Collins | English for Exams

SPEAKING FOR IELTS

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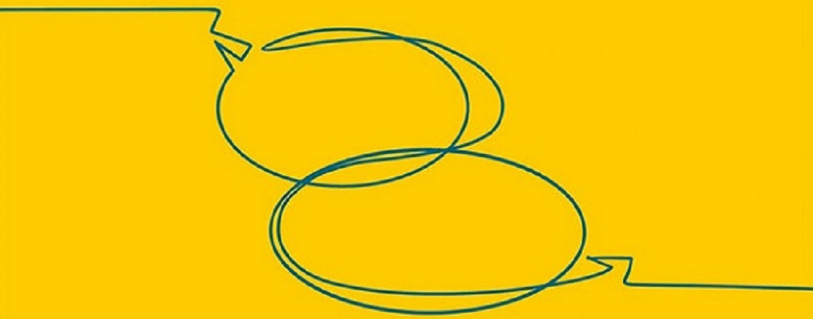

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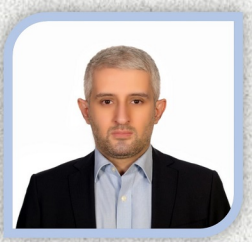

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تلفن هماهنگی: ۰۹۰۵۵۵۶۰۶۰۵

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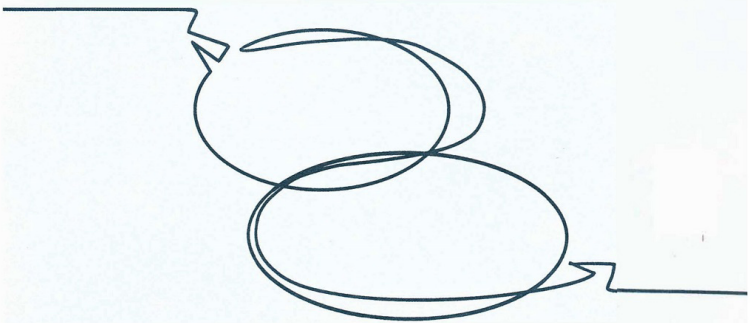

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Introduction

Who is this book for?

Speaking for IELTS will prepare you for the IELTS Speaking test whether you are taking the test for the first time, or re-sitting the test. It has been written for learners with band score 5–5.5 who are trying to achieve band score 6.5 or higher.

The structured approach, comprehensive answer key and model answers have been designed so that you can use the materials to study on your own. However, the book can also be used as a supplementary speaking skills course for IELTS preparation classes. The book provides enough material for approximately 50 hours of classroom time.

Content

Speaking for IELTS is divided into 12 units. Each unit focuses on a topic area that you are likely to encounter in the IELTS Speaking test. This helps you to build up a bank of vocabulary and ideas related to a variety of the topics.

Units 1–11 cover the vocabulary, grammar, pronunciation and exam techniques to prepare you for the IELTS Speaking test. Every exercise is relevant to the exam. The aims listed at the start of each unit specify the key skills, techniques and language covered in the unit. You work towards Unit 12, which provides a final practice IELTS Speaking test.

Additionally, the book provides examination strategies telling you what to expect and how best to succeed in the exam. *Exam information* is presented in clear, easy-to-read boxes. *Exam tips* in each unit highlight essential exam techniques and can be rapidly reviewed at a glance.

The *Pronunciation* sections will help you to improve your speaking skills and increase your awareness of the characteristics of natural spoken English. There are also *Watch Out!* boxes that will help you avoid common errors made in the exam. Finally, the *Exam tutor* at the end of each unit gives you the opportunity to revise and consolidate the exam skills you have studied.

Unit structure

Each of the first 11 units is divided into two parts.

Part 1 Language development introduces vocabulary, grammar and pronunciation related to the topic. A range of exercises gives you the opportunity to express complex ideas and opinions so that you are able to do so in the IELTS Speaking test. The vocabulary is presented using Collins COBUILD dictionary definitions. In every unit, you are given the opportunity to practise the new language you have learnt by attempting questions from Part 1, Part 2 and Part 3 of the IELTS Speaking test. These test questions increase your familiarity with the exam format and help to build your confidence.

Part 2 Exam skills teaches you exam techniques. The information and exercises raise your awareness of what constitutes an effective IELTS response and also provide you with strategies on how to achieve this. *Exam information* and *Exam tips* show you how to approach each question type and help you develop successful test-taking strategies. There is also an *Exam tutor* checklist after the exam practice that will help you assess your readiness for the actual exam.

Answer key and audio scripts

A comprehensive answer key is provided for all sections of the book including notes on why certain answers are correct or incorrect. You will also find full audio scripts of all speaking exercises at the back of the book.

Using the audio

This icon indicates that there is an audio track to listen to. You can download the audio files at www.collinselt.com/audio.

Using the book for self-study

If you are new to IELTS, we recommend that you work systematically through the 12 units in order to benefit from its progressive structure. If you are a more experienced learner, you can use the aims listed at the start of each unit to select the most useful exercises.

Each unit contains between three to four hours of self-study material. Having access to someone who can provide informed feedback on the speaking practice exercises is an advantage. However, you can still learn a lot working alone or with a study partner willing to give and receive peer feedback.

Part 1: Language development

Ideally, you should begin each unit by working through the *Part 1: Language development* exercises. Try to answer the questions without looking at a dictionary in order to develop the skill of inferring the meaning of unfamiliar words from context.

Part 2: Exam skills

Work through the *Part 2: Exam skills* from beginning to end. It is important to study the *Exam information* and *Exam tips* about each of the question types, so that you become familiar with how to approach the different question types in the exam. Doing this will also help you develop more general skills for speaking. This section also contains exam practice questions and the *Exam tutor*. After you have done the exam practice questions, it is a good idea to spend some time reviewing why certain answers are the correct ones, then work through the *Exam tutor*. For this reason, we suggest you approach this part in the following way:

Record your answers to the exam practice questions if you can. It will develop your self-awareness: you will be able to hear where your strengths lie and which aspects of your speaking you need to improve. In addition, hearing how your speaking has improved over time will increase your confidence and motivation. Once you have answered the practice IELTS Speaking questions, listen to the sample answers. You can also read the sample answers in the audio scripts section at the back of the book.

Unit 12 Practice exam

This is a complete Speaking practice test. This should be done under exam conditions including setting yourself the time limits that are suggested. There is also a sample answer for this exam so you can listen to the audio and read the audio script to further learn from the experience of sitting this practice exam.

Using the book in the classroom

If you are a teacher, you can use *Speaking for IELTS* either as your main IELTS coursebook or as a supplementary course. Detailed teacher's notes for each unit are available at: www.collinselt.com/teachielts.

The International English Language Testing System (IELTS) test

IELTS is jointly managed by the British Council, Cambridge ESOL Examinations and IDP Education, Australia. There are two versions of the test:

- Academic
- General Training

Academic is for students wishing to study at undergraduate or postgraduate levels in an English-medium environment.

General Training is for people who wish to migrate to an English-speaking country. This book is primarily for students taking the Academic version.

The test

There are four modules:

Listening
30 minutes, plus 10 minutes for transferring answers to the answer sheet
NB: the audio is heard *only once*.
Approx. 10 questions per section
Section 1: two speakers discuss a social situation
Section 2: one speaker talks about a non-academic topic
Section 3: up to four speakers discuss an educational project
Section 4: one speaker gives a talk of general academic interest

Reading
60 minutes
3 texts, taken from authentic sources, on general, academic topics. They may contain diagrams, charts, etc.
40 questions: may include multiple choice, sentence completion, completing a diagram, graph or chart, choosing headings, yes/no, true/false questions, classification and matching exercises.

Writing
Task 1: 20 minutes: description of a table, chart, graph or diagram (150 words minimum)
Task 2: 40 minutes: an essay in response to an argument or problem (250 words minimum)

Speaking
11–14 minutes
A three-part face-to-face oral interview with an examiner. The interview is recorded.
Part 1: introductions and general questions (4–5 mins)
Part 2: individual long turn (3–4 mins) – the candidate is given a task, has one minute to prepare, then talks for 1–2 minutes, with some questions from the examiner.
Part 3: two-way discussion (4–5 mins): the examiner asks further questions on the topic from Part 2, and gives the candidate the opportunity to discuss more abstract issues or ideas.

Timetabling
Listening, Reading and Writing must be taken on the same day, and in the order listed above. Speaking can be taken up to 7 days before or after the other modules.

Scoring
Each section is given a band score. The average of the four scores produces the Overall Band Score. You do not pass or fail IELTS; you receive a score.

IELTS and the Common European Framework of Reference

The CEFR shows the level of the learner and is used for many English as a Foreign Language examinations. The table below shows the approximate CEFR level and the equivalent IELTS Overall Band Score:

CEFR description	CEFR level	IELTS Band Score
Proficient user (Advanced)	C2 C1	9 7–8
Independent user (Intermediate – Upper Intermediate)	B2 B1	5–6.5 4–5

This table contains the general descriptors for the band scores 1–9:

IELTS Band Score		
9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language, with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

Marking

The Listening and Reading papers have 40 items, each worth one mark if correctly answered. Here are some examples of how marks are translated into band scores:

Listening:	16 out of 40 correct answers:	band score 5
	23 out of 40 correct answers:	band score 6
	30 out of 40 correct answers:	band score 7
Reading:	15 out of 40 correct answers:	band score 5
	23 out of 40 correct answers:	band score 6
	30 out of 40 correct answers:	band score 7

Writing and Speaking are marked according to performance descriptors.

Writing: examiners award a band score for each of four areas with equal weighting:

- Task achievement (Task 1)
- Task response (Task 2)
- Coherence and cohesion
- Lexical resource and grammatical range and accuracy

Speaking: examiners award a band score for each of four areas with equal weighting:

- Fluency and coherence
- Lexical resource
- Grammatical range
- Accuracy and pronunciation

For full details of how the examination is scored and marked, go to: www.ielts.org

1 People and relationships

Language development | Adjectives to describe personality; Relationship phrases; Adverbs to modify character adjectives; Using tenses correctly; Pronunciation: Weak and strong forms
Exam skills | What it means to 'know' a word
Exam practice | Parts 1, 2 and 3

Part 1: Language development

Vocabulary: Adjectives to describe personality





1 Match the adjectives (1–15) with their definitions (a–o).

1	ambitious _____	a	intelligent and able to understand things easily or plan things well
2	blunt _____	b	willing to listen to and consider other people's ideas and suggestions
3	clever _____	c	putting a lot of effort into your work
4	creative _____	d	saying exactly what you think without trying to be polite
5	good fun _____	e	can be trusted to work well or to behave in the way that someone wants you to
6	hard-working _____	f	unwilling to spend money
7	impatient _____	g	too quick to criticize people
8	judgemental _____	h	having confidence in your own abilities
9	nosy _____	i	with a strong desire to be successful, rich, or powerful
10	open-minded _____	j	very friendly and likes meeting and talking to people
11	outgoing _____	k	too easily offended
12	over-sensitive _____	l	interested in things that do not concern you
13	reliable _____	m	with the ability to invent and develop original ideas, especially in the arts
14	self-assured _____	n	easily irritated by things
15	stingy _____	o	enjoyable to be with because you say and do interesting or amusing things

Exam tip
The vocabulary on personality and relationships will be useful in Parts 1 and 2 of the exam if you are asked to talk about yourself or people you know.

2 Mark the positive adjectives in Exercise 1 with (+) and the negative adjectives with (–).

3 Which adjectives from Exercise 1 would you use to describe yourself?

I consider myself to be … *I would say I was …*

Vocabulary: Relationship phrases

4 Match phrases 1–8 with definitions a–h.

1 get on with somebody	a argue and stop being friendly with somebody
2 look up to somebody	b have a good relationship
3 be in touch with somebody	c gradually have a less close relationship with somebody
4 fall out with somebody	d be in communication with somebody
5 grow apart from somebody	e know somebody well and see or talk to them often
6 take after somebody	f have many childhood and adolescent experiences in common with somebody
7 grow up together/with somebody	g respect somebody
8 be close to somebody	h resemble somebody in your family (in appearance or personality)

Exam tip

Remember to use a good range of phrases to talk about relationships in the Speaking exam. This will help you get a better score.

5 Using phrases from Exercise 4, make eight sentences describing relationships you have.

I take after my dad – we're both quite careless.

6 01 Listen to three people talk about their relatives. Make notes as you listen. How do they describe their relatives and their relationships with them?

1 _____

_____

2 _____

_____

3 _____

_____

7 01 Listen again. Did you understand more this time? Make further notes above, if so. Look up any language you do not know in a dictionary and make a note of it.

Vocabulary: Adverbs to modify character adjectives

8 Listen to Track 01 again and notice how the adjectives describing character and personality are modified. Complete sentences 1–10 with the modifying adverbs you hear.

01

1 She's _____ outgoing.
2 She's _____ hard-working.
3 She can be _____ impatient.
4 He was _____ creative.
5 He's not _____ reliable.
6 She's _____ nosy.
7 She's _____ blunt.
8 She can be _____ stingy.
9 She's _____ clever.
10 She's _____ self-assured and ambitious.

Exam tip

If you use a character adjective to describe someone in the exam, you should expand on it or explain it, e.g. *She's really outgoing – she's always going out with friends and colleagues. He's not very reliable, so, for example, if I message him, he won't respond.*

9 Read the information in the box about modifying adjectives. Then write descriptions, similar to those on Track 01, about different members of your family. Include the following:

- Adjectives from Part 1 of this unit.
- Modifiers with the adjectives that help to explain or expand on each characteristic.
- At least one negative point for each person.

Watch out

Don't forget to add an *s* to present tense verbs for the third person (*he, she, it*), e.g. *She likes cooking.*

Modifying adjectives

1 We can use adverbs like *really* and *so* before a positive adjective:
*She's **really** outgoing. He was **so** creative.*

2 We can use the same adverbs before a negative adjective, but we normally do this only if we do not like the person or are angry with them.
*She's **so** nosy.*

3 If we say something negative about someone, e.g. *She is impatient*, or *He is unreliable*, it can sound rude or too direct. We often 'soften' negative comments for this reason. Here are two ways of doing this:
with *can be a bit*
*She **can be a bit** impatient.*
with *not very* + a positive adjective:
*He's **not very** reliable.*

Watch out

It can be difficult to know which negative prefix to use with a word, so make an effort to learn them, e.g. ***im**patient*, ***dis**loyal*, ***un**reliable*.

10 Read your descriptions in Exercise 9 then cover them and practise talking to an English-speaking friend about your relatives or record yourself. Doing this will help you practise your speaking skills and remember the vocabulary you have learnt.

Exam tip

Practise using the new language you learn, but don't memorise whole sentences or whole answers. You should speak spontaneously in the exam.

Speaking exam: Part 1

Exam information

Part 1: Introduction and interview (4–5 minutes)

- The examiner will introduce him/herself and confirm your identity.
- The examiner will then ask you general questions on some familiar topics such as home, family, work, studies and interests. In each unit of this book, you will practise answering Part 1 questions on one topic.
- Part 1 tests your ability to communicate opinions and information on everyday topics and common experiences or situations.

11 02 You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Try to use some of the vocabulary and language you have learnt in this unit.

12 03 Now listen to the sample answers and compare them to your own answers.

Exam information

Part 2: Individual long turn (3–4 minutes, including preparation time)

- The examiner will give you a task card that asks you to talk about a particular topic and includes points that you can cover in your talk. You do not have talk about the points in order.
- You will be given one minute to prepare your talk, and you will be given a pencil and paper to make notes (do not write on the task card).
- You must talk for one to two minutes on the topic.
- The examiner will then ask you one or two questions on the same topic.
- Part 2 tests your ability to talk at length, using appropriate language and organising your ideas coherently. You will attempt a Part 2 answer in each unit in this book.

Speaking exam: Part 2

13 Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one to two minutes.

> Describe a close friend.
>
> You should say:
> how long you have known this person
> how you met
> what kind of person he/she is
> and explain why you like him/her.

Exam tip

You can also use the vocabulary you have learnt in this unit to talk about friendship.

Grammar: Using tenses correctly

14 Read the exam questions below from Exercise 13. Which tenses are you likely to use in your responses?

1 How long have you known this person?
2 How did you meet?
3 What kind of person is he/she?
4 Explain why you like him/her.

15 04 Listen to the sample answer to the Part 2 Exam question in Exercise 13. Then read the extracts below. What tenses does the speaker use and why does he use those tenses?

1 We got to know each other on the tennis courts.
2 He'd often suggest doing something and I'd go along with it.
3 We've never fallen out.

Exam tip

In the exam, look carefully at the tenses used in the Part 2 questions, and listen carefully to the examiner to hear which tenses they use in their questions. Does the question relate to the past, present, future, or something imagined? This will help you use the correct tenses when you speak.

16 Now answer the Part 2 Exam question in Exercise 13 again. Try to aim for accuracy in your use of tenses.

Pronunciation: Weak and strong forms

17 Read sentences 1–5 and circle the prepositions.

1 Can I have a cup of tea?
2 We met at university.
3 I've known him for ten years.
4 I'm from Dubai.
5 It's quarter to ten.

Pronunciation

Some words have two pronunciations: a strong form and a weak form. In normal speech, we usually use the weak form, as in the sentences in Exercise 17.

18 05 Listen to sentences 1–5 from Exercise 17 and repeat them. Make sure you pronounce the weak forms of the prepositions correctly, but be careful not to stress them.

Exam tip

If you use weak forms correctly, you will be more fluent, and you will sound more like a native speaker. This will get you higher marks in the exam. Recognising weak forms will also help you understand the examiner more easily. It is easy to miss weak forms because they are unstressed.



19 06 Look at the table. Listen and repeat the strong and weak prepositions. Note that *to* and *for* have different weak forms when they come before vowel sounds.

Word	Strong form	Weak form(s)	Weak form before a vowel sound
to	/tuː/	/tə/	/tʊ/ e.g. *I'm going to Egypt.*
of	/ɒv/	/əv/, /ə/	-
at	/æt/	/ət/	-
from	/frɒm/	/frəm/	-
for	/fəɔː/	/fə/	/fər/ e.g. *This is for Andy.*

Watch out

Sometimes, even in fast speech, we use the strong form of a word:

- if we want to emphasise it, or contrast it with another word.
- if it comes before a pause.
- if it comes at the end of a sentence.

Pronunciation

Other function words (or grammatical words) also have weak forms. Some common ones are:

- positive auxiliary verbs (e.g. *can, must, do, shall, was, are*)
- pronouns (e.g. *her, you, them, your*)
- conjunctions (e.g. *and, but, because ('cos), than*)
- articles (*the, a, an*)

20 07 Underline the function words that you think are pronounced using a weak form. Then listen to check your answers and repeat the sentences.

1 She met her best friend at work and then they set up a business together.
2 He can play the piano really well because he had lessons for years when he was younger.
3 We helped them, but they didn't thank us.

Exam tip

A good dictionary will give you guidance on strong and weak pronunciations.

Practise using weak forms by choosing some sentences, marking the words with weak forms and then reading out the sentences.



