country
 - What does 'which' refer to in line 55?
 - each country
 - local tour companies
 - transport and cultural trips
 - making our own bookings
 - In the final paragraph, Rosie suggests that she and her friend Lowri
 - might have benefited from visiting fewer places.
 - didn't leave themselves enough time to relax.
 - should have spent less time in each place.
 - took too many things with them.
- 4 SPEAK** Work in groups. If you could take a year off school or work, what would you do? Where would you go? How would you fund yourself?



Word formation: using coursebook texts

I felt slightly ashamed when my exam results came out, despite the loyal praise from my parents. The grades were more than respectable, but they weren't quite good enough for the university degree course I was hoping to do. I called the admissions office, asked them to reconsider, but the reply was unequivocal – I hadn't met the entry requirements, so I should make alternative plans. I slowly pulled myself together, gathered some perspective, began to feel proud of my achievements and vowed to turn disappointment into opportunity. I would take time out to travel, then reapply the following year for a different course.

Word formation: using coursebook texts

I felt slightly **ashamed** when my exam results came out, despite the loyal praise from my parents. The grades were more than **respectable**, but they weren't quite good enough for the university degree course I was hoping to do. I called the **admissions** office, asked them to reconsider, but the reply was unequivocal – I hadn't met the entry **requirements**, so I should make alternative plans. I slowly pulled myself together, gathered some perspective, began to feel proud of my **achievements** and vowed to turn **disappointment** into opportunity. I would take time out to travel, then reapply the following year for a different course.

Word formation: using coursebook texts

I felt slightly _____ when my exam results came out, despite the loyal praise from my parents. The grades were more than _____, but they weren't quite good enough for the university degree course I was hoping to do. I called the _____ office, asked them to reconsider, but the reply was unequivocal – I hadn't met the entry _____, so I should make alternative plans. I slowly pulled myself together, gathered some perspective, began to feel proud of my _____ and vowed to turn _____ into opportunity. I would take time out to travel, then reapply the following year for a different course.

SHAME

RESPECT

ADMIT

REQUIRE

ACHIEVE

DISAPPOINT

Word formation: using coursebook texts

I felt slightly ashamed when my exam results came out, despite the loyal praise from my parents. The grades were more than respectable but they weren't quite good enough for the university degree course I was hoping to do. I called the admissions office, asked them to reconsider, but the reply was unequivocal – I hadn't met the entry requirements so I should make alternative plans. I slowly pulled myself together, gathered some perspective, began to feel proud of my achievements and vowed to turn disappointment into opportunity. I would take time out to travel, then reapply the following year for a different course.