Part 2: Exam skills

What it means to 'know' a word

1 Match words 1–7 with their more neutral synonyms a–g. Which of the words 1–7 are informal and which are old-fashioned?

1 mate	a parents
2 beau	b boyfriend
3 bloke	c friend
4 folks	d wife, husband or partner
5 kinsfolk	e man
6 other half	f members of a family
7 in-laws	g the parents of your husband or wife

Exam tip

In the Speaking exam, you will be assessed on your use of vocabulary. You should have a good range of vocabulary and know how to use the words. If you use slang, very formal or old-fashioned language in the exam, it might sound inappropriate.

2 To really *know* a piece of vocabulary, you should study the information in points 1–7. Choose five items of vocabulary you have learnt in this unit and, for each item, answer the questions in points 1–7.

1 What part of speech is it? For example, noun, verb, adjective or adverb.
2 What are the other parts of speech for that word? For example, *formality* (n), *formalise* (v), *formal* (adj), *formally* (adv).
3 Is the word slang, informal, formal, or old-fashioned? Is it used in all English-speaking countries or just in some countries? For example, *bloke* is used in the UK but not in the US.
4 Does the word have any connotations you should be aware of? For example, both *slim* and *skinny* mean *thin*, but *skinny* is insulting and *slim* is complimentary.
5 How do you pronounce the word, and which syllable is stressed? For example, *boyfriend* /bɔɪfrend/.
6 Note the grammar of the word or phrase. Is it an irregular verb (for example, *seek–sought–sought*) or a noun with an irregular plural (for example, *man–men*)? Is it followed by a particular preposition (for example, *be anxious* ***about*** *something*)?
7 Are there any useful collocations? For example, collocations with the word *friend* include: *a close friend, make friends (with somebody), a circle of friends.*

Speaking Part 3

Exam information

Part 3: Discussion (4–5 minutes)

- Part 3 is a discussion between you and the examiner. In the units of this book you will hear typical Part 3 questions and practise answering them.
- The questions in Part 3 will be connected to the topic of Part 2.
- They allow you to discuss more general and abstract issues and ideas.
- Part 3 tests your ability to express and justify opinions, and to analyse, discuss and speculate.

3 08 You are going to hear two sets of Part 3 questions about family and friends. Record yourself answering the questions.

Listen to your responses. Try to judge your use of vocabulary, and ask an English-speaking friend to help you if you like. Work through the following:

- Was your vocabulary appropriate, or did you use some very informal or old-fashioned language?
- Did you use a good range of vocabulary, or did you use the same words repeatedly?
- To enrich your vocabulary, find appropriate synonyms for five or more words or phrases.

Exam tip

The best way to find new vocabulary is in context, such as in the sample answers in this unit or in an article or book.

4 09 Listen to the sample answer. Then answer the Part 3 questions again using these new words.

Exam tutor

1 What have you learnt in this unit that will help you in the exam if you are asked about people and relationships? What have you learnt in this unit that you can transfer to any topic?

2 When noting down new vocabulary, what information should you include?

3 What kind of questions will the examiner ask you in Part 1 of the exam?

4 What will you have to do in Part 2 of the exam?

5 What kind of questions will the examiner ask you in Part 3 of the exam?

2 A healthy body

Language development | Keeping fit; Talking about sport; Health and diet; Phrases to express opinions; Pronunciation: Expressing enthusiasm
Exam skills | Planning your answer (Part 2)
Exam practice | Parts 1, 2 and 3

Part 1: Language development

Vocabulary: Keeping fit





1 Underline the phrases in sentences 1–3 that best describe your lifestyle or the lifestyle of people in your country.

1 Most people in my country *think it is important to keep fit / don't really do anything specific to keep in shape.*
2 I keep fit by *going running / going to the gym / walking everywhere.*
3 *I work out all the time. / I'm quite an active person. / I never do any exercise.*

Vocabulary: Talking about sport

2 Underline the words or phrases in sentences 1–3 that best describe how you feel about sport.

1 Watching sport is *tedious / entertaining / all right if there's nothing else on TV.*
2 Playing sports is *exhilarating / good fun / exhausting / a great way to keep fit.*
3 I'm *quite into sport / fanatical about sport / not the least bit interested in sport.*

3 Complete the table with three examples of each type of sport.

1	Contact sports	*boxing*
2	Water sports	
3	Extreme sports	
4	Team sports	
5	Individual sports	

4 Which sports do you most enjoy watching or playing, and which do you least enjoy? Why? Practise giving your answer.

5 10 Listen to someone talking about a sport. Which sport is he talking about?

6 10 Listen again and answer questions 1–7.

1 What phrasal verb means *increases gradually*?
2 What is a synonym for *supporters*?
3 What verb means *have the same number of points or goals at the end of the game*?
4 What two words are used to describe where this sport is played?
5 Which phrase means *scored the goal that won the match*?
6 What phrase is used to describe someone who is likely to be successful in the future?
7 What other words and phrases does the person use to talk about the sport?

7 10 Listen again and make notes. Then read audio script 10 on page 99 and use the dictionary to check your answers.

8 Look at the card. Create a similar card for your own favourite sport and a second one for the most popular sport in your country (if this is different from your own favourite sport).

Tennis
Where is it played? *on a tennis court*
What equipment is needed to play it? *a racquet, tennis balls*
What is the most important event associated with this sport? *Wimbledon, held in London every summer*
Terminology and phrases used to talk about the sport:
Describing the shots: *serve, volley, smash, forehand, backhand, on the line, out*
Scoring: *point, game, set, match*
People: *player, umpire, ball boy/girl, trainer/coach*
Useful phrases: *He's/She's broken his opponent's serve. He's/She's served an ace. It's gone to a tie-break. What a great shot! He's/She's serving for the match.*
Why do you/the people in your country like this sport? *It's a battle of the mind as much as the body. I find it interesting to see how some players may be highly skilled but don't have the mental strength to win.*

Watch out

Use *play* with ball sports or team sports, *e.g. I play golf*. Use *do* with a non-team sport that does not use a ball, e.g. *I do yoga*, and to talk about sport in general, e.g. *I don't do any sports* (not ~~*I don't practise any sports*~~). Use *go* with sports ending in *–ing*, e.g. *I go running*.

Exam tip

Watch your favourite sport with commentary in English. Listen carefully and write down any useful words and phrases you hear. Books, magazines, newspapers and websites are other useful sources for vocabulary.

Vocabulary: Health and diet

9 Read the definitions of *diet*. Notice that it has two distinct meanings.

a If you are on a diet, you eat special kinds of food or you eat less food than usual because you are trying to lose weight.
b Your diet is the type and range of food that you regularly eat.

10 Read sentences 1–3. Which definition of *diet* in Exercise 9 applies to each sentence?

1 I fear I have quite a poor diet. ____
2 I think I have a balanced diet. ____
3 I plan to go on a diet in the new year. ____

11 Discuss the questions with a friend, or record yourself giving your answers.

1 Would you say you have a balanced diet? Explain why or why not.
2 Do you eat a lot of junk food? What do you (not) like about it?
3 Have you ever been on a diet? If so, what kind of diet was it and did it work? If you haven't been on a diet, explain why not.

12 Read the definitions and then complete the words and phrases. There is one space per letter. Some letters have been given to help you.

1 physically weak because you do not eat enough food or do not eat the right kind of food: ma _ _ _ _ _ _ _ _ _ _
2 all the chemical processes in your body, especially those that cause food to be used for energy and growth: me _ _ _ _ _ _ _ _
3 substances, such as sugar and starch, that provide the body with energy: ca _ _ _ _ _ _ _ _ _ _ _
4 substances that you need in order to remain healthy, which are found in food or can be eaten in the form of pills: vi _ _ _ _ _ _
5 units used to measure the energy value of food: ca _ _ _ _ _ _
6 a way of losing body weight quickly by eating very little: a c _ _ _ _ d _ _ _
7 (of a person) become heavier: p _ _ o _ w _ _ _ _ _
8 (of a person) become lighter: l _ _ _ w _ _ _ _ _
9 extremely fat: ob _ _ _
10 too thin, and therefore not healthy: un _ _ _ _ _ _ _ _ _

13 Complete the sentences using the vocabulary from Exercise 12.

1 Going on a _____ can be dangerous. You can end up becoming _____ and very weak.
2 Athletes eat _____ before a race because they give their bodies lots of energy.
3 Some people don't do enough exercise and eat more _____ than their bodies need. This means they can become _____.
4 There are some people who have a fast _____ and they don't _____ no matter how much they eat.
5 It's fine to _____, as that's generally considered healthier, but you shouldn't become _____.
6 Fruit and vegetables are a great source of _____.

Speaking exam: Part 1

14 You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Record your answers.

11

12 Then listen to the sample answers. (See also audio script 12, page 99.)

Speaking exam: Part 2

15 Read the Part 2 question. It asks about a 'competition or sporting event', so you do not have to talk about sport if you are not interested in it. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one to two minutes.

> Describe an exciting competition or sporting event you have witnessed.
>
> You should say:
> what the competition or sporting event was
> when and where it took place
> who won
> and explain why it was exciting.

Exam tip

Remember that you can transfer vocabulary you have learnt to different topics. For example, in the exam you may be asked to describe a famous person you admire.

Exam tip

If you don't want to talk about sport in this Part 2 question, you could talk about another kind of competition, perhaps one that is traditional or popular in your country.

Pronunciation: Expressing enthusiasm

16 Listen to four people talking about sport and complete 1–4.

13

1 Which speakers sound enthusiastic or bored?
2 How did you decide who sounds enthusiastic and who sounds bored?
3 Some of the people are using language like *Oh great! Fantastic*, but they are not enthusiastic. Why do you think they are using this kind of language?
4 Intonation is the 'melody' of language. Listen to the people again and imitate their intonation.

Pronunciation

We can express enthusiasm by using:

- **expressive language**, e.g. *It was amazing! The crowd went wild!*
- **eye contact and body language.** Look the examiner in the eye as you speak. When you are enthusiastic, your body language is more dynamic than usual.
- **stress and intonation.** To express enthusiasm, you should put *extra* emphasis on the stressed syllables of the most important words in a sentence. In an emphatic statement, the intonation tends to rise high and then fall dramatically.

17 14 Listen to the speaker expressing enthusiasm, without using words. Copy the speaker and also use body language.

18 15 Now listen to the same sentences with words. Repeat the sentences, imitating the speaker's intonation. The syllables with the most stress are in capital letters.

1 It was aMAzing!
2 It was inCREdible!
3 It was BREATHtaking!
4 The crowd went WILD!

19 16 Listen to a sample answer to the Part 2 question in Exercise 11. Then read audio script 16, page 100 and underline the language used to convey the excitement of the event. Is there anything you could have used in your own answer?

20 Answer the Part 2 Exam questions on page 19 again and record your answer. Try to improve on your first performance by showing enthusiasm and using appropriate intonation.

Exam tip

Expressing intense emotions may make you feel self-conscious, so practising before the exam with a friend will help you.

Exam tip

Intonation that reflects accurately how you feel will improve your marks. The best way to improve your intonation is to listen to *how* English speakers say something, as well as *what* they say.

Exam tip

Remember that pronunciation is 25% of your total mark in the exam.

Vocabulary: Phrases to express opinions

21 17 Complete the phrases 1–6 then listen to check your answers.

1 If you _____ me, …
2 In my _____, …
3 I _____ argue that …
4 I would _____ …
5 From my _____ of view, …
6 To my _____, …

22 Now express your opinions on some of the topics in the box using the phrases 1–6 from Exercise 21. Explain your opinions.

Exam tip

Remember to use a range of ways to express your opinion in the Speaking exam. Don't just use *I think …*



The most interesting sport *The best sport for keeping fit*

The most difficult sport *The most dangerous sport*

The best team sport *The sport that requires the most skill*

23 18 **There are a number of other useful phrases you can use when you want to give your views on controversial topics. Listen and repeat phrases 1–8.**

1 I (strongly) believe that …
2 As far as I'm concerned, …
3 I'm (strongly) against …
4 I'm (strongly) in favour of …
5 I'm convinced that would work because …
6 I'm not convinced that would work because …
7 I'm sceptical of the idea that …
8 I must admit, I think …

Watch out

Use noun phrases or *–ing* after the prepositions in phrases 3 and 4, e.g. *I'm strongly against taxing …, I'm in favour of raising …*

24 Read the proposed government schemes and respond to them using phrases 1–8 from Exercise 23.

Your government wants to:
1 tax people who are unfit, to help pay for their health care.
2 make all children do at least one hour of sport a day.
3 tax pensioners because they have more health problems than younger people.
4 run a campaign informing people what comprises a balanced diet.

Speaking exam: Part 3

25 19 **You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and give your answer.**

20 **Now listen to the sample answers and note down any useful vocabulary. Then answer the Part 3 questions again, using the useful vocabulary.**

Vocabulary: Collocations

26 Complete the sentences with the words a–i that collocate with the words in *italics*. More than one answer is possible in some sentences.

a balanced	b form	c keep	d stay	e lead
f transport	g play	h sense	i set	

1 The best way to _____ *fit* is to do exercise that raises your heart rate.
2 Golf, in my opinion, is not the best _____ *of exercise.*
3 You can have fun while exercising if you _____ *volleyball* with your friends a few times a week.
4 Without a TV people are much more likely to _____ *active.*
5 Parents should _____ *a good example* to their children as far as exercise is concerned.
6 Schools can teach children about eating a _____ *diet.*
7 Children will love the _____ *of achievement* sport can give you.
8 People ought to be encouraged to _____ *healthy lives.*
9 People should not be allowed to eat on *public* _____.

Exam tip

Collocations are words that are often found together. Using them in the Speaking exam will make your English sound more natural. Remember to learn new collocations and make a note of them.

27 Complete the table with the different types of collocations from Exercise 26. Then find collocations related to sport and health and add them to the table.

verb + adjective	verb + noun	verb + adjective + noun	noun + noun	adjective + noun

28 Answer the Part 3 questions in Exercise 25 again. This time try to use some of the collocations you have learnt in this unit.

Part 2: Exam skills

Planning your answer

Exam information

When planning your answer to Part 2, you don't have to talk about the points in the same order as on the exam card. However, it is usually a good idea because the points help you to organise what you are going to say.

Speaking exam: Part 2

1 Read the Part 2 task card and the notes that one candidate made for the questions. Then answer questions 1–5.

1 Which tenses will the candidate use? Why?
2 Why do you think he has written *Don't sound bored*?
3 Do his notes use full sentences? Why (not)?
4 Is he going to follow the order of the points on the card?
5 Why do you think he has noted down vocabulary? Has he written just isolated words?

Describe an exciting competition or sporting event you have witnessed.

You should say:
what the competition or sporting event was
when and where it took place
who won
and explain why it was exciting.

Exam tip

When we make notes, we often leave out less important words such as articles and auxiliary verbs and write using only the key words. We also use shorthand, such as + for *and*, *w.* for *with*, and *yrs* for *years*. This will save you time in the exam.

Past tenses! Don't sound bored!!!
What? tennis match, final
Where, when? outside Bdx, 6 yrs ago
Who won? M. won 2–1 (leave till end)
Why exciting? final – so atmosph. electric,
close to action, loser expected to win but fell apart
Vocab – court, crowd, hit balls down the line, serve for the match, be presented w. the trophy

2 Give yourself one minute to plan your answer to the Part 2 Exam question using the ideas in Exercise 1. Then talk for one to two minutes.

Exam tip

Whenever you practise Part 2 questions, always give yourself one minute, but no more, so that you learn how best to use the time.

Exam tutor

1 What have you learnt in this unit that will help you in the exam if you are asked about sport or staying healthy? What have you learnt in this unit that you can transfer to any topic?

2 How long do you have in the exam to plan your answer for Part 2? Do you have to talk about the points on the card in order?

3 Is it a good idea to use full sentences when planning your answer?

4 What notes should you make when you are planning your answer for Part 2?

5 How much of your mark does your pronunciation represent?

3 Studies and work

Language development | Studies and work; Speculating with phrases, modal verbs and conditionals; Pronunciation: Word stress
Exam skills | Giving answers that are relevant and of the right length (Part 1)
Exam practice | Parts 1, 2 and 3

Part 1: Language development

Vocabulary: Studies and work





1 Match the headings 1–5 with the information a–e. Look up any words you do not know in a dictionary.

1 *Name*	a *Mechanical Engineering from Leeds University (more practical than Maths; wanted British qualifications)*
2 *Nationality*	b *Maths (likes using logic to work answers out)*
3 *Favourite subject at school*	c *Emirati*
4 *Bachelor's and Master's degrees*	d *Mechanical Engineer for* UAE Army *(good job security; high prestige; interesting)*
5 *Dream job*	e *Mubarak*

2 Using the notes in Exercise 1, talk about Mubarak.

Mubarak is from the United Arab Emirates. At school, his favourite subject was Maths because …

3 Listen to Mubarak talking about his studies and dream job.

21

1 What advantage and disadvantage does he give for studying in Britain?
2 What are the three advantages of doing his dream job?

4 Listen again and write the words and phrases that correspond to the definitions.

21

1 subjects such as history, literature or languages _____
2 the examinations that you have passed after completing a course _____
3 the amount of money that you pay to a university for your education _____
4 talks on subjects given to a group of people, especially students _____
5 classes at a college or university in which the teacher and a group of students discuss a topic _____
6 I was unsuccessful in an exam _____
7 take an exam again because you did not pass it the first time _____
8 I was of an acceptable standard (in an exam) _____
9 work done by a student during their studies that forms part of their final grade _____
10 feeling safe and free from worry because your job is permanent _____

5 Complete the passage about Julia with words and phrases a–i and the passage about Peter with words and phrases j–s.

Watch out

Don't forget to use an article (*a, an, the*) when giving job titles, e.g. *I'm **a** nurse, She's **the** managing director of our company.*

a an office job b earn c job satisfaction d long hours
e own boss f redundant g retired h sacked i self-employed

Julia: I'm (1) _____. I give art classes, mainly to (2) _____ people. I may not (3) _____ a great deal but I get an immense amount of (4) _____ because I see people who have barely held a brush before gain in confidence and learn new skills. I don't think I could cope with having (5) _____ – the monotony would drive me mad. People in offices seem to work (6) _____, and there's always the risk of being made (7) _____ or getting (8) _____. Nobody can fire me because I'm my (9) _____!

j breadwinner k career-minded l get home late m overtime n part-time
o responsible p stay-at-home mum q volunteer work r wage s workaholic

Peter: I'm a water engineer. In my current job, I'm (10) _____ for designing flood defence systems and monitoring flood levels. I must admit that I'm a bit of a(n) (11) _____. I'm constantly doing (12) _____ – unpaid, I should add – and so I generally (13) _____. I would definitely say I live to work, not work to live. Years ago, I did a lot of (14) _____, advising people in developing countries on installing water supplies. However, since I've now settled down and am the main (15) _____, I feel I have to earn a decent (16) _____. My wife works (17) _____ but she only went back to work last month. Before that she was a(n) (18) _____. I think she enjoyed looking after the kids but she's always been quite (19) _____ so she didn't want to stay at home forever.

Exam tip

Learn the words for the job you do, the job you would most like to do, the job you would least like to do, the job you think is the most difficult, the most rewarding, and the most prestigious, etc.

- Make sure you can pronounce the jobs correctly.
- Practise talking about the jobs and explaining something about them.

6 Complete the sentences with the correct form of the words in brackets.

1 _____ is on the rise again. The queues outside the job centre are getting longer. (employ)
2 I have to make a _____ in front of 200 people today. I'm so nervous. (present)
3 I think I'm due for a _____ soon because I've been in my current role for four years now and I work very hard. (promote)
4 We have _____ every six months, when we discuss with the boss how we've been doing and set our goals for the next six months. (appraise)
5 Lots of workers are being _____ at the moment – business is very slow. (lay off)
6 Trying to find staff with suitable levels of experience is _____. (problem)
7 My _____ include filing and answering the phone. (responsible)
8 Teaching is one of the most _____ jobs there is – all those naughty kids! (stress)
9 I work in a bank so I'm used to _____ with customers. (deal)
10 My colleague was given the job of team leader, which is strange as she is the most _____ member of staff – she's only 19. (experience)

Speaking exam: Part 1

7 22 You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Record your answers.

23 Now listen to the sample answer and note down any useful words and phrases.

Speaking exam: Part 2

8 **Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one to two minutes.**

> Describe your dream job.
>
> You should say:
> what qualifications or experience you would need
> what the job would involve
> what you think the most difficult thing about the job would be
> and explain why it is your dream job.

Grammar: Speculating with phrases, modal verbs and conditionals

The questions in Exercise 8 ask about an imaginary situation. To talk about an imaginary situation or to speculate, you can use *would* + infinitive.
My dream job would be to teach children to sail.

9 24 **Listen to a sample answer and then read audio script 24, page 102. Underline the language the candidate uses to speculate about the job.**

I imagine the job would involve ...

10 **Use the language in the table to complete sentences 1–8. More than one answer is possible in some sentences.**

Useful phrases for speculating	Modals for speculating
Maybe, Perhaps *It's fairly/quite/very/extremely (un)likely (that) ...* *I'd hazard a guess (that) ...* *It's quite possible (that) ...* *I imagine/suspect (that) ...*	*must* + infinitive, e.g. *Being a miner must be a dangerous job.* (You are almost certain it is dangerous.) *can't* + infinitive, e.g. *It can't be very rewarding.* (You are almost certain it is **not** rewarding.)

1 It's quite _____ that managers often wish they didn't have so much responsibility.
2 I _____ that I wouldn't find it a very satisfying role.
3 It is fairly _____ I would need more qualifications, they have high standards.
4 It is extremely _____ that I would ever get such a job.
5 _____ the job is more difficult than it seems.
6 I'm not sure, but I'd _____ that it's not as well paid as an accountant's job.
7 Office juniors _____ earn that much. It seems to be a very high salary!
8 It _____ be almost impossible to keep the staff's motivation levels high.

Watch out

Remember, the opposite of *must be* (e.g. *It must be very hard work*) is not ~~*mustn't*~~ – it's *can't be* (e.g. *It can't be very hard work*). Also remember that modal verbs are always followed by the infinitive (without *to*).

11 Speculate about jobs 1–8 using the language on page 27. Think about work hours (how long and what part of the day they work), how much job satisfaction they have, what their job involves, etc.

Being a politician must be difficult because there's always somebody who disagrees with you. I'd hazard a guess that a chef works longer hours than a university lecturer.

1 a politician	**2** a university lecturer	**3** a graphic designer	**4** a chef
5 a musician	**6** an astronaut	**7** a soldier	**8** a personal assistant

12 Read the examples and forms of each conditional in the box. Then complete uses a–c with *first*, *second*, and *third*.

Examples and forms

1 First conditional: *If I study harder, I will get my dream job.*
If + present tense, *will/can/may/might/could/be going to)* + infinitive OR
will/can/may/might/could/be going to) + infinitive + *if* + present tense

2 Second conditional: *If I studied harder, I would get my dream job.*
if + past tense, *would/might/could* + infinitive OR
would/might/could + infinitive + *if* + past tense

3 Third conditional: *If I had studied harder, I would have got my dream job.*
if + past perfect, *would/might/could have* + past participle OR
would/might/could have + past participle + *if* + past perfect

a The _____ conditional indicates that the speaker thinks it improbable that he/she will get his/her dream job.

b The use of the _____ conditional with *will* suggests that the speaker thinks getting his/her dream job is likely.

c The _____ conditional is used to imagine the result of something that did not happen in the past. Therefore, this person did not study harder and so did not get his/her dream job.

Watch out

We use mixed conditionals when the time of the *if* clause is not the same as the time of the result clause, e.g. *If you had taken that job* (in the past), *you would be a manager now*.

13 Rewrite the sentences using the alternatives to *if* in brackets.

1 I'll get into university if I get As in my exams. (provided that)

_____

2 If my CV doesn't stand out, I will never be called for an interview. (unless)

_____

3 If I pass my final exams, I've got a chance of getting my dream job. (as long as)

_____

4 I will never be an athlete, even if I train really hard. (no matter how)

_____

14 Answer the Part 2 Exam question in Exercise 8 again, but this time include some of the language for speculation and conditional constructions you have learnt.

Speaking exam: Part 3

15 25 You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and record your answers.

26 Now listen to the sample answers. What additional vocabulary could you use in your own answers?

Pronunciation: Word stress

16 27 Underline the syllable that is stressed in words 1–4. Then listen to the words and practise pronouncing them correctly.

1 soldier 2 police 3 musician 4 progress

Watch out

The stressed syllable is generally louder and longer.

Exam tip

As you talk, the examiner will be thinking 'Is this student easy to understand?' To improve your mark, make sure you:

- don't hesitate for too long
- don't speak too quietly
- have clear pronunciation that isn't too heavily influenced by your first language.

17 Read rules a–c about words stress then answer the questions.

Rule a	Rule b	Rule c
Two-syllable nouns and adjectives are most often stressed on the first syllable.	There are words that can be either a noun or a verb. If they are spelt the same and have two syllables, the noun (and adjective) is usually stressed on the first syllable, whereas the verb on the second syllable.	Words that end in *-sion*, *-tion* and *-cian* have the stress on the penultimate (next to last) syllable.

Watch out

Stressing the wrong syllable in a word is a common error in the exam. It will make it harder for the examiner to understand you. Always mark the stressed syllable when you note down a new word and practise saying it correctly.

1 Which words from Exercise 16 follow rule a? Can you think of three more?
2 Which word from Exercise 16 is an exception to rule a? Can you think of any other exceptions?
3 Which word from Exercise 16 follows rule b? Do you know any other words that follow rule b?
4 Which word from Exercise 16 follows rule c? Try to think of three others.

18 The words in italics in these sentences follow rule b in Exercise 17 on page 29. Decide if the words are nouns, adjectives or verbs and underline the stressed syllable. Then practise pronouncing them correctly in the sentences.

1 He *presented* me with my degree certificate.
2 I *object* to being treated like that. I'm going to resign.
3 I *suspect* you mainly focus on your impending retirement.
4 This can lead to an *increase* in motivation.
5 They can *progress* steadily …
6 Has the *transfer* taken place?
7 My family have an *export* business.

19 28 Check that you know the meanings of the words in the box. Then put them in the correct column 1–4, according to their stress pattern. Listen and check your answers.

consider difficult entertaining experience foreigner frustrating fundamental interesting lecturer motivate prestigious redundant responsible security seminar workaholic

1	2	3	4
O o o	o O o	o O o o	o o O o

20 Practise saying the words from Exercise 19. Test yourself by writing the words on cards and trying to remember the correct pronunciation.

21 Listen to your recorded answer to the Part 3 questions in Exercise 15 and think about the following:

- Did you use any of the words from Exercise 18 or 19? If so, did you pronounce them correctly?
- Write down ten words you used in your answer that you want to check the pronunciation of. Where is the main stress in these words? Practise saying them in isolation.
- Answer the Part 3 questions on page 29 again, this time paying attention to the pronunciation of these words.

Part 2: Exam skills

Giving answers that are relevant and the right length

1 Read some possible answers to the Part 1 questions you heard in Part 1, Exercise 7 on page 26. For each question:

- Decide which you think is the best.
- Give reasons why the other answers are less satisfactory.
- Think about the length of the answers and whether the candidate's answer is relevant.

Exam tip

Fluency and coherence make up 25% of your mark in the exam. One way of improving your mark is to develop what you say by adding a few details, without leaving long pauses.

1 Do you work or are you a student?
- **a** I work.
- **b** I'm currently studying history at Moscow State University. I'm in my second year.
- **c** I work as a dentist in Budapest. It's a very rewarding job and I earn good money. We get vast numbers of foreigners coming to get dental treatment in Hungary because it's far cheaper here than in many other countries. As well as being cheap, we offer high quality dental care and our patients are always happy with our work. I had to study for many years to be a dentist but it was worth it. People generally respect you for being a dentist as it's considered to be a good job, although perhaps it isn't as prestigious as being a doctor. I could have chosen to be a doctor and in fact, this is what my father wanted me to do. However, I have some friends who are doctors and they say they work very long hours and can't spend enough time with their families. I think I made the right career choice.

2 Why did you choose that course or job?
- **a** I didn't choose it.
- **b** I chose it because French was always my best subject at school and I enjoy meeting new people. I thought interpreting would suit me, therefore, as you have to be a good communicator and of course skilled in foreign languages.

3 What is the most difficult thing about your studies or job?
- **a** I'm not sure. Er … I would say the most difficult thing is that we have tight deadlines, so I'll be given a project and then told it's to be completed in one week, which is nowhere near enough time. That's difficult but it doesn't stop me enjoying my work.
- **b** I don't enjoy attending meetings. It's often very boring and the meetings last too long.

2 22 Play Track 22 and listen to the Part 1 questions again and answer them. This time try to make sure your answers are relevant and of an appropriate length.

Exam tutor

1 What have you learnt in this unit that will help you in the exam if you are asked about studies or work? What have you learnt in this unit that you can transfer to any topic?

2 In Part 1, how long should your answers be?

3 What else is important to remember for Part 1?

4 Is it OK to say *I'm not sure, I don't know*, etc. in the exam?

5 How much of your mark does fluency and coherence represent?

4 The world around us

Language development | The environment; The climate; Cleft sentences; Complex sentences; Subordinate clauses; Pronunciation: Long and short vowel sounds
Exam skills | Using news articles to improve your answers (Part 3)
Exam practice | Parts 1, 2 and 3

Part 1: Language development

Vocabulary: The environment





1 Complete the sentences with words a–g.

a Boycott b Buy c Recycle d Reduce
e Switch f Use g Walk

1 _____ paper, cans, plastic, glass and other items like batteries.
2 _____ less water in the house and garden.
3 _____ your use of single-use plastics, such as disposable coffee cups.
4 _____ to a green energy supplier; that is, one that generates its energy from renewable sources.
5 _____ products that harm the environment, such as those containing palm oil, which leads to deforestation.
6 _____, cycle or use public transport instead of driving your car.
7 _____ organic foods that do not use harmful artificial fertilisers and pesticides.

2 Answer the questions.

1 Which of the things 1–7 in Exercise 1 do you do?
2 Do you do anything else to help the environment?

3 Practise talking about what you do for the environment and give details. If you do not do any of the ideas in Exercise 1, say which ones you think sound the most effective and why. Use the useful phrases below.

In our household, we …
I try to reduce my carbon footprint by … (-ing)
I think … (-ing) sounds like a good idea.

Exam tip
Lexical resource (= range of vocabulary) makes up 25% of your mark in the exam.

Vocabulary: The climate

4 29 Listen to Speakers 1–3 talking about their countries' climates. Which country is each speaker talking about? Write *Wales, Saudi Arabia* or *Iceland*. If you need to, read audio script 29 on page 104 to help you answer.

Speaker 1 _____ Speaker 2 _____ Speaker 3 _____

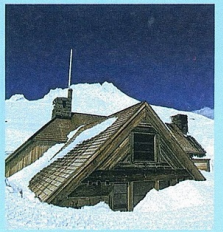
5 Find words and expressions in audio script 29, page 104, associated with hot, cold, wet and dry climates and write them in the table.

Hot climate	Cold climate	Wet climate	Dry climate

6 Complete the text with words a–j that combine with the words in italics.

a biting b bitterly c hot d heavy e high f boiling g rainy h flooding i rain j unbearable

Watch out
A common mistake is leaving out *it* in sentences like ***It****'s always windy* (~~Is always windy~~). The pronunciation of the contraction *it's* is /ɪts/ or, in fast speech, /ɪs/.



In my country, we have a (1) _____ *season*. During this time, there is really (2) _____ *humidity* so it gets awfully (3) _____ *and sticky*, and we often get (4) *torrential* _____, which can cause (5) *severe* _____. In the early summer, before the rains come, it tends to be (6) _____ *hot*. Most tourists find (7) *the heat* _____, actually, so I wouldn't recommend visiting then.

In the winter, it gets (8) _____ *cold*. We get (9) _____ *winds*, so cold that I have heard of people's ears freezing and then snapping off! Not only that but we get such (10) _____ *snow* that some people's houses get completely covered by snowdrifts and they have to be dug out.

7 Match sentences 1–8 to the people a–c in the photos.

a 

b 

c 

1 I'm soaked to the skin. _____
2 I feel so dehydrated. _____
3 I wish I had my waterproofs on. _____
4 I'm drenched. _____
5 My teeth are chattering. _____
6 I wish I was wearing more layers. _____
7 I'm frozen to the bone. _____
8 I wish I could find some shade. _____

8 Read the information in the box about *get* and *tends to be*. Then complete the sentences to describe the seasons in your country or region.

Get is one of the most common verbs in English. It has many meanings. Here are three:
- *We often **get** thick fog.* (get = have)
- *In the winter, it **gets** absolutely freezing.* (gets = becomes)
- *The temperature often **gets** above 40°C.* (gets = reaches)

Tends to be is another useful phrase for talking about the weather.
- *In the summer, it **tends to be** hot.* (tends to be = is usually)

In the spring, we sometimes get quite mild weather. In the rainy season, it tends to be very hot and sticky.

1 In _____, we (sometimes/often/always) get _____.
2 In _____, it (sometimes/often/always) gets _____.
3 In _____, the temperature (sometimes/often/always/never) gets above/below _____.
4 In _____, it tends to be _____.

Speaking exam: Part 1

9 30 You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answer using language from Exercise 5. Record your answers.

Grammar: Cleft sentences

10 Read the information in the box about cleft sentences. Rewrite the two simple sentences as *it* or *what* cleft sentences.

We use cleft sentences to emphasise information we particularly want to focus on. This might be because:
- the information is new or surprising
- the information offers a contrast with what someone else has said
- we are expressing a strong preference or attitude.

1 The typical structure of an *it* cleft sentence is: *it* + *be* + emphasised information + relative clause.
Simple sentence: *Torrential rain is the main cause of flooding.*
Cleft sentence: *It is torrential rain that is the main cause of flooding.*

2 The typical structure of a *what* cleft sentence is: *what*-clause + *be* + emphasised information.
Simple sentence: *We like to spend our summers by the lake.*
Cleft sentence: *What we like is to spend our summers by the lake.*

1 Simple sentence: *I can't stand the monsoon season.*
Cleft sentence: *It* _____.
2 Simple sentence: *I want to go to the beach.*
Cleft sentence: *What* _____.

11 **Listen to the sample answers to the Part 1 questions in Exercise 8. Then read audio script 31, page 104, and underline three cleft sentences.**
31

12 There are other kinds of cleft structures. Complete sentences 1–3 so they are true for you. Then rewrite them as cleft sentences using the structures given.

1 I (dis)like warm weather because _____.
The reason why _____.
2 I spend my summers in/at _____.
The place where _____.
3 I dislike _____ weather most of all.
The weather that _____.

Exam tip

You can use cleft sentences to answer questions the examiner asks you in the Speaking exam. You will gain extra marks if you use them correctly, but don't overuse them. For example:
Examiner: What do you do when it's cold outside?
Candidate: What we tend to do is stay in and watch our favourite films.
Examiner: Which season is your favourite?
Candidate: Well, what I like best are the transitions between the seasons, when you first feel the weather begin to change.

Speaking exam: Part 2

13 Read this Part 2 question and think about how you might answer it.

> Describe your favourite season.
>
> You should say:
> what the season is and when it occurs
> what the weather is like during this season
> what your typical activities are during this season
> and explain why it is your favourite season.

Grammar: Complex sentences

14 Read the information in the box. Then join the two sentences in 1 and 2 using *although* or *since*.

You can achieve a higher score in the exam using more complex sentences.

1. We can join the first two sentences using *although*:
   Although most people prefer the summer, my favourite season is spring. OR
   My favourite season is spring although most people prefer the summer.
2. We can join the last two sentences using *since* (as a subordinating conjunction meaning *because*):
   Since it is not too hot, I often go for long walks. OR
   I often go for long walks since it is not too hot.

1 Snow is beautiful to look at. It makes it difficult to get to work.

_____

2 It rains so much in my country. We spend a lot of our time indoors.

_____



Grammar: Subordinate clauses

A subordinate clause is a clause that cannot be a complete sentence in itself. It must be joined to a main clause, which is a complete sentence in itself. The typical structure of a complex sentence with a subordinate clause is:

1. subordinate clause + subordinating conjunction + main clause OR
   Whereas I like hot weather, my sister likes cold weather.
2. main clause + subordinating conjunction + subordinate clause
   My sister likes cold weather whereas I like hot weather.

15 Complete sentences 1–7 using your own ideas. The words in italics are subordinating conjunctions.

1 *Although* it was windy, _____.
2 _____ *while* the snow was falling.
3 *Because* I want to help to protect the environment, _____.
4 *Whenever* the sun shines, _____.
5 *Whatever* the weather, _____.
6 *Rather than* driving to work, _____.
7 _____ *as soon as* it stops raining.

16 Plan your answer to the Part 2 question in Exercise 13. Give yourself one minute and make notes. Then talk for one to two minutes. Use one or two cleft sentences, and one or two sentences with subordinating conjunctions in your answer.

17 Listen to the sample answer to the Part 2 question in Exercise 13. Find some useful language to use in your own answers. 32

Watch out

Study the word order following the subordinating conjunctions. Also notice the forms of the words that follow them, e.g. *although* + subject + verb, but *rather than* + *–ing* (not ~~*Rather than I drive to work*~~).

Pronunciation: Long and short vowel sounds

18 There are five long vowel sounds in English. Listen to the sounds and the words with these sounds. Then listen again and repeat. 33

1 /ɑː/ bard
2 /iː/ bead
3 /ɜː/ bird
4 /ɔː/ board
5 /uː/ booed

19 There are seven short vowel sounds. Here you have six of them; the other is the 'schwa', /ə/, which you will study in later units. Listen to the sounds and the words with these sounds. Then listen again and repeat. 34

1 /æ/ pat
2 /e/ pet
3 /ɪ/ pit
4 /ɒ/ pot
5 /ʊ/ put
6 /ʌ/ putt

20 Listen to the pairs of words, where the only difference is the vowel sound. Then listen again and repeat, trying to pronounce the words accurately. 35

Short vowels		Long vowels	
1 /ɒ/	shot	/ɔː/	short
2 /ɒ/	cot	/ɔː/	caught
3 /ɪ/	slip	/iː/	sleep
4 /ɪ/	hill	/iː/	heel
5 /ʊ/	pull	/uː/	pool
6 /ʊ/	look	/uː/	Luke

Watch out

Make sure you pronounce words with short and long vowel sounds distinctly, e.g. *slip* (short vowel) versus *sleep* (long vowel). This will make it easier for the examiner to understand you and it will improve your score.