SHAME

RESPECT

ADMIT

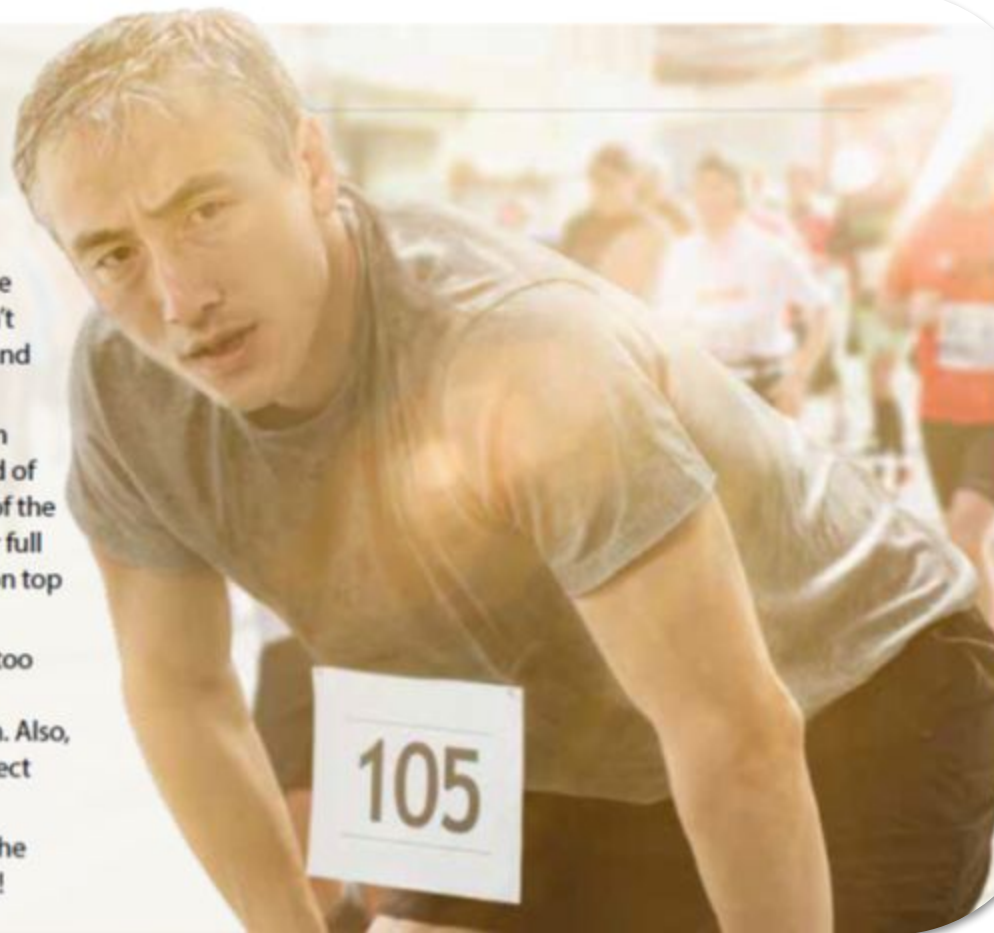
REQUIRE

ACHIEVE

DISAPPOINT

A STRANGE WAY TO ENJOY YOURSELF

- 1 Have you ever seen a smile on the face of a long-distance runner? Running ten kilometres or more certainly doesn't sound much fun, but this sport is a powerful addiction and once you've started, you'll find it difficult to give it up.
- 2 So what is the attraction of running? For me, whether I'm working or studying, there is no better way of getting rid of stress. I can think through my problems and at the end of the race I have the answers. And simply completing a half or full marathon increases my confidence and makes me feel on top of the world.
- 3 If you're thinking of taking it up yourself, don't try to do too much at the beginning. You should set yourself realistic targets and always do warm-up exercises before you run. Also, make sure you buy a good pair of running shoes to protect your knees and back from injury.
- 4 And don't be put off by the expressions on the faces of the runners – they're enjoying every minute, and so will you!



Word formation: using coursebook texts

A strange way to enjoy yourself

Have you ever seen a smile on the face of a long-distance **runner**? Running ten kilometres or more certainly doesn't sound much fun, but this sport is a powerful **addiction** and once you've started, you'll find it difficult to give it up.

So what is the **attraction** of running? For me, whether I'm working or studying, there is no better way of getting rid of stress. I can think through my problems and at the end of the race I have the answers. And **simply** completing a half or full marathon increases my **confidence** and makes me feel on top of the world.

If you're thinking of taking it up yourself, don't try to do too much at the beginning. You should set yourself **realistic** targets and always do warm-up exercises before you run. Also, make sure you buy a good pair of running shoes to protect your knees and back from **injury**.

And don't be put off by the **expressions** on the faces of the runners – they're enjoying every minute, and so will you!

Word formation list

WORD FORMATION LIST	
Adjectives: Negative prefixes	
un-	
unclear	impotent
uncommon	imperfect
unconcerned	impersonal
unhappy	impolite
unknown	impossible
unlikely	impractical
unlucky	improbable
unpleasant	
unreliable	
unselfish	
unsociable	
unsure	
unusual	
in-	
inaccurate	
incapable	
incompetent	
incorrect	
indirect	
inefficient	
inexperienced	
informal	
insensitive	
insignificant	
insincere	
insufficient	
intolerant	
dis-	
disabled	
dishonest	
disobedient	
dissatisfied	
il-	
illegal	
illegible	
illiterate	
illogical	
im-	
immature	
immodest	
immoral	

WORD FORMATION LIST	
photograph	photographer
play	player
research	researcher
ride	rider
run	runner
support	supporter
teach	teacher
train	trainer
walk	walker
win	winner
-ian	
Noun	Person
comedy	comedian
electricity	electrician
history	historian
library	librarian
magic	magician
mathematics	mathematician
music	musician
politics	politician
-ist	
Noun	Person
bicycle	cyclist
biology	biologist
economy	economist
novel	novelist
psychology	psychologist
science	scientist
tour	tourist
-or	
Verb	Person
act	actor
collect	collector
compete	competitor
construct	constructor
direct	director
instruct	instructor
invent	inventor
spectate	spectator
Nouns	
-al	
Verb	Noun
(dis)approve	(dis)approval
arrive	arrival
deny	denial
propose	proposal
refuse	refusal
rehearse	rehearsal
remove	removal
survive	survival
-ance	
Verb	Noun
(dis)appear	(dis)appearance
annoy	annoyance
assist	assistance
enter	entrance
perform	performance
tolerate	tolerance
Adjective	Noun
distant	distance
important	importance
relevant	relevance
-ance	
Verb	Noun
exist	existence
occur	occurrence
refer	reference
Adjective	Noun
absent	absence
(in)convenient	(in)convenience
(in)dependent	(in)dependence
different	difference
evident	evidence
innocent	innocence
intelligent	intelligence
(dis)obedient	(dis)obedience
(im)patient	(im)patience
present	presence
violent	violence
-ation	
Verb	Noun
adapt	adaptation
admire	admiration
apply	application
combine	combination
communicate	communication
consider	consideration

Quizlet: roynorris

The screenshot shows the Quizlet interface for a user named 'roynorris'. The main heading is 'Ready for B2 First 4th edition Word formation'. The left sidebar contains navigation options: 'Unidades', 'Carpetas' (highlighted), 'Synonyms', 'Ready for Advance...', 'Transformations fro...', 'Ver más', 'Crear una carpeta', 'Clases', 'Advanced Tirso 2020', 'Crear una clase', and 'Política de privacidad'. The main content area displays a grid of six word formation sets, each with a title, the number of terms, and the creator's name 'roynorris':

- Unit 12 Ready for B2 First 4th edition: Nouns (53 términos)
- Unit 2 Ready for B2 First 4th edition: Negatives (25 términos)
- Unit 2 Ready for B2 First 4th edition: People (25 términos)
- Unit 8 Ready for B2 First 4th edition: Adjectives (36 términos)
- Unit 9 Ready for B2 First 4th edition: Adverbs (32 términos)
- Unit 3 Ready for B2 First 4th edition: Nouns (51 términos)

At the bottom left, there is a 'Conectando...' status indicator.

Quizlet: roynorris

The image shows a screenshot of the Quizlet mobile application interface. At the top, there is a blue navigation bar with the Quizlet logo on the left, a search icon and 'Search' text in the center, and a 'Create' button on the right. Further right in the blue bar is an 'Upgrade to Teacher' button and a user profile icon labeled 'roynorris'. Below the blue bar, on the left side, is a white sidebar containing a 'Back' button, a 'CARDS' section with a progress bar showing 'PROGRESS 23/46', and three buttons: 'Play', 'Shuffle', and 'Options'. The main content area is a large white card with the word 'popular' centered on it. In the top right corner of the card, there are three icons: a pencil, a speaker, and a star. At the bottom of the screen, there are three circular navigation buttons: a back arrow, a play button, and a chat bubble. In the bottom right corner, there is a zoom level indicator showing '100%'.

Quizlet: roynorris

The screenshot displays the Quizlet mobile application interface. At the top, a dark blue header contains the Quizlet logo, a search bar, a 'Create' button, an 'Upgrade to Teacher' button, and a user profile for 'roynorris'. The main content area is a large white card with the word 'popularity' centered in a grey font. In the top right corner of the card, there are icons for editing, audio, and favoriting. On the left side, a sidebar shows a 'Back' button, a 'CARDS' section with a progress bar indicating '23/46' items, and three buttons: 'Play', 'Shuffle', and 'Options'. At the bottom of the screen, there are three navigation icons: a back arrow, a play button, and a message icon. The browser address bar at the very bottom shows a URL related to a flashcard set.

Quizlet Search Create Upgrade to Teacher roynorris

Back

CARDS

PROGRESS 23/46

Popularity

Play Shuffle Options

<http://mail.live.com/?ru=compose%3Fsubject%3DFlashcards+Unit+3+Ready+for+First+3rd+edition%3A+Nouns+%7C+Quizlet%26body%3Dhttps%3A%2F%2Fquizlet.com%2F187528293%2Fflashcards> 100%

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Quizlet: roynorris

The image shows a screenshot of the Quizlet mobile application interface. At the top, there is a blue navigation bar with the Quizlet logo on the left, a search icon and 'Search' text in the center, and a 'Create' button on the right. Further right in the blue bar is a teal 'Upgrade to Teacher' button and a user profile icon for 'roynorris'. Below the navigation bar, on the left side, is a white sidebar menu. It contains a 'Back' button with a left arrow, a 'CARDS' section with a card icon, a progress bar labeled 'PROGRESS' showing '39/46', and three buttons: 'Play' (with a play icon), 'Shuffle' (with a shuffle icon), and 'Options' (with a menu icon). The main content area is a large white rectangle displaying the word 'generosity' in a simple font. In the top right corner of this area are three small icons: a pencil, a speaker, and a star. At the bottom of the main area are three circular navigation buttons: a left arrow, a right arrow, and a card icon. In the bottom right corner of the app, there is a zoom level indicator showing '100%'.