21 Listen and underline the word you hear in each of the pairs of words 1–4.

36 1 skid - skied 2 pitch - peach 3 full - fool 4 wok - walk

22 Work with an English-speaking friend. Say one of the words from each pair. Your friend must guess whether it is a word with a long or short vowel sound. Then swap roles.

Pronunciation

In English spelling, certain letters are often used to represent certain sounds, and this can help you to guess whether a word has a long or short vowel sound.

23 Look at the tables. Add at least one more example word for each vowel spelling.

Vowel sounds	Common spellings	Example words
/ɪ/	i	igloo, _____
/iː/	ee	tree, _____
	ea	beach, _____
	e	he, _____
/æ/	a	bat, _____
/ɑː/	ar	far, _____
	a	plant, _____
/ɒ/	o	dog, _____
/ɔː/	or	tortoise, _____
	a	fall, _____
	aw	paw, _____

Vowel sounds	Common spellings	Example words
/ʌ/	u	sun, _____
/e/	e	nest, _____
/ɜː/	er	person, _____
	ir	girl, _____
	ur	hurt, _____
/uː/	oo	moon, _____
	u	computer, _____
/ʊ/	u	put, _____
	oo	foot, _____

Exam tip

In the Speaking exam, the examiner will listen for accurate pronunciation of short and long vowel sounds.

- Make a note of vowel sounds you find difficult to pronounce and practise saying them.
- Make a note of vowel sounds you find difficult to differentiate.
- Find minimal pairs where the only difference between two words is the vowel sound. Then practise pronouncing the minimal pairs accurately.

Part 3: Exam skills

Using news articles to improve your answers

1 Read the following excerpt from a newspaper article and answer the questions.

1 What do you think about the article?
2 Is rewilding a good idea?
3 What is your country doing to reduce its carbon emissions?
4 What are the environmental consequences of the lifestyles that the people in your country lead?

Exam tip

The Part 3 topics do not require specialist knowledge and you will not be marked on your opinions. However, you should read news articles regularly, as this will help you have opinions on a variety of topics and give your answers more depth.

Rewilding to slow climate change

A new proposal to rewild large areas of the country has received the approval of the environment minister. The plan would see public money spent on restoring areas of land to nature, in schemes ranging from the creation of woodlands and meadows to the protection of peat bogs and salt marshes. Campaigners hope that as much as a quarter of the country could be rewilded, using government subsidies.

The minister said this morning, 'I am strongly in favour of natural solutions to the climate crisis. Everyone benefits from initiatives like this: we can cut our country's carbon emissions whilst also providing our citizens with enriched green spaces to enjoy.'

2 Do some research, make some notes, and then discuss the topic with someone. How do your views differ?

Speaking exam: Part 3

3 37 You are now going to hear some Part 3 questions. The research you have done, and your practice discussing the topic, should mean that you have a lot to say. Pause the audio after each question and give your answer.

38 Now listen to the sample answers. Then read audio script 38 on pages 105–106.

Exam tutor

1 What have you learnt in this unit that will help you in the exam if you are asked about the environment or climate? What have you learnt in this unit that you can transfer to any topic?

2 What can you do before the exam to make sure you have more to talk about in Part 3?

3 Are Parts 1 and 2 of the exam on the same topic?

4 Are Parts 2 and 3 of the exam on the same topic?

5 What percentage of your mark does your use of vocabulary represent in the exam?

5 Communication

Language development | Words, phrases and collocations related to language learning and keeping in touch; Globalisation (word building); Making comparisons; Expressing attitude; Pronunciation: Consonants
Exam skills | Giving yourself time to think; Agreeing and disagreeing with the examiner
Exam practice | Parts 1, 2 and 3

Part 1: Language development

Vocabulary: Language learning





1 39 Listen to someone talking about the languages she speaks and write the words and phrases that correspond to definitions 1–6. You will hear the answers in order.

1 the first language that you learn when you are a baby _____
2 able to speak more than two languages very well _____
3 able to speak the language easily and correctly _____
4 speak a language well enough to communicate about basic things _____
5 not be as good at something as you used to be because you have not used or done it for a long time _____
6 learn something without effort over a period of time _____

2 39 Listen again and find five collocations with the word *language* that correspond to definitions 7–11.

7 a language that is spoken internationally _____
8 a language that is spoken by only a small proportion of people in a country _____
9 a language that is not spoken as a native language in your country _____
10 a language that is used by many people _____
11 a language that you speak well but that is not your native language _____

3 Complete the sentences with words a–e.

a accents b dialects c dubbed d loanwords e subtitled

1 British and American English are different _____ of English – there are some differences in vocabulary and grammar.
2 When they are shown in cinemas in my country, American films tend to be _____. I wish they were _____ instead because then I could improve my English while I watch.
3 French has a lot of _____ from English, for example *week-end*, *job* and *jeans*.
4 My friends and I speak with northern _____.

Vocabulary: Keeping in touch

4 Complete the sentences with the correct form of the phrases with *touch*.

keep in touch lose touch get back in touch

1 I _____ with my old colleagues since leaving my last job, but then we were never very close.
2 He still _____ with Rose although they haven't seen each other in years.
3 I asked John for Mel's new number because I wanted to _____ with her.

5 How do you keep in touch with people you know? Do you keep in touch with different people in different ways? Practise giving your answers and your reasons.

Vocabulary: Globalisation (word building)

6 Read the text and correct the words in italics by using a different word form.



The (1) *integrate* _____ of the world's economies and cultures is (2) *common* _____ known as globalisation. Although there is nothing new about countries (3) *work* _____ closely together, globalisation in recent decades has happened at a (4) *remarked* _____ pace. This is (5) *large* _____ due to (6) *technology* _____ advances. Television channels such as the BBC are available throughout the world, and many clothing and food brands are (7) *recognised* _____ to people of almost any nationality. In addition, the Internet (8) *create* _____ a common (9) *globe* _____ culture, one which is predominantly English (10) *speaker* _____.

Speaking exam: Part 1

7 40 You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answers using some of the vocabulary you have learnt so far in this unit. Record your answers.

41 Now listen to the sample answer. (See also audio script 41, page 107.)

Grammar: Making comparisons

8 Read the information in the box. Then complete sentences 1–9 with the correct comparative or superlative forms of the adjectives at the end of each sentence.

One-syllable adjectives
We usually add *-er* and *the* + *-est*, e.g. *slow* > *slower* > *the slowest* to make comparative and superlative forms.
There are some common exceptions:
Use *more* and *the most*:

- with past participles, e.g. *lost* > *more lost* > *the most lost*.
- with *fun, right* and *wrong*, e.g. *wrong* > *more wrong* > *the most wrong*.
- when we compare two qualities, e.g. *It is more red than pink*.

Irregular adjectives
good (*better, the best*), *bad* (*worse, the worst*), *far* (*further, the furthest*)

Two-syllable adjectives
With many words, e.g. *common, clever,* both *-er/-est* and *more/most* are possible for the comparative and superlative forms. However, words ending in *-y* usually take *-er/-est* (e.g. *lucky*).
Words with certain endings take *more/most*:

- participle adjectives (ending *-ing* or *-ed*), e.g. *concerned, freezing*
- words with common adjective endings such as *-al, -ent, -ful, -ite, -ive, -less, -ous,* e.g. *recent, thoughtful, spacious*.

Adjectives of three or more syllables
Use *more* and *the most,* e.g. *expensive* > *more expensive* > *the most expensive*.

1 She was _____ than usual to post that photo of herself with no make-up on. (*brave*)
2 The horror film was very good! I was _____ out of all of us. (*scared*)
3 Words are typically _____ in my language than in English. (*long*)
4 What is _____, meeting someone for dinner or going dancing? (*fun*)
5 I find messaging friends _____ than calling. (*convenient*)
6 Bill doesn't talk much. He is _____ than me. (*quiet*)
7 I couldn't keep my eyes open! That meeting was definitely _____ than the previous one. (*boring*)
8 I am _____ I've ever been right now! (*happy*)
9 Our company's dress code is _____ than yours. (*formal*)

9 Make six sentences comparing the ways of keeping in touch and meeting from Exercise 5 on page 41. Use comparative or superlative forms of the adjectives in the box or other adjectives.

bad	convenient	easy	fast	good
impersonal	modern	old-fashioned	personal	slow

Using social media may be easier than meeting face-to-face, but it is also less personal.

10 Read the information in the box. Then modify the sentences you wrote in Exercise 9 using some of the words in the box.

We can use extra words in comparative sentences to modify adjectives:

- Words meaning *a lot*, e.g. *Instant messaging is much/significantly/far quicker than writing a letter.*
- Words meaning *a little*, e.g. *Texting is a bit/slightly/marginally quicker than emailing.*

We can also use certain words in superlative sentences to modify adjectives:

- *by far* (= by a great amount), e.g. *American films are by far the most popular films in my country.*
- *easily* (= without question), e.g. *Toni is easily the best student in our class.*

*Using social media may be **much** easier than meeting face-to-face, but it is also **significantly** less personal.*

11 Read the information in the box then complete 1 and 2.

We can use the following structure to say that two things change together: *the* + comparative (+ subject + verb), *the* + comparative (+ subject + verb), e.g. *The more languages you speak, the easier it is to learn a new one.*

1 Which option gives each sentence the correct meaning?
   a The *fewer/more* mistakes you make in the exam, the better score you get.
   b The more you practise speaking, the *less/more* fluent you will become.
2 Make sentences that describe how you think the things below change together.
   a languages you speak; your earning potential
   b the spread of English and the culture of English-speaking countries; local languages and traditions

Watch out

The opposite of *more* is *less*, and the opposite of *the most* is *the least*. However, we often avoid using *less*. Instead we use *not as … as …* or an opposite adjective, especially with one-syllable adjectives.
Example: a high score → a lower score (not ~~*a less high score*~~).

Exam tip

Your use of grammar (both range and accuracy) makes up 25% of your mark. You will get a better mark if you use a variety of different grammatical structures, e.g. different ways of comparing things.

12 We can express the idea that things are equal or not equal in several ways. Complete the explanations and sentences in 1–3 with the correct constructions in the box.

a *nearly as ... as ...* **b** *not as ... as ...* **c** *as ... as ...*

1 We use _____ to say two things are equal in some way:
Marie's accent is _____ difficult to understand _____ Sophie's.
(= Marie's accent and Sophie's accent are equally difficult to understand.)
2 We use _____ to say two things are almost equal.
My mum's English is _____ good _____ mine.
(= My English is better than my mum's, but only a little better.)
3 We use _____ to say two things are not equal in some way.
Hungarian is _____ widely spoken _____ English.
(= Hungarian is less widely spoken than English.)

13 Write six sentences with *as ... as ..., nearly as ... as ...,* and *not as ... as ...* relating to your life.

My exam was not as difficult as yours.

Expressing attitude

You can make your language more interesting by expressing your attitude with precision. One way to do this is with attitude markers. These are often adverbs, but they can also be phrases and they modify a whole sentence or clause. Their position in a sentence is generally very flexible, e.g.
*British people **apparently** spend an average of £124 a month on communication services. They have increased their use of such services in recent years but, **interestingly**, they spend less money on them because competition between companies has reduced the charges.*

14 Complete the sentences with the attitude markers a–g. Sometimes there is more than one possible answer.

a admittedly **b** all things considered **c** arguably
d as luck would have it **e** even more importantly
f ideally **g** undoubtedly

Exam tip
There is an almost unlimited number of attitude markers, so look out for them when you read or listen to English.

1 Due to the emergence of China as a leading economic power, Mandarin will _____ become the foreign language of choice in future years. I am sure of it.
2 _____, I'd like to study at a British university but I'm not sure I'll be able to. For financial reasons, I may have to stay here instead.
3 My friend wants to improve her speaking and, _____, our school has just set up an English conversation club.
4 _____, English is a more useful language to learn than Italian. I still prefer Italian, though.

5 _____, I could have got a better mark if I had spent more time studying and less time partying.
6 Pronunciation is _____ the most difficult aspect of speaking English.
7 To have a good grasp of English you must know about collocations. _____, you must practise speaking English and use those collocations as much as you can.

15 **The adverbs and phrases below show the viewpoint of what we are saying. Match the adverbs and phrases 1–4 to a–d to complete the sentences.**

1 Technically,
2 Visually,
3 Morally speaking,
4 In financial terms,

a I'm not sure he should have shared those photos online without their permission.
b just calling someone up is preferable to going to see them face-to-face.
c the new model is a giant leap forward. It is significantly quicker.
d the office redevelopment is a success – it looks great – but it cost far too much.

Exam tip

As you learn new aspects of language, there are two important things to remember:

1 **Learn vocabulary properly.** It is not enough to memorise lists of words. Look up the words and phrases in the dictionary, study example sentences, look for these words and phrases in context, and practise using the new vocabulary and structures.
2 **Do not overuse phrases.** For example, using attitude markers in every sentence will make your English sound unnatural. Again, study the language in context to see how native speakers use them.

Speaking exam: Part 2

16 **Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Think about how you could include some comparative structures as well as some attitude markers. Then record yourself speaking for one to two minutes.**

> Describe a language other than English that you would like to learn.
>
> You should say:
> what the language is
> where it is spoken
> what you think would be difficult and what would be easy about learning the language
> and explain why you would like to learn it.

17 **Listen to the sample answer to the Part 2 question in Exercise 16. Then read audio script 42, page 107 and underline the comparative structures and attitude/viewpoint markers.**

Pronunciation: Consonants

18 43 Look at the table with the phonemic symbols of consonants. Listen to the sounds and the words containing these sounds. Then listen again and repeat. Which sounds do you find difficult to pronounce?

/p/ apart **p**op	/b/ **b**y **b**ob	/t/ **t**ongue ta**st**e	/d/ **d**o **d**id	/tʃ/ ma**t**ure **ch**urch	/dʒ/ **G**erman ju**dg**e	/k/ **K**orean clo**ck**	/g/ **g**ig
/f/ **F**rench tou**gh**	/v/ **v**ia re**v**ive	/θ/ **th**ink pa**th**	/ð/ **th**is smoo**th**	/s/ **s**o **s**uccess	/z/ ea**s**y ze**r**os	/ʃ/ na**t**ional Spani**sh**	/ʒ/ televi**s**ion lei**s**ure
/m/ **m**en **m**ime	/n/ **kn**ow **n**ine	/ŋ/ si**ng** lan**g**uage	/h/ **h**ear per**h**aps	/l/ **l**augh **l**ull	/r/ **R**ussian **rh**etoric	/w/ **wh**isper **w**ell	/j/ **u**se few /fjuː/

19 Now read through and complete 1–5.

1 The consonants in the first two rows of the chart form pairs (p/b; t/d; tʃ/dʒ; k/g; f/v; θ/ð; s/z; ʃ/ʒ): the only difference between them is that the first is unvoiced and the second is voiced. For example, you produce /p/ and /b/ in the same way, except that for /b/ your vocal chords vibrate.

2 Try saying the sounds with your hand on your throat. Can you feel the vibration? All the sounds in grey squares are voiced.

3 If you find a sound difficult, can you pronounce its partner? Remember the only difference is that one is unvoiced, the other voiced.

4 Find ten words containing the consonant(s) you find difficult to pronounce and practise saying them again and again. Record yourself. If your mother tongue has few final consonants, as in Thai or Mandarin, record yourself pronouncing words with consonants at the end, both alone and within sentences.

5 If you find it hard to differentiate two sounds, find minimal pairs (where the only difference between two words is those sounds) and practise pronouncing them accurately. For example, for /b/ versus /v/: ***b**est/**v**est*, *ji**b**e/ji**v**e*, ***b**oat/**v**ote*. Then ask a friend to listen as you say one word from each pair. Can they identify which word you are saying?

Pronunciation

If a word has a group of consonants with no vowels between them, it can be hard to pronounce.

20 44 Listen to the words that contain consonant clusters and write them down. Then listen again and repeat. Make sure you do not add vowels before or between the consonant clusters.

Speaking exam: Part 3

21 45 Listen to the Part 3 questions. Answer them, aiming for accurate pronunciation of any difficult consonants or consonant clusters.

46 Now listen to the sample answer. (See also audio script 46, page 108.)

Part 2: Exam skills

Giving yourself time to think

1 Listen to a candidate talking to the examiner during the exam. What language does she use to give herself time to think?

47

Now read audio script 47 page 109 and underline the language she uses.

2 Play Track 47 and listen to the examiner's question again. Respond using one of these phrases to give yourself time to think.

That's a tough question. That's an interesting question. It's very difficult to know for sure, but I think/perhaps/it's possible …

Exam tip

Although you should not overuse fillers such as *um* and *er*, it is not a sign of 'bad English'. All native speakers use them.

Watch out

What sounds do you use when you hesitate in your language? Make sure you don't use these when you are speaking English. Learn to use *er*, *um* and so on instead.

Agreeing and disagreeing with the examiner

3 Listen and underline the language the candidates use to contradict the examiner politely (see also audio script 48, page 109). Then listen again and imitate the speakers' intonation.

48

4 You may want to confirm what the examiner says. Read the exchanges below and underline the language the candidates use for confirmation.

Exam tip

To be polite, you must use polite language together with polite intonation.

Examiner: Is social media the most popular way for young people to communicate with each other?
Candidate: Yes, it certainly is. It's no doubt because it is free and simple …
Examiner: Are you saying that young people don't really use their landline telephones anymore?
Candidate: Precisely. They're fast becoming obsolete …

Exam tutor

1 What have you learnt in this unit that will help you in the exam if you are asked about language or communicating with others? What have you learnt in this unit that you can transfer to any topic?

2 Which aspects of pronunciation have you found most challenging in this book so far? Do some extra practice.

3 How can you give yourself time to think when the examiner asks you a question?

4 What percentage of your mark does your use of grammar represent in the exam?

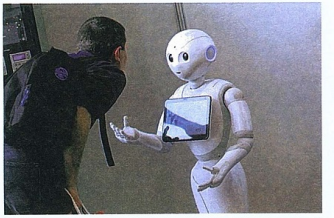
5 What two aspects of grammar form part of the scoring for the exam?

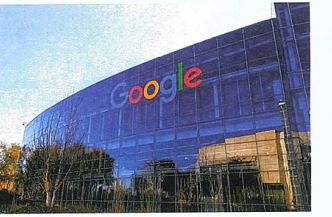
6 Technology

Language development | Technology; The Internet; Phrasal verb particles; Pronunciation: Sentence stress
Exam skills | Coherence
Exam practice | Parts 1, 2 and 3

Part 1: Language development

Vocabulary: Technology





1 Read the text and answer questions 1–7.

While technophiles love gadgets and all that is state-of-the-art, believing that technology can solve all our problems, there are people who shrink in fear at the prospect of encountering cutting-edge technology. What is at the root of their panic? Well, technophobes are fixated on what could go wrong and allow their fears to completely dominate their view of any developments in AI, genetic engineering or modern medicine. While we're busy upgrading to the latest model, they're hoping all this gadgetry will go away, clinging stubbornly to outdated equipment and trusty pen and paper.

1 Explain in your own words what a technophile and a technophobe are. Which are you?
2 Is the writer of the text a technophile or a technophobe?
3 Give three examples of *gadgets*. Do you like using gadgets?
4 The writer talks about *cutting-edge* technology. Find a synonym for *cutting-edge* in the text.
5 Find an antonym for *cutting-edge* in the text.
6 What does *AI* mean? Do you know of any recent developments in AI? What do you think is the future of AI?
7 Have you recently upgraded a piece of equipment, for example a phone? Why is it important to you (or to some people) to have the latest model?

2 Complete each pair of sentences 1–6 with the correct form of one of the phrasal verbs a–f in the box. In the second sentence of each pair, the phrasal verb has a meaning connected with technology or science.

Watch out

Many phrasal verbs have more than one meaning.

a break down	b turn up	c turn down
d blow up	e set off	f turn over

1 a They _____ the bridge this morning because they are building a new one.
b They _____ the photo I took and made a poster out of it.
2 a I'm afraid to report that talks between the two sides _____. It is therefore unlikely an agreement will be reached.
b Your body _____ fat to create energy.
3 a I waited for two hours but you didn't _____. Where were you?
b Can you _____ the heating? I'm freezing.
4 a The job did sound really interesting but I'm going to _____ it _____ because it would be too long a commute.
b _____ the music _____. I can't hear myself speak!
5 a He _____ and went back to sleep.
b This programme is so boring. Can we _____?
6 a Have they left? Yes, they _____ first thing this morning.
b The burglars _____ the alarm when they broke in, so that alerted the police.

3 Match each phrasal verb in the middle column to one meaning in Column A and one meaning in Column B.

A		B
(cause to) explode	break down	reduce the volume/temperature
reject	turn down	enlarge (a photo)
change position	set off	cause sth to operate
become ineffective	turn up	watch a different TV channel
start a journey	blow up	increase the volume/temperature
appear	turn over	separate into parts

Vocabulary: The Internet

4 How often do you use the Internet for the following activities? For example, *every other day, once a week*. Which three online activities below do you do the most often?

shopping Internet dating gaming social media reading news articles
research studying finding contact details banking email

5 Match the dangers 1–4 to the descriptions a–d.

1 identity theft ___ a when someone is harassed, threatened or humiliated over the Internet
2 viruses ___ b when criminals steal your personal details and use them to get credit cards, passports, loans and so on
3 cyber bullying ___ c you need a firewall and antivirus software to protect your computer from these
4 Internet addiction ___ d excessive use of the computer that interferes with daily life

6 Now rank the dangers in Exercise 5. Rank them as 1 (the most worrying) to 4 (the least worrying). Have you experienced any of them?

7 Discuss how you use the Internet and talk about its dangers with an English-speaking friend. Are your habits, views and experiences different?

Speaking exam: Part 1

8 49 You are going to hear some questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Try to use some of the vocabulary you have learnt so far in this unit.

50 Now listen to the sample answer.

Vocabulary: Phrasal verb particles

9 Write the correct meanings into the table.

depart stay inside end record in writing
increase start be outside decrease
put into avoid continue

Watch out

It can be difficult to guess the meaning of phrasal verbs. Learning some general meanings of the particles will help. There are also more meanings for each particle and other particles.

Particle	Meaning	Examples
up	1 _____	build up, grow up
down	2 _____	calm down, cut down
	3 _____	write down, jot down
on	4 _____	turn on, log on
	5 _____	carry on, stay on
off	6 _____	ring off, turn off
	7 _____	set off, blast off
in	8 _____	plug in, stir in
	9 _____	stay in, lie in
out	10 _____	go out, get out
away	11 _____	keep away, look away

10 Complete the sentences with the correct particle from Exercise 9.

1 Can you log _____? I'd like to use the computer now.
2 Step _____ from the edge of the platform! It's dangerous.
3 Note this _____. You won't remember it otherwise.
4 We're going to eat _____ tonight. I'm going to cook your favourite dish!
5 Slow _____. The speed limit's 30mph, not 40mph.
6 It's been lovely to see you, but I must rush _____ now or I'll be late.
7 They've failed twice already but they're going to keep _____ trying.
8 If I read out the data, will you key it _____ to the spreadsheet?
9 Too much exercise can bring _____ an asthma attack.
10 I can't hear you. Please speak _____.
11 I've been locked _____ again. I've forgotten my keys and there's no-one at home.

Speaking exam: Part 2

11 Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one to two minutes and record your answer.

> Describe a piece of electronic equipment that you find useful.
>
> You should say:
> what the piece of equipment is
> when and where you got it
> what you use it for
> and explain why you find it useful.

Watch out

Equipment is uncountable, so do not say ~~*an equipment*~~ or ~~*equipments*~~. If you want to count it, use another noun, e.g. *a piece of equipment*. If you want to refer to it in a general sense, use the zero article, e.g. *Equipment like this is indispensable.*

12 51 Listen to the sample answer. What phrase does the candidate use to introduce the talk?



Pronunciation: Sentence stress

Exam tip

Sentence stress gives English its rhythm. When a native speaker speaks English, they do not pronounce all words with equal stress. Important words are stressed and less important words are unstressed and are fitted in the spaces between the stressed words.

13 52 Look at the following chant and then listen to a native speaker saying it, pronouncing the stressed and unstressed (weak) words. Then try it for yourself. Say *one, two, three, four* as you clap. Then, without slowing down the clapping, add the word *and* between the claps. Then add *and then*, and then add *and then a*.

ONE		**TWO**		**THREE**		**FOUR**
ONE	and	**TWO**	and	**THREE**	and	**FOUR**
ONE	and then	**TWO**	and then	**THREE**	and then	**FOUR**
ONE	and then a	**TWO**	and then a	**THREE**	and then a	**FOUR**

14 53 Listen and copy how the words are pronounced.

and /ən/ and then /ənðen/ and then a /ənðenə/

15 52 Listen and say the chant again, using the weak forms. Try to speed up. Can you say it as quickly as the native speaker?

Pronunciation

It is much easier to make *and then a* fit in the small spaces between the numbers if you use weak forms of the function words *and* and *a*.

16 Look at the table. Write one more example word in each gap.

Content words		Function words	
Main verbs	*go, spoke,* 1_____	Pronouns	*I, you, she,* 8_____
Nouns	*scientist, radio,* 2_____	Prepositions	*at, under,* 9_____
Adjectives	*interesting, clever,* 3_____	Articles	*a, some,* 10_____
Adverbs	*quickly, properly,* 4_____	Conjunctions	*and, but,* 11_____
Negative auxiliary verbs	*can't, don't,* 5_____	Auxiliary verbs	*can, should,* 12_____
Demonstratives	*this, that,* 6_____	Verb *be*	*is, am, was,* 13_____
Question words	*who, which,* 7_____		

Exam tip

Using sentence stress correctly will improve your speaking. It will help your fluency, as you can speak more quickly and easily by stressing the correct words.

Pronunciation

Content words in most sentences carry meaning, so are stressed. Function words, like prepositions, pronouns and auxiliary verbs are unstressed.

17 Track 54 **Listen to the recording and identify which words are stressed in sentences 1–4. Underline the stressed words. In the four sentences, only one function word is stressed. What is it and why is it stressed?**

1 It's a piece of equipment.
2 The latest trend is for green technology.
3 Do you know the price of this?
4 We can't speak English fluently. Can you?

Watch out

We sometimes stress function words when they are at the end of a sentence, when a contrast is being expressed, or when the word is being said on its own.

18 Track 55 **The schwa /ə/ is the most common vowel sound in weak forms. It is also the most common vowel sound in the English language, occurring in many unstressed syllables.**

1 Listen to it being pronounced. To say it, relax your mouth.
2 Listen to Track 54 again. Pay attention to how the function words are pronounced. Which function words contain a schwa?
Record yourself saying the sentences. Make sure you stress the content words and do not stress the 'weak' function words. Keep trying until you feel comfortable using sentence stress. Can you hear the improvement in your pronunciation?
3 Listen to your recording of your answer to Part 2. Choose four sentences and write them down. Underline all the stressed syllables. Re-record the sentences stressing those syllables without stressing the rest.

19 Track 51 **Complete these tasks.**

1 Play Track 51 again. Listen to the audio and try to hear the rhythms of the language, the sentence stress.
2 Listen to the first sentence, pause the audio and repeat the sentence (using the audio script if you need to). Do the same for every sentence.
3 Then record yourself reading out the whole audio script until you feel confident in your use of sentence stress.

Speaking exam: Part 3

20 Track 56 **You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and give your answer. Put into practice all you have learnt in this unit.**

Track 57 **Now listen to the sample answer.**

Part 2: Exam skills

Coherence

Exam tip

- Coherence, together with fluency, makes up a quarter of your mark and is especially important in Parts 2 and 3. A person who speaks coherently is easy to follow.
- Coherence involves organising your ideas logically.
- It also involves signposting: for example, using words to show you are beginning a new point, adding extra information, offering a contrast, or concluding your point.

1 Check the meaning of *keyhole surgery*. Then number the sentences of a short talk a–g into the correct order.

a So, as you see, it really is a brilliant development. ___
b Then, surgeons can perform very delicate operations this way. ___
c I believe keyhole surgery is one of the most significant developments in modern medicine. ___
d Last but not least, recovery time is much quicker, due again to the small incisions. ___
e There are numerous advantages. ___
f First of all, the surgeon can operate through tiny incisions so there is less scarring. ___
g It involves introducing a video camera into the body of the patient so the surgeon can watch what he is doing on a TV monitor. ___

2 Answer the questions below.

1 Which language does the speaker use to introduce each of the three advantages of keyhole surgery?
2 What phrase does the speaker use to introduce his summary of what he has said?
3 Do you know any other phrases used for doing this?

3 58 Now answer the question you hear, giving three advantages and a summarising statement using the language from the talk in Exercise 1.

4 Read the following text about technology. There are two opposing ideas, which are both true: one positive, the other negative. Underline the phrase that introduces the opposing idea?

> Technology brings people closer together by allowing friends on opposite sides of the world to chat to each other. But then again, it can isolate people, for example if someone spends hours on a tablet, alone in their room.

5 59 Now answer the question you hear by giving two opposing ideas. Link them using the phrase you have just learnt.

Exam tip

You can also use *on the one hand* and *on the other hand* to give two opposing ideas that are both true.

6 Replace the words in italics with pronouns.

1 I asked if he wanted to borrow my phone because *his phone* had run out of battery.
2 Scientists are often on the news, talking about their latest discoveries. I think *scientists* enjoy publicising what *scientists* do because all too often *scientists'* work is ignored.
3 Our invention was much more creative than *their invention*, but the judges awarded them the prize.
4 I love video calling my friends, but *video calling my friends* can be embarrassing if I'm still in my pyjamas.

7 Listen to the recording. Is it clear who *she* refers to?
60

Exam tip

Make your speaking more coherent by:
- using a range of language and methods, e.g. pronouns; signposting phrases and linking devices.
- *not* overusing a phrase or repeating yourself, as it will make your speech sound unnatural.
- listening to your recorded answers to the exam questions and asking yourself if your answers are clear and easy to follow. If not, record your answer again and try to make them clearer.

Exam tip

Using pronouns to link sentences with the next makes your speaking less repetitive and more coherent. However, be careful when using pronouns. The listener needs to know what or who you are referring to. If it is not absolutely clear, repeat the noun instead.

Watch out

In spoken English, if we do not know a person's gender or if it is not important, we usually use *they* or *them*.

Exam tutor

1 What have you learnt in this unit that will help you in the exam if you are asked to talk about technology? What have you learnt in this unit that you can transfer to any topic?

2 What is coherence?

3 How can you improve your coherence?

4 Which four areas are you assessed on in the exam?

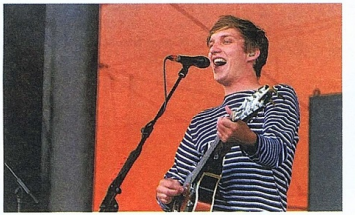
5 Does one area score more than the others?

7 Hobbies

Language development | Expressing likes and dislikes; Phrases related to hobbies; Expressing frequency; Present perfect; Present perfect simple v. continuous; Pronunciation: The schwa /ə/
Exam skills | Asking the examiner to repeat the question; Sounding polite
Exam practice | Parts 1, 2 and 3

Part 1: Language development

Vocabulary: Expressing likes and dislikes





1 Read the statements 1–7 and decide if they express positive, negative or neutral feelings about each activity.

1 I'm keen on photography. ___
2 I can't stand board games. ___
3 I'm crazy about computer games. ___
4 I don't mind cooking. ___
5 I'm fanatical about playing cards. ___
6 Going to the theatre? I can take it or leave it. ___
7 Going to gigs is not my kind of thing. ___

Watch out

The phrases are followed by *-ing* or a noun.

2 Use each of the phrases in Exercise 1 to talk about how you feel about some of the pastimes in the box below. Practise saying your sentences, paying attention to your pronunciation.

camping crafts eating out fishing
entertaining (making dinner for your friends) going clubbing
going for walks listening to music watching TV
woodwork working on cars

Vocabulary: Phrases related to hobbies

3 Complete each text with the words in the boxes. Words that form phrases with the gapped words are in italics.

about character opening page-turner set

Reading

The novel I'm reading at the moment is *a real* (1) _____. I just can't put it down. It's (2) _____ *in* Renaissance Italy and *is* (3) _____ young women who are forced to become nuns because they've brought shame on their families for various reasons. In *the* (4) _____ *chapters*, for example, a (5) _____ falls in love with her music teacher and the family don't approve.

abstract exhibition hype original representational work

Art

I'm sorry to say the student *art* (6) _____ was really boring. I had expected it to be really thought-provoking after *all the* (7) _____ but none of the art was very (8) _____. It was mostly sculpture, though there were a couple of installations and a few paintings. Most of the painters seemed to think they needed to be *strictly* (9) _____, but I prefer (10) _____ *art*. It allows you to respond more personally to a (11) _____ *of art*.

charts concert gigs lyrics taken up tunes

Music

I've just (12) _____ *the piano*. It was after a *classical* (13) _____ I went to that inspired me because the pianist was so talented. I'm really into *live* (14) _____, too. I went to see my favourite band the other week, actually. What I like about them is their *thoughtful* (15) _____ and *catchy* (16) _____. Of course, the band write their own music unlike some artists you see these days. They always *reach the top of the* (17) _____ but I think it's more down to marketing than talent.

genre predictable rave slow star

Film

My favourite *film* (18) _____ is comedy. I went to see a romantic comedy last night, and it was really hilarious. It was well acted – well, it was (19) _____ *studded* so that's not surprising. And it was so touching. Last weekend, my friends made me go and see a horror film with them. It was terrible; not scary at all. It was (20) _____ *moving* and the ending was *entirely* (21) _____. My friends had wanted to see it for ages because it's getting (22) _____ *reviews* so they were really disappointed.

Exam tip

Check the meaning of any new vocabulary in the texts above. Remember the correct definition may not be the first one in a dictionary. Note down any useful phrases, such as *I just can't put it down* and *they write their own music.*

Exam tip

In the Speaking exam, be prepared to talk about your hobbies and how often you do them. Search online or in language books for texts describing your pastimes. Note down and learn any useful words, phrases or collocations, and then practise talking about your hobbies with a friend.

Language: Expressing frequency

4 The phrases below express frequency. Put them in order on the line from the least frequent to the most frequent.

once a fortnight | every other day | every Tuesday | every single day | several times a year | twice a year



5 Practise talking about things you do and how often you do them. You can change some of the phrases above to make them true for you.

I sing karaoke ***every other Saturday****. I go to the theatre* ***about three times a year****.*

6 61 Listen and complete the sentences with the frequency phrases you hear.

1 I listen to the radio _____.
2 I go horse-riding _____.
3 I eat out _____.
4 _____ to play my guitar.
5 _____ garden _____.
6 _____ play computer games, _____.
7 I go for long walks _____.

Exam tip

Using phrases to express frequency, rather than just single words, will impress the examiner. For example, say *I play tennis* ***every now and again*** instead of *I* ***occasionally*** *play tennis.*

Speaking exam: Part 1

7 62 You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Record yourself. Remember, do not give answers that are too short: saying just one word or one short sentence is not enough.

63 Now listen to the sample answer. Read audio script 63 on pages 111–112 and underline:

- any language that the candidate uses to express likes and dislikes
- any frequency phrases.

Speaking exam: Part 2

8 **Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish, then record yourself answering it. By now, you should be finding it easier to speak for two minutes on a topic.**

> Describe a hobby you enjoy.
>
> You should say:
> how long you have been doing it
> how often you do it
> what benefits you get from it
> and explain why you enjoy it.

64 **Now listen to the sample answer.**

Grammar: Present perfect

Remember that we use the present perfect:
1 to talk about something that began in the past and continues now.
2 to talk about something that happened at an unspecified time in the past.
3 to give up-to-date news without specifying when it happened. Note that if we give more details, we usually change tenses.
4 to show the present result of something that happened in the unspecified past.
5 with unfinished time periods. Note that with finished time periods we use past tenses, even if a finished time period is implied but not stated, for example if we are talking about somebody who is no longer alive.

9 **Complete the sentences with the present perfect or past simple form of the verbs in brackets and, where appropriate, with *for, since, already, ever* or *never*. Then decide which rule 1–5 from the box above applies to each sentence.**

1 I _____ (live) in Granada _____ over ten years and have no plans to move. I love it here.
2 Have you _____ been to Argentina? – No, _____. Have you?
3 [*The time is 10.30 am*] Poor me. I _____ (not have) a break this morning.
[*The time is 06.30 pm*] Poor me. I _____ (not have) a break this morning.
4 The government _____ (announce) that a number of libraries are to be closed next year. They _____ (make) the announcement yesterday.
5 I _____ (know) her _____ she was a teenager. She hasn't changed at all.
6 Oh dear! What's happened to your leg? – I _____ (break) it.
7 I've _____ told you. Don't borrow my clothes, you never wash them!

10 65 **Answer the questions you hear so that they are true for you, giving details. Use the present perfect simple, changing tenses if appropriate.**

Grammar: Present perfect simple v. continuous

Exam tip

Be careful if your first language has a tense that is constructed similarly to the perfect tenses in English. There are almost certainly some differences in the way the tenses are used. Make sure you know what the differences are.

11 Complete the forms of the present perfect simple and continuous in the table. Then read the example sentences 1–3 below and complete the rules about the present perfect simple and the present perfect continuous.