Word formation: spelling

1	comparative	competative	communicative	imaginative
2	cloudy	windy	fogy	rainy
3	responsable	reasonable	reliable	respectable
4	financial	influencial	commercial	beneficial
5	numerous	dangerous	generous	disasterous

Word formation: spelling

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Writing

Ready for Writing

READY FOR WRITING

Writing Part 1 Essay

Type two

In the model answer below, **only one point of view is considered**. This is clearly stated in the first paragraph and supported with reasons in the subsequent paragraphs.

In your English class you have been talking about relationships with family and friends.

Now, your English teacher has asked you to write an essay.

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

Is it better to go on holiday with family or friends?

Notes

Things to write about:

- 1 which is cheaper
- 2 which is more fun
- 3 (your own idea)

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

Model answer

introduction, stating opinion	<u>Is it better to go on holiday with family or friends?</u> Provided there are reasonably strong and healthy relationships between parents and children, it is my opinion that a family holiday has more advantages than one with friends.	appropriately formal style
first reason (point 1 of Notes)	<u>To begin with</u> , it is much more economical to spend your holiday with your family, particularly if you are a teenager. Parents are happy to pay for almost everything, enabling their children to do things they would not be able to afford to if they were with friends.	
second reason (point 2 of Notes)	<u>Secondly</u> , even though the two types of holiday are very different, you can have just as much fun with your family as with your friends. Parents and children may not always agree on what to do each day, but this is also true between friends.	
third reason (point 3 of Notes)	<u>Finally</u> , an important advantage of having fun with your family is that it helps to strengthen relationships between the different members. In their busy lives, they have little time to spend with each other; a holiday helps bring everyone together in a relaxed situation.	
conclusion, restating opinion	<u>In conclusion</u> , whilst time spent away with friends can be very enjoyable, a holiday spent with the family has a much more beneficial effect.	use of linking words and phrases

Task

In your English class you have been talking about the effects of fame.

Now, your English teacher has asked you to write an essay.

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

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

Is it better to be famous or unknown?

Notes

Write about:

- 1 money
- 2 friends
- 3 (your own idea)

Ready for Writing

READY FOR WRITING

Writing Part 1 Essay

Type two

In the model answer below, **only one point of view is considered**. This is clearly stated in the first paragraph and supported with reasons in the subsequent paragraphs.

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second reason (point 2 of Notes)	<u>Secondly</u> , even though the two types of holiday are very different, you can have just as much fun with your family as with your friends. Parents and children may not always agree on what to do each day, but this is also true between friends.	appropriately formal style
third reason (point 3 of Notes)	<u>Finally</u> , an important advantage of having fun with your family is that it helps to strengthen relationships between the different members. In their busy lives, they have little time to spend with each other; a holiday helps bring everyone together in a relaxed situation.	use of linking words and phrases
conclusion, restating opinion	<u>In conclusion</u> , whilst time spent away with friends can be very enjoyable, a holiday spent with the family has a much more beneficial effect.	

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Is it better to be famous or unknown?

Notes

Write about:

- 1 money
- 2 friends
- 3 (YOUR OWN IDEA)

101

READY FOR WRITING

Writing Part 2 Article

You see this announcement in an international magazine.

MY IDEAL JOB

We're interested to know what jobs people would most like to do. Write us an article telling us what your ideal job would be and why. The best articles will be published in next month's magazine.