Present perfect simple	_____ / _____ + _____ e.g. *has done*
Present perfect continuous	_____ / _____ + _____ + _____ e.g. *has been doing*

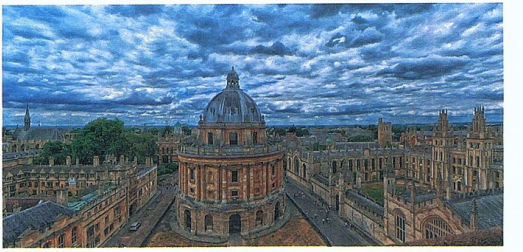
Watch out

Note that state verbs – e.g. *know, believe, understand, see, want* – do not generally have a continuous form so you can't use them in the present perfect continuous.

1 ***I've lived/'ve been living*** *in Oxford for over 20 years.*
Sometimes we can use either tense. The action may have recently or just _____, or the action may still be happening.

2 *Why are you covered in mud? – I* ***'ve been planting*** *some new flowers.*
I've planted *some new flowers. Don't they look beautiful?*
We use the present perfect _____ to focus on a result or achievement. We use the present perfect _____ to focus on an action or process – it may or may not be finished, but we don't know or we're not interested.

3 ***I've broken*** *my arm.*
They ***'ve been shouting*** *at each other for ten minutes.*
We use the present perfect _____ to emphasise that an activity is extended or repeated. We use the present perfect _____ for a single, completed activity or for an action that happened a specified number of times.



12 **Complete the sentences with the past perfect simple or continuous form of the verbs in brackets, and where necessary *for* or *since*. Then listen to check your answers.**

66

1 I _____ (play) the clarinet _____ I was a child.
2 I _____ (like) classical music _____ a long time now.
3 I _____ (read) your book. You can have it back now.
4 Sorry I'm late. I _____ (work) in the garden.
5 I _____ (watch) TV all morning. I'm so lazy!
6 I _____ (play) badminton three times.

Watch out

Use *for* with a period of time, e.g. *I've known her for three years*. Use *since* with the start of a period, e.g. *I've known her since 2010*.

13 Listen to Track 66 again and repeat the sentences, focusing on your pronunciation. Pay attention to any difficult sounds, weak forms, and word and sentence stress.

66

14 Answer the questions you hear using either the present perfect simple or continuous.

67

Speaking exam: Part 3

15 You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and give your answers. Practise what you have learnt in this unit. Record your answers.

68

69 Now listen to the sample answer.

Pronunciation: The schwa /ə/

Pronunciation

The schwa is the most common sound in English. It cannot appear in a stressed syllable. In writing, any vowel can be used to represent it and it can be represented by more than one letter (including *r*). To pronounce the schwa, just relax your mouth.

16 Listen to the schwa sound and repeat it.

70



17 Listen to the following words. For each word, underline the stressed syllable.

71

author	yoga
today	England
summer	Internet
collection	suppose
person	gardening
leisure	photography
famous	opinion

18 Listen to the words again. Underline in a different colour any letters that are pronounced as a schwa. Then practice saying the words.

71

19 Listen to the recording of your Part 3 answers and complete 1–3 below.

1 Did you use any of the words from Exercise 17? If so, did you pronounce them using the schwa?
2 Write down ten key content words you used that you want to check the pronunciation of. Mark the stressed syllables and any schwas. Then practise saying the words.
3 Re-record your answer, focusing on word stress and the schwa. Remember schwas also appear in the weak forms of certain function words.

Watch out

Remember not to stress the schwa when it appears alone, e.g. *father* /fɑːðə/. It can be stressed when it is part of a diphthong, e.g. *photo* /fəʊtəʊ/.

Part 2: Exam skills

Asking the examiner to repeat the question

1 Listen to the candidates. Only one sounds polite enough. Why do the other candidates sound impolite? Think about word choice and intonation.

72

a Repeat, please.
b Could you say that again, please?
c What?
d What did you say?

Exam tip

In all parts of the Speaking exam, you can ask the examiner to repeat the question. You will not lose any marks for this.

Sounding polite

2 73 Listen to the following sentence being said using both polite and impolite intonation. Can you tell which is which?

Would you mind repeating the question?

3 Practise saying the following sentences with a friend. Can your friend guess whether you are trying to sound polite or impolite?

Could you say that again, please?
Would you mind repeating the question?

4 In Part 3, the examiner can reformulate a question. This is useful as the questions can be complex. The following sentence will signal to the examiner that you want him or her to reformulate.

I'm sorry, I'm not sure I understand the question.

74 Listen to the sentence and repeat it, paying attention to your intonation.

5 75 You may want to indicate to the examiner that you do not understand a particular word. Listen and write down the sentence you hear. Check your answer, then practise saying it correctly.

Watch out

To sound polite, your intonation should be high and your voice should sound soft. Impolite intonation tends to be low and flat and the person's voice sounds hard.

Watch out

Does English express politeness differently from your language? Is your language more direct? Notice any differences.

Exam tutor

1 What have you learnt in this unit that will help you in the exam if you are asked to talk about hobbies and leisure activities? What have you learnt in this unit that you can transfer to any topic?

2 In which parts of the exam are you allowed to ask the examiner to repeat a question?

3 What are polite and impolite ways to ask the examiner to repeat what they've said?

4 What are some ways of telling the examiner you don't understand what they've said?

5 What do you need to be careful about when saying the sentences in Exercises 4 and 5?

8 Youth

Language development | Phrases to talk about memories; Expressions related to childhood; *used to* and *would*; Review of past tenses; Pronunciation: Past tense *-ed* endings; Diphthongs; *used to* and *would*; Review of past tenses
Exam skills | Fluency
Exam practice | Parts 1, 2 and 3

Part 1: Language development

Vocabulary: Phrases to talk about memories





1 76 Listen to three people talking about memories and complete the gaps in the three texts with the words you hear.

Exam tip
Learn collocations and expressions by reading English texts and listening to spoken English. This will give your English greater variety and improve your score.

1 When I hear music from the 90s, it really (1)_____ me back. It makes me feel like I'm a teenager again, the memories are so (2)_____. So many things from that period of my life left a (3)_____ impression on me, like meeting my first girlfriend and sitting my 'A' levels in sweltering heat. It's still (4)_____ in my mind.

2 I can (5)_____ remember what I did yesterday let alone events from my childhood. Well, having said that, I have some (6)_____ memories. I remember a teacher I really liked called … Oh, the name (7)_____ me. But she was so brilliant at explaining things and was really kind when my brother was taken ill. Oh, what was her name? It's on the tip of my (8)_____! Anyway, as I said, I have a bad memory.

3 I often reminisce about the (9)_____ old days. You have to be careful though because it's easy to get sentimental and see everything through rose-tinted glasses. Things weren't perfect back then, but you often only remember the good times. I love looking at old photos. They remind me of people I'd (10)_____ forgotten about and then it all comes (11)_____ back, like my old friend Alice who passed away ten years ago. Can it really be that long? Time (12)_____!

2 Which phrases from Exercise 1 are paraphrased below?

1 I can almost remember it but not quite. _____
2 Time passes very quickly. _____
3 It reminds me of the past. _____
4 I can remember it clearly, like it was yesterday. _____
5 I suddenly remember it really clearly. _____

Vocabulary: Expressions related to childhood

3 Complete sentences 1–9 with the words and expressions a–i containing the word *child*.

a a latchkey child	**b** an only child	**c** child benefit
d child labour	**e** child's play	**f** child-friendly
g childhood friends	**h** childish	**i** happy childhood

Exam tip
This vocabulary will be useful if you are asked to talk about your childhood in Parts 1 or 2, or about children and childhood in general in Part 3.

1 I bump into my _____ occasionally, though we've got nothing in common anymore.
2 I'm lucky, I had a very _____. My parents gave me lots of attention.
3 We can't take our baby there. It's not a very _____ restaurant.
4 Does she have any brothers or sisters? – No, she's _____.
5 That exam was easy. In fact, it was _____.
6 Families with children can claim _____ from the government.
7 An estimated 200 million children worldwide are engaged in _____. This prevents them from getting an education.
8 He's _____ – he arrives home from school to an empty house because his parents are at work.
9 She's older than me, but she behaves like she's much younger. She's so _____!

4 Match words and phrases 1–8 with definitions a–h.

1 be well brought up	**a** speak to someone angrily or seriously because they have done something wrong
2 upbringing	**b** people who are older than you, usually people who are quite a lot older
3 parenting	**c** obey a person, a command, or an instruction
4 your elders	**d** be polite because your parents have taught you to behave well
5 do as you're told	**e** do some of the housework
6 have good manners	**f** the way that your parents treat you and the things that they teach you when you are growing up
7 tell someone off	**g** the activity of bringing up and looking after your child
8 help around the house	**h** to be polite and observe social customs

5 Listen to seven statements about childhood. Pause the audio after each one and respond, giving your opinion and a reason or example. 77

Most children I know are well brought up.
No, most children I know are badly brought up. They have bad manners, interrupting adults all the time and not saying please or thank you.

Speaking exam: Part 1

6 You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Record your answers. 78

Now listen to the sample answer. 79

Speaking exam: Part 2

7 Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one or two minutes. Record your answers.

> Describe a happy childhood memory.
>
> You should say:
> when and where the incident you remember happened
> who you were with
> what happened exactly
> and explain why it is a happy memory.

Now listen to the sample answer. 80

Pronunciation: Past tense *-ed* endings

8 How is *-ed* pronounced in the following regular past-tense verbs? Match the endings to their pronunciations, then listen to check. 81

1 enjoy**ed**	a /ɪd/
2 work**ed**	b /d/
3 act**ed**	c /t/

Watch out

It is the final *sound* of the infinitive that decides how *-ed* is pronounced; the spelling may mislead you.

Pronunciation

Read the rules about the pronunciation of past tense *-ed* endings.

- *-ed* is pronounced /t/ when the verb ends in a voiceless consonant sound – /p/, /tʃ/, /k/, /f/, /θ/, /s/, /ʃ/.
- *-ed* is pronounced /d/ when the verb ends in a voiced consonant sound – /b/, /dʒ/, /g/, /v/, /ð/, /z/, /m/, /n/, /ŋ/, /l/ – or vowel sound. Say the sound with your fingers on your throat and you will be able to feel the vibration.
- *-ed* is pronounced /ɪd/ when the verb ends in a /d/ or a /t/ sound. This is the only time you add an extra syllable.

9 82 Complete the table by putting the verbs in the correct column, according to the pronunciation of *-ed*. Then listen to check your answers.

accepted aged agreed answered asked breathed cycled
decided hated helped laughed loved matched needed
played pretended seemed thanked wanted wished

/d/	/t/	/ɪd/

Watch out

Don't add an extra vowel sound between consonants if it shouldn't be there, e.g. at the end of *engaged* /ɪngeɪdʒd/ (not /ɪngeɪdʒed/).

10 82 Listen again and repeat the verbs.

Pronunciation: Diphthongs

11 83 Study the table for the usual spellings and example words. Then listen and repeat.

Pronunciation

A diphthong is a vowel sound, representing a single syllable, in which your tongue moves continuously from one position to another.

Vowel sounds	Usual spellings	Example words
/eɪ/	a (especially before consonant + *e*) ai ay	same, _____ aim, _____ day, _____
/əʊ/	o (especially before consonant + *e*) oa	home, _____ boat, _____
/aɪ/	i (especially before consonant + *e*) y igh	time, _____ fly, _____ night, _____
/aʊ/	ou ow	cloud, _____ cow, _____
/ɔɪ/	oi oy	choice, _____ boy, _____
/ɪə/	eer ere ear	peer, _____ mere, _____ fear, _____
/eə/	air are	pair, _____ stare, _____

12 Add one more example word in the table in Exercise 11 for each spelling. Check the pronunciation of the words you add in a dictionary.

Grammar: *used to* and *would*

13 Listen while you read the text describing a childhood memory. Why did the woman begin to cycle more slowly?

84

I remember my grandad often used to take me to school when I was little. I used to live quite far from my school and my grandad let me cycle there, following behind me on foot. I kept stopping to wait for him to catch up. Then when we had arrived at school, he would push my bike home again. One day, I was cycling along happily. Suddenly I looked back, and my grandad was nowhere to be seen. I waited and waited but he didn't come. I began to get worried, so I cycled back the way I had come and, to my horror, found him lying on the ground. He had tripped on some loose paving. I helped him up and then took him to the doctor's, although he kept saying he was fine. The doctor examined him and, luckily, he wasn't injured. I was so relieved and always cycled more slowly after that.

14 Read the text again and underline the different structures and tenses used to talk about the past.

- We use *used to* + infinitive to describe past habits or past states that are now finished. The negative form is *didn't use to*.
- We can also use *would* + infinitive to describe past habits. However, we cannot use it to describe extended past states. The negative form is rarely used.
- You cannot use a present form of *used to* to talk about present habits, e.g. ~~*I use to travel to university by car*~~. Just use the present simple: *I travel to university by car*.

15 Answers questions 1–3.

1 Find an example in the text of *used to* to describe a past habit and past state.
2 Find an example in the text of *would* to describe a past habit.
3 Listen again to Track 84. How are *used to* and *would* pronounced?

84

Grammar: Review of past tenses

We can also use the past simple to describe past habits or past states. The past simple has other uses: to describe single completed actions in the past or a series of actions in the order they took place.

16 Read the text in Exercise 13 again and find the first example of:

1 the past simple used to describe a past state _____
2 the past simple used to describe a past habit _____
3 the past simple used to describe a single completed action. _____

17 There is one mistake in each sentence. The mistake is related to how the past is expressed. Decide what is wrong with each sentence, then correct the mistakes.

1 When I was a little girl, I would see my cousin every weekend and going with him to the local park.
2 Years ago I would own a horse. I loved riding her but she was expensive to keep so I had to sell her.
3 Last week I used to see Sam at the cinema. He didn't say 'hello' to me, probably because he felt awkward as he was with his new girlfriend.

Exam tip

Use *would, used to* and the past simple in the Speaking exam to talk about past situations. Practise talking about the following topics: where you lived, pets you had, your pastimes, toys you played with, friends you had and your daily routine.

1 The past continuous (*was/were + -ing*) tells us that something was in progress at a particular time in the past.
2 We can use the past simple for an action that interrupted or happened during the past continuous action.
3 The past continuous is also used to give the background to a story. It:
   - isn't generally used with state verbs, e.g. ~~*I was liking the meal*~~.
   - doesn't normally describe repeated actions or habits in the past, e.g. ~~*When I was a child, we were having dinner together as a family*~~.

18 Find an example in the text in Exercise 13 on page 68 of the past continuous being used to give background information. Which main action does it give the background to?

Pronunciation

Notice the weak forms of *was* and *were*: ***I was*** /wəz/ *cycling along.* *They* ***were*** /wə/ *cycling along.* Practise saying the sentences.

19 Complete the two texts with the past continuous or the past simple form of the verbs in brackets.

1 One day, my cousin and I (1)_____ (jump) up and down on my bed. We (2)_____ (enjoy) ourselves immensely but then my mum (3)_____ (walk) in and (4)_____ (tell) us off.

2 I (5)_____ (be) on holiday with my family and we (6)_____ (walk) along the beach. Suddenly a dog (7)_____ (run) up to us. It (8)_____ (bark) aggressively and we (9)_____ (be) terrified. My dad (10)_____ (try) to scare it off but it (11)_____ (bite) him.

20 Complete the rules 1–4 by choosing the correct options and completing the gaps.

1 To talk about events in the past, we usually put them in a chronological order and use the *past simple / past perfect.*
2 To talk about an event that happened *before* the last event we have just talked about (an event that is 'more past'), we use the *past simple / past perfect.*
3 If the order of events is clear (for example, from the context or a time expression), we can use the *past simple / past perfect* to refer to an earlier event.
   The week before, I saw **OR** *had seen him every day.*
4 We form the past perfect simple with _____+ _____.

21 Find examples in the text from Exercise 13 on page 68 of the past simple used to describe a single action in the past and the past perfect used to describe something 'more past' than that action.

22 Complete the gaps in the text with the past continuous, the past simple or the past perfect form of the verbs in brackets.

Pronunciation

Notice the pronunciation of the past perfect: *He* ***had*** /həd/ *tripped.* (weak form); *He* ***had*** /əd/ *tripped.* (alternative weak form); ***He'd*** /hi:d/ *tripped.* (contraction)
Practise saying the sentences.

One day my sister, Madoka, (1)_____ (play) football in the garden. She (2)_____ (be) a bit careless with the ball and suddenly I (3)_____ (hear) a smash. I (4)_____ (go) outside and (5)_____ (see) that she (6)_____ (break) the window. Just at that moment, our mum (7)_____ (arrive) home from work. Mum (8)_____ (say) 'hello' to us and then she (9)_____ (look) over at the window in horror! She (10)_____ (realise) straight away what (11)_____ (happen). She (12)_____ (be) so angry with Madoka!

23 Do the Part 2 Speaking task on page 66 again. Try to improve your use of tenses this time (past simple, past continuous and past perfect) and use the structures *would* and *used to*, if appropriate.

Exam tip

To do well in the Speaking exam, you must know what your strengths and weaknesses are. Recording your answers will help you with this. By listening to yourself afterwards you can:

- identify and hear your strong points and your weak points in grammar, vocabulary, pronunciation, fluency and coherence
- ask a friend or teacher to listen and comment on your performance
- improve your knowledge and then re-record your answer
- see how you have improved by comparing your performance with earlier recordings.

Speaking exam: Part 3

24 85 You are going to hear questions that are typical of Part 3 of the exam. Listen to each question and give your answers. Record your answers.

86 Now listen to the sample answer.

Part 2: Exam skills

Fluency

1 Here are five ideas to improve your fluency. Rank them 1–5 in order of importance for you.

A Good pronunciation improves your fluency because it allows you to speak more quickly without making you unclear. The pronunciation of single sounds and single words, word and sentence stress and connected speech are all crucial.

B A wide-ranging vocabulary and good grammar allow you to be more fluent because you do not have to hesitate, trying to find the right word or grammatical structure.

C Find out if there is an English conversation class in your local area. If one exists, join it. Speaking English regularly, and in front of other people, will improve your confidence, grammar, vocabulary and your fluency.

D Meet up with an English-speaking friend and agree that you will speak only in English for one hour every week. This will help you to express yourself in English even if it is sometimes difficult.

E As you do daily tasks, talk to yourself in English (aloud or in your head). Think, *How do you say that in English?* This will give you extra practice in thinking in English and will make speaking it less of an effort.

Exam tip

Fluency, together with coherence, makes up a quarter of your mark in the Speaking exam. Remember to speak continuously, without big pauses or hesitations, and speak at a good rate.

Exam tip

Think about your body language and make sure you *look* confident in the exam:

- Smile when you first meet the examiner and when you introduce yourself.
- Look the examiner in the eye as you speak. Do not look down.
- Do not sit with your arms crossed as this will make you look defensive and nervous.
- Do not fidget.

Exam tutor

1 What have you learnt in this unit that will help you in the exam if you are asked to talk about children, childhood or memories? What have you learnt in this unit that you can transfer to any topic?