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

Model answer

interesting title to attract reader's attention	<u>Working with wildlife – natural!</u>	
opening sentence relevant to title	<u>What else would a wildlife student and born nature photographer possibly want to do?</u> Office jobs are dull, sales jobs are stressful and industry is out of the question. The ideal job for me is that of a warden on a nature reserve.	direct questions and statements addressed to the reader
a lively informal style throughout the article	<u>Can you imagine being outside all day, surrounded by nature and wildlife?</u> You would hear the sound of birdsong rather than the noise of traffic, smell flowers and trees instead of exhaust fumes and cigarette ash, and see peaceful rivers, not busy roads. <u>You have to admit</u> , those are wonderful working conditions.	internal linking devices
	Importantly, with a job like this, I would be doing something I believe in, helping to preserve the environment for future generations. <u>And</u> although I'd be far from built-up areas and large populations, I would still have contact with people through teaching visitors to the reserve about nature conservation.	
	Of course, it's not the best-paid job in the world. <u>But</u> I'd probably be able to afford to rent a small cottage with a cosy fireplace and a vegetable garden. It's not everybody's idea of luxury, but <u>personally I wouldn't imagine anything better</u> .	a closing comment

Task

Either:

a write your own answer to the task above in 140–190 words; or b answer the following question.

You see this announcement in your school's English-language magazine.

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

MY IDEAL EVENING OUT

We'd like to hear about your ideal evening out. Where would you go, who would you go with and what would you do? Write us an article answering these questions and giving your reasons. We'll print the three most interesting articles in next month's magazine.

Useful language for articles

Involving the reader	Attitude adverbs	
Can you imagine ...?	Naturally ...	Importantly ...
Have you ever ...?	Personally ...	(Not) surprisingly ...
How would you feel if ...?	Interestingly ...	Worryingly ...
Did you know that ...?	(Un)fortunately ...	
Just think ...		
You have to admit ...		

102

Ready for Writing

READY FOR WRITING

Writing Part 1 Essay

Type two

In the model answer below, **only one point of view is considered**. This is clearly stated in the first paragraph and supported with reasons in the subsequent paragraphs.

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Now, your English teacher has asked you to write an essay.

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Is it better to go on holiday with family or friends?

Notes

Things to write about:

- 1 which is cheaper
- 2 which is more fun
- 3 (YOUR OWN IDEA)

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

Model answer

Introduction, stating opinion
Is it better to go on holiday with family or friends?
 Provided there are reasonably strong and healthy relationships between parents and children, it is my opinion that a family holiday has more advantages than one with friends.

First reason (point 1 of Notes)
To begin with, it is much more economical to spend your holiday with your family, particularly if you are a teenager. Parents are happy to pay for almost everything, enabling their children to do things they would not be able to afford to if they were with friends.

Second reason (point 2 of Notes)
Secondly, even though the two types of holiday are very different, you can have just as much fun with your family as with your friends. Parents and children may not always agree on what to do each day, but this is also true between friends.

Third reason (point 3 of Notes)
Finally, an important advantage of having fun with your family is that it helps to strengthen relationships between the different members. In their busy lives, they have little time to spend with each other: a holiday helps bring everyone together in a relaxed situation.

Conclusion, restating opinion
In conclusion, whilst time spent away with friends can be very enjoyable, a holiday spent with the family has a much more beneficial effect.

appropriately formal style

use of linking words and phrases

Task

In your English class you have been talking about the effects of fame.

Now, your English teacher has asked you to write an essay.

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

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

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Notes

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You see this announcement in an international magazine.

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We're interested to know what jobs people would most like to do. Write us an article telling us what your ideal job would be and why. The best articles will be published in next month's magazine.

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

Model answer

Involving title to attract reader's attention
Working with wildlife – naturally!

opening sentence relevant to title
 What else would a wildlife student and born nature photographer possibly want? So, no office jobs are dull, sales jobs are stressful and industry is out of the question. The ideal job for me is that of a warden on a nature reserve.

a lively informal style throughout the article
Can you imagine being outside all day, surrounded by nature and wildlife? You would hear the sound of birdsong rather than the noise of traffic, smell flowers and trees instead of exhaust fumes and cigarette tar, and see peaceful rivers, not busy roads. **You have to admit**, those are wonderful working conditions.

direct questions and statements addressed to the reader
Importantly, with a job like this, I would be doing something I believe in, helping to preserve the environment for future generations. **And** although I'd be far from built-up areas and large populations, I would still have contact with people through teaching visitors to the reserve about nature conservation.

internal linking devices
Of course, it's not the best-paid job in the world. **But** I'd probably be able to afford to rent a small cottage with a cosy fireplace and a vegetable garden. It's not everybody's idea of luxury, but **personally** I wouldn't imagine anything better.

a closing comment

Task

Either:

a write your own answer to the task above in 140–190 words; or **b** answer the following question.

You see this announcement in your school's English-language magazine.

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Useful language for articles

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How would you feel if ...?	Interestingly ...	Worryingly ...
Did you know that ...?	(Un)fortunately ...	
Just think ...		
You have to admit ...		

102

READY FOR WRITING

Writing Part 2 Email and letter (Informal)

This is part of an email you receive from your English friend, Emma.

It was a brilliant holiday, but my health and fitness have suffered. Too many ice creams and not enough exercise! You're the healthiest person I know – can you give me some advice on how to get fit and healthy again?

Thanks
Emma

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

Model answer

Hi Emma

Thank you for your email. It sounds as if you had a good time on your holiday – perhaps a little too good! You definitely need to change some of those bad habits you picked up. **Firstly**, you should do some regular physical exercise. **If I were you**, I'd go jogging at least three or four times a week. You live in a beautiful area with lots of lovely country paths, **so** there's no excuse for not getting out and going for a run. It's **also** a good idea to leave the car in the garage and walk to the shops **instead**. They're not far from your house, and you'll be surprised how much better you'll feel as a result.

And as I'm sure you realise, you should also change your diet. **Try cutting down on** fried food, butter, cheese and fatty meat – **and cut out** ice creams completely! Getting fit and healthy takes time, so be consistent and don't **give up** after just a couple of weeks.

I hope that's useful. Good luck and let me know how you get on.

All the best,
David

language for giving advice

use of phrasal verbs

Task

This is part of an email you receive from your English friend, Simon.

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

I won't be here next week, as I've rented a holiday cottage with some friends near the coast. Unfortunately, it looks as if it's going to rain a lot, so we want to take some games with us to play in the house. Can you suggest any? How do you play them?

Thanks
Simon

Useful language for informal emails and letters

<p>Beginning the email/letter</p> <p>Thanks for your email/letter</p> <p>It was great/nice to hear from you.</p> <p>That's good news about/Pleaseased to hear about (the new house)</p> <p>It's a shame about/Sorry to hear about (your exam)</p> <p>(The holiday) sounds wonderful/terrible.</p> <p>Giving advice and making suggestions</p> <p>If I were you, I'd/wouldn't (take some board games).</p> <p>Make sure you (take a pack of cards).</p> <p>You could/should try (asking more about).</p> <p>It's (not) a good idea to (go on your own).</p> <p>It's best (not) to (do too much)</p>	<p>Ending the email/letter</p> <p>I hope that's useful/helpful.</p> <p>Let me know (what happens).</p> <p>Give my love/regards to (your mum).</p> <p>Looking forward to hearing from you.</p> <p>Hope to see you/hear from you soon.</p> <p>Closing phrases</p> <p>All the best</p> <p>Bye for now</p> <p>Best wishes</p> <p>(Lots of) love</p>
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Ready for Writing

Model answer

Introduction, stating opinion: Is it better to go on holiday with family or friends?
 Provided there are reasonably strong and healthy relationships between parents and children, it is my opinion that a family holiday has more advantages than one with friends.

First reason (point 1 of Notes): To begin with, it is much more economical to spend your holiday with your family, particularly if you are a teenager. Parents are happy to pay for almost everything, enabling their children to do things they would not be able to afford if they were with friends.

Second reason (point 2 of Notes): Secondly, even though the two types of holiday are very different, you can have just as much fun with your family as with your friends. Parents and children may not always agree on what to do each day, but this is also true between friends.

Third reason (point 3 of Notes): Finally, an important advantage of having fun with your family is that it helps to strengthen relationships between the different members. In their busy lives, they have little time to spend with each other; a holiday helps bring everyone together in a relaxed situation.

Conclusion, restating opinion: In conclusion, whilst time spent away with friends can be very enjoyable, a holiday spent with the family has a much more beneficial effect.

appropriately formal style

use of linking words and phrases

Model answer

interesting title to attract reader's attention: Working with wildlife – naturally!

opening sentence relevant to title: What else would a working student and keen nature photographer possibly want to do? Office jobs are dull, sales jobs are stressful and industry is out of the question. The ideal job for me is that of a warden on a nature reserve.

direct questions and statements addressed to the reader: Can you imagine being outside all day, surrounded by nature and wildlife? You would hear the sound of birdong rather than the noise of traffic, smell flowers and trees instead of exhaust fumes and cigarttes, and see peaceful rivers, not busy roads. You have to admit, those are wonderful working conditions.

informal linking devices: Importantly, with a job like this, I would be doing something I believe in, helping to preserve the environment for future generations. And although I'd be far from built-up areas and large populations, I would still have contact with people through teaching visitors to the reserve about nature conservation.

a lively informal style throughout the article

informal linking devices

a closing comment: Of course, it's not the best-paid job in the world. But, I probably be able to afford to rent a small cottage with a cosy fireplace and a vegetable garden. It's not everybody's idea of luxury, but personally, I couldn't imagine anything better.