2 Why should you record your answers to the practice exam questions in this book?

3 In what ways can you use the sample answers in this book to improve your English?

4 What two things are part of fluency in speaking?

5 How can you improve your fluency?

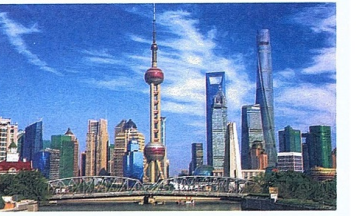
9 Home

Language development | Describing places; Comparing past and present; Suffixes and word building; Pronunciation: Silent letters; The passive; The causative
Exam skills | Clarifying, paraphrasing and giving examples
Exam practice | Parts 1, 2 and 3

Part 1: Language development

Vocabulary: Describing places





1 Decide if sentences 1–7 refer to the city or the country. Would you rather live in a city or in the country?

1 Urban regeneration involves bringing derelict buildings back into use.
2 It's very remote.
3 I live in the centre, within easy walking distance of shops, restaurants and bars.
4 I like living here because I love its energy and excitement.
5 Where my Aunt lives is peaceful and the pace of life is very slow.
6 You don't see many detached houses here. It's all high-rise flats.
7 It's in the middle of nowhere!

2 Complete the sentences with the words in the box.

backwater	far	middle	easy	picturesque	congested	cosmopolitan
destination	spacious	walking	heart	cramped	outskirts	

1 My village is in the (1)_____ of nowhere. It's a real (2)_____. But it's idyllic and the countryside is really (3)_____.
2 My village is within (4)_____ reach of the nearest big city. It's not (5)_____ from Manchester."
3 The city I live in is very (6)_____, as you can meet people from all over the world. And it's a real tourist (7)_____. Sadly, it's also pretty polluted and (8)_____.
4 My home is (9)_____ and I wish it was bigger. But I do like the fact that it's right in the (10)_____ of the village and within (11)_____ distance of the local shop.
5 I live on the (12)_____ of a town called Sopron. My house is big and (13)_____.

3 Use some of the vocabulary from Exercises 1 and 2 to practise talking about where you live. After each sentence, add extra details that explain what you have said.

My city is very cosmopolitan. We have people from all over the world living here, and that's reflected in the cuisine. You can eat lots of different types of food.

4 Practise talking about your home using the vocabulary below.

I live in a:
detached/semi-detached/terraced house
bungalow
ground-floor/first-floor/second-floor/top-floor/studio flat.

Watch out

There are many differences between British and American English, e.g. *flat* (British) versus *apartment* (American). Both forms of English are acceptable in the Speaking exam.

Vocabulary: Comparing past and present

5 87 Listen and complete the texts about changes to the three people's hometowns.

1 (1)_____, this was a nice place to live. Everyone knew everyone and people looked out for each other. I'm sorry to say that, (2)_____, the population has risen dramatically, and this has led to a breakdown in the community ties that used to unite us. Also, second-home owners buy holiday homes here, and that has meant that the price of property has gone up (3)_____, forcing young people to move away from the area.

2 My city is becoming more and more vibrant (4)_____. I love it! (5)_____ really boring, with nothing much for young people to do, (6)_____ bars and clubs have opened up. The city's no longer just for the older generations, with theatres and museums – it's got a new image, with a great nightlife and an increasing student population to enjoy it.

3 (7)_____, this town was a busy place, with its many factories and its port. (8)_____, however, it's nowhere near as busy, as manufacturing has moved elsewhere. But I'm not that sad about all the changes. There's a certain beauty to the disused industrial architecture. And, in fact, many of the old factories (9)_____ into flats, and they're extremely popular with trendy young couples who are now moving into the town.

6 87 Listen to Track 87 again and answer the questions.

1 What tense is used to describe how things were in the past?
2 What tenses are used to describe the current situation?

Speaking exam: Part 1

7 88 You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answers. Try to use the vocabulary you have learnt so far. Focus on your use of tenses, particularly when talking about changes to your town or city.

89 Now listen to the sample answers.

Exam tip

It is fine to say negative things about your hometown or any other topic, e.g. *It used to be peaceful but now it's built up and congested*. However, don't focus too much on the negative in all your answers. Although you will not be marked on your attitudes, it's probably best to present yourself in a positive way in the exam.

Vocabulary: Suffixes and word building

8 Add the following suffixes to words 1–12 to make nouns. Use each suffix twice.

-ness -ee -ism -hood -ment -ship

1 mother_____
2 forgetful_____
3 address_____
4 treat_____
5 alcohol_____
6 craftsman_____
7 aware_____
8 refuge_____
9 disappoint_____
10 hero_____
11 leader_____
12 bachelor_____

Exam tip

Suffixes are letters added to the end of a word to make a new word, e.g. *possible* is an adjective and adding *-ity* turns it into a noun (*possibility*). Using suffixes allows you to make new words from words you already know.

9 Write down at least two more words formed using each suffix in Exercise 8.

-ment: management, understatement

10 Complete the sentences with the noun form of the words in brackets.

1 There is a real _____ of affordable housing in my town. (short)
2 Fortunately, there is almost full _____ in this part of the country. (employ)
3 The _____ of natural resources means we have to import most of them. (scarce)
4 _____ is quite common when you move to a new place. (homesick)
5 I have a _____ for flats over bungalows. (prefer)

Exam tip

Other noun suffixes include: *-ence/-ance* (independence), *-tion/-sion* (information), *-age* (marriage), *-y* (efficiency), *-(e)ry* (misery), and *-ant* (assistant).

11 **Put the noun roots in the box in the correct gaps to form adjectives.**

road	mess	mountain	plenty	child

1 This region is extremely _____*ous*.
2 My car is not _____*worthy* at the moment, so I'll have to take the bus home.
3 Our home is completely _____*proof*. We've had to make sure of that since having our baby.
4 Our house is always _____*y* because none of us is very house-proud.
5 We have a _____*ful* supply of organic food due to the large number of farms in the area.

12 **Write down at least two more examples of adjectives formed with the suffixes in italics in Exercise 11.**

Exam tip
Other suffixes used to form adjectives include *-ible/-able* (breakable), *-ive* (attractive), *-ish* (smallish), and *-al* (optional).

13 **Using the suffixes *-ise*, *-en*, or *-ify*, complete the sentences with the verb form of the words in brackets. Make sure the verbs are in the correct tense.**

1 Sadly, my mum was _____ last week. I visit her every day. (hospital)
2 I would _____ my uncle's house as 'a mansion'. (class)
3 Driving to the shops _____ the journey by 20 minutes but I prefer to walk. (short)
4 They've _____ the motorway because it was always so congested. (wide)
5 The local council is trying to _____ the city by planting flowers. (beauty)

14 **Find at least two more examples of verbs formed using each of the suffixes in Exercise 13.**

Exam tip
Another typical verb suffix is *-ate*, as in *abbreviate*. Think of other verbs ending in *-ate*.

Speaking exam: Part 2

15 **Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one or two minutes. Practise using the vocabulary you have learnt so far in this unit.**

> Describe a place that you enjoy visiting.
>
> You should say:
> where the place is
> what you can see and do there
> how it has changed since you first visited it
> and explain why you enjoy visiting this place.

90 **Now listen to the sample answer.**

Pronunciation: Silent letters

16 91 Do you know how to pronounce these English towns and cities? Listen. Write the places next to the sounds they contain (1–3) and underline the letters that represent those sounds.

Leicester Newcastle Reading Greenwich Plymouth Cambridge

1 /e/ (there are three) _____ _____ _____
2 the schwa, /ə/ (there are two) _____ _____
3 the diphthong /eɪ/ (there is one) _____

Pronunciation

Silent letters: There are a large number of words in English with silent letters. It's important to learn the pronunciation of words and not just guess the pronunciation from the way the words are spelt.
Silent letters sometimes mean a word is pronounced with fewer syllables than you expect, e.g. *chocolate* has a silent *o* and only two syllables, not three: /tʃɒklət/.

17 92 Highlight the silent letters in the words. Then listen to check your answers.

1 island
2 calm
3 camera
4 half
5 interesting
6 vineyard
7 walk
8 Wednesday
9 foreigner
10 restaurant

Speaking exam: Part 3

18 93 You are going to hear questions that are typical of Part 3 of the exam. Answer them and record your answers. Ask a friend or teacher to listen carefully to your recording. Are there any words you pronounced incorrectly? Practise saying the words with accurate pronunciation. Keep a list of words you have mispronounced and test yourself frequently.

94 Now listen to the sample answers.

Exam tip

Contractions are very common in spoken English and using them can make your English sound more natural and fluent.
However, some contractions are very informal and should be avoided in the exam, e.g. *ain't* and *innit* (for *isn't it*). Studying the sample answers will show you which contractions are appropriate.

Grammar: The passive

19 Read the examples of the passive. Then read 1 and 2, and complete the gaps.

It is often argued that *communities are breaking down.*
(it + passive + that ...)
Saint Petersburg ***is considered*** *by many* ***to*** *be Russia's most beautiful city.* (subject + passive + *to* infinitive)

Exam tip
You can use the passive to introduce an argument or opinion. The impersonal subject *it* is often used.

1 Form of the passive: _____ + _____
2 When we use the passive, the performer of the action is unimportant, unknown or obvious. If we want to talk about the performer, what word do we use to add this information to a passive sentence?

20 Decide if the following sentences can also be rewritten in the passive. If so, rewrite them.

1 People say that my local Italian is the best restaurant in town.
2 My mum thinks a country lifestyle is best.
3 They have found that the new canal is a flood risk.

Watch out
Other verbs typical in the impersonal passive construction are *believe, say, think, find, claim, reported, prove* and *show*. They are most often used in formal speech, e.g. *It has been conclusively shown that children benefit from a stable home environment.*

21 Read the examples with passive constructions, then complete the sentences so they are true for you.

Although *the city's National Gallery* ***is often thought to*** *be the most interesting gallery,* ***I prefer*** *the Modern Art Gallery.*
It could be argued that *cities are dangerous places,* ***but I think*** *that if you're streetwise that needn't be the case.*

1 Although _____ is usually considered to be the most beautiful region in my country, I ...
2 Home cooking/Restaurant food is often thought to be superior to restaurant food/home cooking, but in my opinion, ...
3 It could be argued that it is better to live in the city/country than in the country/city, but I ...

22 In which of these sentences are we likely to use a form of *get*?

1 I was talking to the gas company but I **was** cut off.
2 My dad **was** elected as leader of the local council.
3 The town centre **is being** regenerated.

Watch out
You can also form the passive with *get* + past participle. This is more informal than the passive with *be*. We can also use *get* to express a misfortune, something unexpected or an achievement, e.g. *I* ***got made*** *redundant last month. I* ***got accepted*** *into university.*

Grammar: The causative

Exam tip

Be careful with your word order. For example, *The mayor had the town hall repainted* is very different from *The mayor had repainted the town hall.*

23 Read the examples of the causative then answer the questions.

*I'**m having** my hair **cut** next week.*
*I'**ve had** my pay **frozen**.*

1 What is the form of the causative? _____ + object + _____
2 Do we use the causative to describe something that is done to us or something that we do ourselves?
3 Which example sentence describes a service that someone has arranged someone else to do for them? Which one describes something that is unpleasant or out of the speaker's control?
4 Why don't we say who is cutting the person's hair or freezing their pay?
5 What word can we use instead of *have* in the causative? Is this word more or less formal than *have*?

24 Rewrite the sentences using the causative.

1 A decorator is repainting our lounge.
We _____.
2 A sculptor made a statue of Shakespeare for the council.
The council _____.
3 Our house is far too small, so a builder is going to build an extension.
Our house is far too small, so we _____.
4 An optician's is a place where an optician checks your eyes.
An optician's is a place where _____.

25 Practise talking about something you have had done recently or that you are having done soon.

Part 2: Exam skills

Clarifying, paraphrasing and giving examples

Exam tip

You will be judged on how successfully you are able to paraphrase in the exam. You may want to or be asked to repeat what you have said, but in a different way. Also, you may want to clarify what you have said.
To paraphrase well, you need to use a wide range of synonyms, but knowing some phrases to introduce your rephrasing will also help.

1 95 You can rephrase something you have not expressed exactly right by using the phrases in bold below. Read the examples then complete 1 and 2.

*Patriotism is a terrible thing. **Let me rephrase that**: patriotism is not always a force for good.*
*Patriotism is a terrible thing. **Or more accurately, ...***

1 Listen to both phrases being used and repeat them.
2 Why do you think this candidate wanted to rephrase the first sentence?

2 96 You can explain a point you made more fully by using the phrases in bold below. Read the examples then complete 1 and 2.

My house is too small. ***What I mean is that*** *it is too small for our family because there are so many of us. For an average-sized family it would do very well.*
My house is too small. ***Or to put it another way, ...***

1 Listen to both phrases being used and repeat them.
2 Is this speaker's house big or small?

3 97 You can say something in a clearer or simpler way by using the phrases in bold below. Read the example then complete 1 and 2.

People from my village are quite conservative. ***In other words,*** *they don't like change.*

1 Listen and repeat.
2 Does the speaker think people from his village are conservative or they don't like change?

4 98 The phrases *for example* and *for instance* do not have to start a sentence. Insert the phrases in sentences 1 and 2 then listen to check.

1 People in the past were not so mobile. My grandparents lived all their lives in the town where they were born.
2 People in my country like foreign cuisine. Korean restaurants are very popular as are Chinese restaurants.

Exam tutor

1 What have you learnt in this unit that will help you in the exam if you are asked to talk about a place? What have you learnt in this unit that you can transfer to any topic?

2 Can you use contractions in the exam (e.g. *won't, can't*)?

3 Do you remember how long Part 1 of the exam lasts?

4 How long does Part 2 of the exam last?

5 How long does Part 3 of the exam last?

10 Culture

Language development | Festivals and celebrations; Historical sites; Words and phrases related to heritage; Pronunciation: Linking; Future forms
Exam skills | Predicting possible questions
Exam practice | Parts 1, 2 and 3

Part 1: Language development

Vocabulary: Festivals and celebrations





1 Match questions 1–4 to answers a–d.

1	How is it celebrated?	a	On the eighth of November the whole country has a huge celebration.
2	What is it in honour of?	b	It marks the anniversary of the day that we gained our independence.
3	Do you enjoy it?	c	We all get the day off, and we march through the streets holding banners and sing our national anthem. Then we hold streets parties, eat traditional food and have fun. At night, fireworks are set off. The parties go on until the early hours of the morning.
4	What is your country's biggest festival?	d	Very much so. The build up to it is so exciting, and on the day itself everyone's always in a great mood.

Watch out

Remember to use the right prepositions, e.g. ***in*** *July*, ***in*** *the afternoon*, ***at*** *night*. With dates, also use the correct ordinal numbers, e.g. *the* ***thirty-first*** *of May* (or *May, the* ***thirty-first***).

2 Complete the text with words a–g from Exercise 1 on page 80.

a day off b celebrations c street parties d national anthem
e banners f marks g anniversary

The 20th of May (1)_____ the (2)_____ of when our King came to the throne. Every year there are massive (3)_____ in every city, town and village throughout the country. Everyone is given the (4)_____ and people arrange (5)_____. They close off the roads to traffic, set up stalls and put up (6)_____. In the afternoon, we all watch a TV address by the King, and then our (7)_____ is performed. Everyone knows the words, of course, so we all sing along.

Vocabulary: Historical sites

3 Choose the correct words to complete the text.

It's unusual for archeology to make the news but the other day there was a news item about an (1) *excavation / exhibition* not far from where I live. An archeologist proudly announced that he and his team had found the (2) *leftovers / remains* of a group of Bronze Age roundhouses. In fact, all they had (3) *displayed / unearthed* of the buildings themselves were post-holes, but they were clearly delighted by the discovery. They had also found a large number of (4) *ruins / artefacts*, and by carbon dating some substance from inside a pot they were able to (5) *date / time* the site to around 2000 (6) *BC / AD*. Although people tend to think of prehistoric man as (7) *illiterate / primitive*, the archeologist explained that they were more sophisticated than we may imagine. They were capable of creating the most elaborate metalwork, both (8) *ornaments / embroidery* and weapons. And Neolithic man was clever enough to (9) *demolish / construct* structures such as Stonehenge, which still (10) *draws / pulls* over 1.5 million visitors each year. The (11) *finds / findings* will be (12) *exposed / exhibited* in my local museum and I'll definitely go to see them.

Vocabulary: Words and phrases related to heritage

4 Match the words and phrases with the definitions. Then listen to check your answers.

99

1 heritage	a completely destroyed
2 listed building	b changed
3 historical significance	c historical sites, buildings, and the unspoilt natural environment
4 altered	d a building protected by law against being destroyed or altered because it is historically or architecturally important
5 demolished	e the importance of something that is old

5 What systems do you have in your country to protect historical sites? Research the topic and practise talking about it, using some of the vocabulary in Exercise 4.

6 Match the words and phrases with the definitions. Then listen to check your answers.

100

1	natural heritage	a	a society's heritage including buildings, landscapes, works of art, traditions, languages and natural heritage
2	cultural heritage	b	a description or title given to something
3	World Heritage Sites	c	money that a government or organization provides for a particular purpose
4	designation	d	a society's heritage, including the countryside and natural environment
5	funding	e	sites of international importance

7 What is your nearest World Heritage Site? Have you visited it? Do some research on the topic and practise talking about it, using some of the vocabulary in Exercise 6.

Speaking exam: Part 1

8 You are going to hear some questions that are typical of Part 1 of the exam. Listen to the questions and record yourself answering them.

101

Now listen to the sample answer.

102

Pronunciation: Linking

9 Listen to two different versions of the same Part 1 sample answer. Which recording sounds more natural? Why? Then play your recorded answer to the same Part 1 question. Is it more similar to the first or second recording?

103

10 Listen and complete the table with the phrases and the sounds that link them. The first row has been done for you. Then practise linking all the words in the table correctly.

104

Pronunciation

When we speak naturally, we do not stop after each word. Instead, one word flows into the next. When we speak in this way, the way we pronounce some words can change. This is called linking.

Watch out

We don't link consonant + consonant (e.g. *without **d**oubt*), so don't add an unnecessary vowel sound between the consonant sounds.

Types of sounds	Example phrases	Linking instructions
1 To link consonant + vowel	a in England b most important	Do not pause between the words.
2 To link two vowel sounds when the first vowel is /eɪ/, /aɪ/, /ɔɪ/ or /iː/	a _____ b _____	Add the sound /____/.
3 To link two vowel sounds when the first vowel is /aʊ/, /əʊ/ or /uː/	a _____ b _____	Add the sound /____/.
4 To link a word ending in *r* or *re* and a word beginning with a vowel	a _____ b _____	Add the sound /____/.

11 Read audio script 103 on page 120 and mark the words that should be linked. Then check your answers in the answer key.

12 Practise reading the text, linking the words appropriately. Remember also to pronounce any weak forms correctly, e.g. *for, and, were*.

13 Answer the Part 1 questions in Exercise 6 again, making an attempt to link words where appropriate.

Speaking exam: Part 2

14 Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one or two minutes. Try to use some of the vocabulary you have learnt on the topic of festivals.

> Describe a festival that you enjoy.
>
> You should say:
> when the festival occurs
> where it occurs
> what happens during it
> and explain why you enjoy the festival.