Model answer

brief, relevant opening paragraph: Hi Emma
 Thanks for your email. It sounds as if you had a good time on your holiday – perhaps a little too good! You definitely need to change some of those bad habits you picked up.

use of linking words: Firstly, you should do some regular physical exercise. If you do go jogging at least three or four times a week, you live in a beautiful area with lots of lovely country paths, so there's no excuse for not getting out and going for a run. It's also a good idea to leave the car in the garage and walk to the shops instead. They're not far from your house, and you'll be surprised how much better you'll feel as a result.

appropriately informal style: And as I'm sure you realise, you should also change your diet. Try cutting down on fried food, butter, cheese and fatty meat – and cut out ice creams completely! Getting fit and healthy takes time, so be consistent and don't give up after just a couple of weeks.

appropriate ending: I hope that's useful. Good luck and let me know how you get on.
 All the best,
 David

language for giving advice

use of phrasal verbs

Introduction / Opening paragraph

First point

Second point

Third point

Conclusion / Closing comments

Ingredients for writing: **VALORE**

Ingredients for writing: **VALORE**

- **VARIETY**

range of vocabulary & structures

Ingredients for writing: **VALORE**

- **VARIETY** range of vocabulary & structures
- **ANSWER** underline key points in the question

Ingredients for writing: **VALORE**

- **VARIETY** range of vocabulary & structures
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- **LINKING** part of organisation / not only 'linkers'

Ingredients for writing: **VALORE**

- **VARIETY** range of vocabulary & structures
- **ANSWER** underline key points in the question
- **LINKING** part of organisation / not only 'linkers'
- **ORGANISATION** planning and logical paragraphs

Ingredients for writing: **VALORE**

- **VARIETY** range of vocabulary & structures
- **ANSWER** underline key points in the question
- **LINKING** part of organisation / not only 'linkers'
- **ORGANISATION** planning and logical paragraphs
- **REGISTER** formal, informal or neutral

Ingredients for writing: **VALORE**

- **VARIETY** range of vocabulary & structures
- **ANSWER** underline key points in the question
- **LINKING** part of organisation / not only 'linkers'
- **ORGANISATION** planning and logical paragraphs
- **REGISTER** formal, informal or neutral
- **ERRORS** check grammar, spelling, repetition ...

Cohesive devices

Conjunctions

Discourse markers

Demonstrative adjectives

Reference pronouns

Possessive adjectives

Adverbs of place and time

Ellipsis

Cohesive devices

Conjunctions

but, although, so, while

Discourse markers

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but, although, so, while

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as a result, anyway,

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however, fortunately

Demonstrative adjectives

this, that, these, those

Reference pronouns

she, him, this, one

Possessive adjectives

his, her, your, their

Adverbs of place and time

here, there, then

Ellipsis

I enjoyed the first series,

but not this one.

Gapped text reading: cohesive devices

- A Whichever of **these** reasons is correct, 'Black Friday' has only really caught on as a label within the last twenty years.
- B **These** might include stores artificially inflating prices on goods in advance, only to then 'slash' the cost back down to its original value, or temporarily selling inferior products just to meet demand.
- C In the last few years, there has been a trend towards offering bargains up to a week before Black Friday.
- D So Black Friday as we understand it today can be traced back at least **that far**.
- E The impact of **this** was only reduced if families used their additional leisure time to go to the stores.
- F **These** led to in-store security finding themselves unable to cope and the police having to intervene.
- G The phrase 'Black Friday' has been used around the world since at least the mid-19th century to refer to days of national disaster.

Don't forget!

Look for connections between the language in the missing sentences and the language in the text.

*To help you, some grammatical words (this, these and that far) are written in **bold** in both the base text and the missing sentences A–G.*

Substitution: avoiding repetition

did do not no one so

some there these this would yes

1 Many people prefer working from home. However, **working from home** is not always possible.

2 Are you the kind of person that doesn't know how to play a musical instrument but wishes they **knew how to play a musical instrument**?

3 You really should go and see this show; if **you don't go and see this show**, you'll regret it.

Speaking

Part 1
All 12 units

Part 2
8 units

Parts 3 & 4
6 units

Plus
Ready for Speaking

Speaking Part 3 Collaborative task

1 **SPEAK** Work in pairs. Here are some things that many people believe are important if we want to feel happy. Talk to each other about how important these things are for our personal happiness.



2 Now decide which two things are most important for our personal happiness.

How to go about it

- Part 3 is an interactive task. As well as giving your own opinions, ask your partner what they think, and respond to their comments by agreeing, disagreeing or adding a further comment. Give reasons for your opinions.
- Do not start to make your decisions for task 2 while you are doing task 1. In the exam you will not know what task 2 is until you have finished task 1.
- In task 2 you do not have to agree with your partner when making your final decision.
- In the exam you will have two minutes for task 1 and then one minute for task 2. However, while practising for the exam, in the early units of *Ready for First*, you can allow yourself more time.

Speaking Part 4 Further discussion

SPEAK In Part 4 of the Speaking test the examiner will ask you questions which are related to the topic in Part 3. Discuss the following questions.

What to expect in the exam

- A particular question may be directed specifically at you or your partner. Alternatively, you may both be asked the same question and encouraged to discuss your ideas together.
- In either case, you are expected to give full answers to the questions asked, with reasons for your opinions.
- What other things make you feel happy?
- Do you think having longer holidays would make people feel happier?
- Some people say that the best way to be happy is to make other people happy. What do you think?
- If something is making you feel unhappy, is it better to talk about it with your friends or your family?
- Some people like listening to happy music when they feel happy, and sad music when they feel sad. Why do you think this is?
- Do you think it is possible to be happy all of the time?



Pronunciation Connected speech: consonant-vowel linking

1 **6.3** In connected speech, when one word ends with a consonant sound and the next word begins with a vowel sound, the two sounds are often linked together without a noticeable pause between them.

Look at this example from the listening on page 90, then listen and repeat.
She's had it framed, and it's up on the wall in her living room.

2 Draw (✓) to predict which words are connected in sentences 1–5.

- 1 Ask Alan if he can come on Friday.
- 2 We live in a flat on the edge of town.
- 3 Pick it up and put it on the table.
- 4 I found a box of sweets in your room.
- 5 This town isn't big enough for both of us.

3 **6.4** Listen to the sentences from Exercise 2 to check your answers.

4 **SPEAK** Work in groups of three. Practise saying sentences 1–6 using consonant-vowel linking. Then time each other to see who can say all six sentences without stopping in the shortest amount of time.

- 1 Can I have an egg?
- 2 Can I have a box of eggs?
- 3 Can I have a box of eggs and an apple?
- 4 Can I have a box of eggs and a bag of apples?
- 5 Can I have half a box of eggs and a bag of apples?
- 6 Can I have eight and a half boxes of eggs and a bag of apples?



Pronunciation Silent vowels

1 In the middle of each of the following words there is a vowel which is not usually pronounced. Cross out the silent vowels and write down the number of syllables in each word. The first one has been done for you.

- | | |
|----------------------|---------------|
| 1 chocolate <u>2</u> | 4 frightening |
| 2 vegetable | 5 typically |
| 3 factory | 6 biscuit |

2 **12.4** Listen to check your answers to Exercise 1.

3 **12.5** Read out the following sentences. Take care to pronounce the words in bold with the correct number of syllables given in brackets. Then listen and check.

- 1 I work as a **secretary** (3) in a **reasonably** (3) large catering **business** (2).
 - 2 **Everyone** (3) has **different** (2) tastes and **preferences** (3).
 - 3 The **temperature** (3) in the **restaurant** (2) was very **comfortable** (3).
 - 4 I found the **documentary** (4) on the **history** (2) of food preparation very **interesting** (3).
 - 5 There are **several** (2) good **dictionaries** (3) of cooking terms in our food **literature** (3) section.
- 4 Complete the sentences so that they are true for you.
- My favourite type of chocolate is ...
 - The last documentary I saw was ...
 - I'm not at all interested in ...

5 **SPEAK** Work in pairs. Read aloud your sentences using the correct pronunciation.

My favourite type of chocolate is milk chocolate with fruit and nuts in it.



Go to Collocation Revision Units 1–12 on page 187.

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