105 Now listen to the sample answer.



Grammar and pronunciation: Future forms

15 Listen. What are the speaker's plans for New Year?

106

16 Listen again and write down what the speaker says. What tense does the speaker use? Underline once where the tense is used to describe the future, and twice where it is used to describe the present.

106

Present continuous to talk about the future

When referring to the future, the present continuous describes a fixed arrangement, e.g.
*We**'re flying** to France next week.* (We have arranged it with the airline – we have bought our tickets.)

17 Listen to the contractions and practise pronouncing them.

107

Contraction	Pronunciation
I'm	/aɪm/
it's	*s* = /s/ after /f/, /k/, /p/, /t/, /θ/
he's/she's	*s* = /z/ after other sounds
you're	/jɔː/ or (weak form) /jə/
they're	/ðeə/
we're	/wɪə/

Be going to

You can also use *be going + to* infinitive to talk about future plans. In many cases, both the present continuous and *be going to* are possible. However, there are times when one tense is more appropriate. *be going + to* can be used to:

- emphasise a previous decision or intention, e.g. ***I'm going to take** a long lunch break today. I've been working so hard!*
- predict something based on current evidence, e.g. *England **are going to lose** in the cricket again. They're playing really badly.*

18 Complete the sentences with *be going to* and the verb given, using contractions where possible. Then decide if the sentence expresses a previous decision/intention or a prediction. If it's a prediction, what could be the possible evidence for the prediction?

Watch out

Note that *be going to* go is usually abbreviated to *be going*, e.g. *We're going ~~to go~~ to Japan.*

1 That woman _____. (trip)
2 I think it _____. (snow)
3 We _____ house next year. (move)
4 The two countries _____ an agreement today. (reach)
5 I _____ my friend for his birthday, but I couldn't because I don't have his new number. (call)

19 Listen to check your answers to Exercise 18 and repeat the sentences. In which sentences is *going to* pronounced /gənə/? Native speakers very often use this weak form. It is more informal than the full form.

108

***Will* for the future**

We use *will* + infinitive (or *won't* + infinitive) with:

1. spontaneous offers, spontaneous decisions and promises, e.g. *Actually, I think* ***I'll wait*** *before I apply for that course.*
2. predictions based on opinions or our experience, e.g. *He* ***'ll call*** *me when he gets there. He always does.*
3. hopes and assumptions, e.g. *In the future, people* ***will live*** *for much longer than they do now.*
4. future events that are not yet arranged, e.g. *I think* ***I'll visit*** *my grandmother this weekend.*

20 Complete the sentences with *'ll* and the verb given. Which use of *will* from the box above does each sentence represent?

1. (Student) I'm not sure I follow you. (Teacher) No problem. I _____ it again. (explain)
2. I hope we _____ go out today – it hasn't stopped raining. (be able to)
3. I'm not worried about the exam. I _____ it. (pass)
4. We _____ to the museum next week once we know what my parents' plans are. (go)

21 109 Listen to check your answers to Exercise 20 and repeat the sentences, paying particular attention to the pronunciation of the contraction *'ll*.

22 Choose the correct future forms to complete the dialogue.



Sarah: (1) *Are you doing / Will you do* anything special for New Year?
Laura: Well, I might go to Granada. (2) *I'm looking / I'm going to look* online tonight to try and find a good last-minute deal. I kept tonight free on purpose because I know these things take ages!
Sarah: Oh, don't worry. (3) *I'm going to help / I'll help* you.
Laura: Oh, brilliant. Thanks. How about you? (4) *Are you going / Will you go* away?
Sarah: Yes. Harry and I (5) *are spending / will spend* two weeks with my parents in Scotland.
Laura: Oh, that (6) *is going to be / will be* lovely.

23 Practise talking about the future with a friend. Below are some ideas for topics:

- your plans for the weekend and for New Year/your birthday
- the future plans of people you know
- the weather tomorrow/next week
- some current news/sports stories (predict how they will develop)

Watch out

There are two *l* sounds in English: the dark *l* and the light *l*. The dark *l* can be heard in *'ll* (the contraction of *will*) and is used before a consonant and at the end of words. The tongue is flatter and further to the back of the mouth.

The future perfect
The future perfect is formed with *will have* + past participle. It's used to say something will have happened or will have been completed by a certain point in the future. It is often used with *by*, which means *not later than*. The weak form of *will have* is /wɪl(h)əv/.

24 Complete the sentence. Then listen to check your answer.

110 People in my country are becoming less religious, so I think that by 2060 people _____ about the origins of Christmas.

25 Use the phrases in the box to make some predictions about things that will have happened or been completed by a certain point in the future.



By this time next year …
By the time I retire …
By the year 2060 …
By the next millennium …

Exam tip
The IELTS exam is designed to challenge even the best students, so don't worry if you struggle at some point in the exam. This is completely normal, especially in Parts 2 and 3, and the examiner will expect it.

Speaking exam: Part 3

26 You are going to hear questions that are typical of Part 3 of the exam. Listen and answer the questions, practising what you have learnt in this unit, paying particular attention to your use of future forms.

111

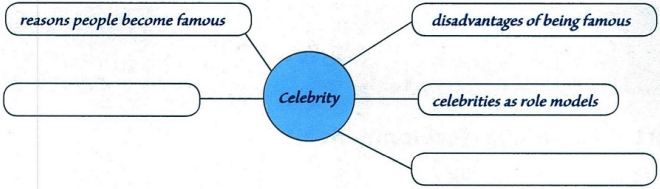
112 Now listen to the sample answer.

Part 2: Exam skills

Predicting possible questions

Exam tip
There are a lot of possible questions for Part 3 of the exam. Therefore, it's useful for you to be able to predict questions based on topical issues you may encounter, for example, in the news. The following exercises will help you generate possible questions and help you to prepare for any topic in the exam. These techniques can also help you during the exam to anticipate the examiner's next question.

1 **The diagram shows some possible ideas for questions on the topic of celebrity. Add two more ideas.**



2 **Brainstorm the following topics with a friend, if possible.**

the media advertising food

3 **Read the Exam tip. Then write three possible Part 3 questions on each of the three topics brainstormed in Exercise 2. Then practise answering them, with a friend acting as the examiner.**

Exam tip

Look carefully at all the Part 3 questions you have studied so far in this book. Notice that Part 3 questions often ask you to:

- compare the present with the past
- predict how things will change in the future
- speculate about and analyse issues
- talk about issues within the context of your own country.

Exam tutor

1 What have you learnt in this unit that will help you in the exam if you are asked to talk about culture (festivals, celebrations, historical sites)? What have you learnt in this unit that you can transfer to any topic?

2 Do you remember what kinds of questions you are asked in Part 1 of the exam?

3 What kinds of questions are you asked in Part 2 of the exam, after your talk?

4 What kinds of questions are you asked in Part 3 of the exam?

5 Which part of the exam do you find the hardest and why?

11 On the move

Language development | Types of holiday; Holiday activities; Effects of tourism; Short answers; Expressing yourself indirectly; Pronunciation: Adding emphasis; Cause and effect
Exam skills | What kind of speaker are you?
Exam practice | Parts 1, 2 and 3

Part 1: Language development

Vocabulary: Types of holiday





1 Match questions 1–5 to their responses a–e. Check the meanings of the words and phrases in bold in a dictionary, if necessary.

1 Did you get **a package deal**?
2 Oh, you're going round Europe. Are you going **backpacking** again?
3 Have you **booked** your holiday already?
4 Are you going to Italy again?
5 How come you decided to **go self-catering**?

a No, I'm too old for that now. I don't want to **rough it** anymore!
b Well, **eating out** is so expensive.
c Yes, we go often because we've got a **holiday home** there.
d No, we booked our flights and accommodation separately. It was cheaper that way.
e No, we're going to try and get **a last-minute deal**.

Vocabulary: Holiday activities

2 Tick the activities you have done on holiday. Then for each activity you have enjoyed, say when and where you did it and what you liked about it.

going sightseeing	☐	relaxing	☐	shopping	☐
sunbathing	☐	sampling the nightlife	☐	going hiking	☐
going on excursions	☐	visiting museums and galleries	☐	eating out	☐

I went sightseeing last year when I was in Beijing. It was amazing because everything was on such a grand scale. However, it was also tiring because we had to travel a lot.

3 For each activity you have not done or do not like in Exercise 2, say why.

I don't really enjoy sunbathing because I get sunburned really easily. I usually sit in the shade and read instead.

4 Talk to an English-speaking friend about what you like, and don't like, to do on holiday, and why. Are your preferences different? Would you enjoy going on holiday together?

Vocabulary: Effects of tourism

5 Read the statements about the impact tourism has on different areas. In each case, decide whether it is the economy (EC), environment (ENV) or local people (LP) that are most affected and say whether the impact is positive or negative.

1 Hotels are built on previously unspoilt beaches. _____
2 Tourism can bring higher levels of employment. _____
3 There is increased investment, especially from foreign companies. _____
4 There is improved infrastructure, such as roads and airports. _____
5 Jobs in tourism are often low paid and seasonal. _____
6 Tourists drop litter and cause footpath erosion. _____
7 Big hotels and tourist sites may take trade away from smaller businesses. _____
8 Income from tourism can go into conserving the environment. _____

6 Which words in Exercise 5 are defined below?

1 happening only for a certain part of the year _____
2 the gradual damage and removal of soil or rocks by the wind, rain or waves _____
3 beautiful because it has not been changed/damaged by people _____
4 business activity _____
5 basic facilities such as transport, communications, power supplies _____
6 the spending of money by a government for a purpose that it considers useful or profitable _____
7 protecting something from harm, loss or change _____

Exam tip

Higher level vocabulary, such as that in Exercises 5 and 6, is especially useful in Part 3 of the exam and it will improve your mark if you use it appropriately.

7 What effects has tourism had on your country? What effects has tourism had on countries you have visited? Do some research and discuss with a friend.

Grammar: Short answers

Exam tip

When the examiner asks you a *yes/no* question, you can begin your response with a short answer. Saying just *yes* or *no* can sound abrupt. In addition, using short answers correctly is one way of showing the examiner you have a good grasp of English.

8 Read rules 1–6 and the examples. Then complete the gaps with your own answers.

1 *Yes* answers consist of: *Yes* + subject + auxiliary verb or *be*.
***Were** you skiing when you fell? Yes, I **was**.*
***Are** you sure? Yes, I **am**.*
a ***Do** you enjoy going on holiday with your parents?* _____
b ***Can** you afford to go on holiday this year?* _____

Watch out

Don't use contracted forms in *yes* answers, e.g. ~~*Yes, they've*~~ (it should be *Yes, they have*).

2 You can use other words in short answers:
*Yes, I **certainly** do.*
*Yes, we can; **just about**.*
***Of course** I am.*
*I'**m fairly sure** she is.*
Answer using some of the other words above.
a *Is your best friend keen on city breaks? –* _____
b *Would you like to win a free holiday? –* _____

3 You can also use other phrases:
*Did your mum enjoy her holiday? – **I believe so**, yes. / **I don't believe so**.*
*Would you go back again? – **Definitely (not)**.*
*Would you recommend it? – **Without a doubt**.*
Answer using some of the other phrases above.
a *Do people in your country always have a holiday in the summer? –* _____
b *Is your town a good place to visit? –* _____

4 You can use *do, does, did* to respond to statements or questions with no auxiliary verb or non-auxiliary *be:*
*So your sister likes action-packed holidays. – Yes, she **does**.*
*Many people prefer relaxing holidays. – I suppose they **do**.*
a *So you often go on holiday with your family. –* _____
b Most people like lying on a beach. – _____

5 For *no* answers, we usually use the contracted form:
*So, you **didn't** enjoy that holiday. – I **didn't**, no.*
***Has** she got travel insurance? – No, she **hasn't**, unfortunately.*
a *Are all your friends from your hometown? –* _____
b *Is your uncle going on holiday soon? –* _____

6 You can use other phrases to respond negatively:
*Is it hot in Norway in the spring? – I don't **think so**.*
*Do you enjoy camping? – No, **not really**.*
*Do the local people benefit from tourism? – I **doubt it**.*
Answer using some of the other phrases above.
a *Is it always hot in Austria? –* _____
b *Do the local inhabitants like the swarms of tourists? –* _____

9 113 **Listen to the questions. Respond using a short answer or phrase and give some more details.**

Have you been away this year?

No, I haven't, but I plan to go and see my family in Iran later in the year. I'm really looking forward to it because I know they'll spoil me rotten!

Speaking exam: Part 1

10 114 You are going to hear questions that are typical of Part 1 of the exam. Listen to each question and give your answer. Use short answers where appropriate.

115 Now listen to the sample answer.

Expressing yourself indirectly

Exam tip

If you don't know the word for something, you can express it in a different way. For example, if you don't know the term *brochure*, you could say *We looked in a magazine with information about all kinds of holidays.*

11 Match the beginnings of sentences 1–8 with the endings a–h to make the definitions for travel vocabulary.

1 It's a kind of ...
2 It's something you do when ...
3 It's made of ...
4 It's a place where ...
5 It's something you ...
6 It looks (a bit) like ...
7 It's used for ...
8 It's a person who ...

a sells you flights and accommodation.
b keeping your toothbrush, shower gel and brush in.
c short holiday.
d a pair of shorts but it's for swimming in.
e cardboard, with a picture and room to write on the other side.
f wear on your feet on the beach.
g you want to get a tan.
h young people can stay cheaply.

12 What travel vocabulary do the definitions in Exercise 11 describe? Check your answers, then cover the phrases and practise describing the things to a friend. Can they guess what you are describing?

13 Describe the words in the box indirectly using the phrases from Exercise 11. Ask someone to guess what you are describing. Practise with more words if you like.

a passenger	camping	a suitcase	a port	an excursion

It's something you put your clothes into when you go away on holiday.

Exam tip

You can also use these phrases to explain words or concepts from your own language for which there is no direct translation.

Speaking exam: Part 2

14 Read this Part 2 question. Give yourself one minute to plan your answer, making notes if you wish. Then talk for one or two minutes. Practise the vocabulary you have learnt so far in this unit.

> Describe a memorable holiday.
>
> You should say:
> when you went on this holiday
> where you went
> what you did
> and explain why it is memorable.

116 Now listen to the sample answer.

Pronunciation: Adding emphasis

Pronunciation

Sometimes we need to give a word extra emphasis. We can also add emphasis to a function word or a syllable that is normally unstressed. We do this to:

- emphasise something
- contrast two ideas/points/viewpoints, etc.
- correct/disagree with someone.

15 Underline the word(s) that you think is given extra emphasis in sentences 1–4.

1 I wanted to go but I couldn't. I was broke.
2 Did you say her name was Julie? – No, Julia.
3 My husband really enjoyed the mini break, but I didn't.
4 Was your purse on the table when it was stolen? – No, it was under the table.

16 Listen and check your answers. Then practise saying the sentences with the extra emphasis.

117

17 Listen to the four sentences. Correct the speaker, using extra emphasis as appropriate. Keep your intonation polite.

118

I hear that you're from New Zealand.
No, I'm not. I'm from BELgium.

Watch out

When correcting or disagreeing with the examiner, make sure you use polite intonation.

Pronunciation

Another way we place extra emphasis on something in English is by adding *do/does/did* to affirmative sentences in the present simple and past simple. This means that you can express a contrast or a strong feeling, e.g. *I do like it, though! I do like to be beside the seaside.*

18 Listen and repeat the examples below.

119

*I **do** think it is unfair that we visit these countries without a thought for what impact tourism has on the local population.* (a strong feeling)
*I **do** like travelling abroad but I also don't mind spending my holidays relaxing at home.* (a contrast)

19 Add *do, does* or *did* to the sentences, changing the verb as appropriate.

1 Although it's more expensive, many people go abroad for their holiday.
2 We nearly decided not to go to South Africa, but in the end we went.
3 My sister loves being able to lie in when she's on holiday.

20 120 Listen to check your answers to Exercise 19. Then repeat the sentences, making sure that you give extra emphasis to *do, does* and *did*.

Watch out

If you overuse *do, does* and *did* for emphasis, it may appear that you don't know how to form the tenses correctly.

Language: Cause and effect

21 Underline the phrases used to link the cause and effect in sentences 1–6. Then identify the cause (C) and effect (E) in each sentence.

1 People have more disposable income than previous generations, which means that most people can now afford to go on holiday.
2 The rapid rise in air travel stems from the creation of low-cost airlines.
3 Competition between airlines has led to lower prices for passengers.
4 Staff working for our national airline keep striking. As a result, many people avoid booking with them.
5 I suffer from seasickness so I never travel by boat.
6 The severe delays were brought about by the volcanic eruption.

22 Talk about the effects of tourism from Exercise 5 on page 89. Include any additional ideas of your own and use cause-and-effect phrases.

There is improved infrastructure, which means that local people can benefit from the effects of tourism as much as visitors.

Speaking exam: Part 3

23 121 You are going to hear some questions that are typical of Part 3 of the exam. Answer the questions, putting the language you have learnt in this unit into practice.

122 Now listen to the sample answer.

Exam tip

It's acceptable to express strong opinions in the exam. As you can see from the sample answers, you can give strong opinions as long as you say nothing offensive. Expressing such views will make the discussion you have with the examiner more engaging.

Part 2: Exam skills

What kind of speaker are you?



Exam tip

Identifying what kind of speaker you are will show you what to focus on when you revise. It will also help you maximise your performance in the exam.

1 **Choose the answers that best describe you (be honest!). If possible, also ask a friend and a teacher if they agree with you.**

1 When I speak English,
   - **a** I want to be as accurate as possible.
   - **b** I usually just think about communicating my message – I love talking!
   - **c** I am able to focus equally on accuracy and communicating my message.

2 Thinking about grammar,
   - **a** I always try to use the new grammar I have learnt, but it's not always accurate.
   - **b** I use only the grammar I know well because I prefer not to make mistakes.
   - **c** I am confident with grammar and can use it accurately.

3 Thinking about vocabulary,
   - **a** I know which words are formal and informal, and use them correctly. I also try to use collocations and idioms to show I have a wide vocabulary.
   - **b** I don't think I have a wide vocabulary. I often repeat words and I mainly use common words like *good*, *interesting*, and *like*.
   - **c** I can talk comfortably and well on familiar topics like *family* and *hobbies*, but I find it difficult to talk about unfamiliar topics.

4 When it comes to pronunciation,
   - **a** I don't really think about it.
   - **b** I think I have almost native-like pronunciation.
   - **c** I wish my pronunciation was much better.

5 Thinking especially about Part 2,
   - **a** I can rarely talk for two minutes on a topic.
   - **b** I can sometimes talk for two minutes but I think I repeat myself a bit.
   - **c** I have no trouble talking for two minutes.

2 **Now read the advice for the answers you chose.**

1 **a** If you are so worried about accuracy that you speak slowly and hesitate often, this will impact every aspect of your performance in the exam. Practise speaking as much as possible to increase your confidence.

b You may score well for fluency, but might score lower for grammatical accuracy and pronunciation. Record yourself and listen carefully to the mistakes you make, then re-record yourself trying to answer more accurately.

c You will probably score well for accuracy, pronunciation and fluency. Make sure you are aware of any faults you have so you know what to improve.

2 a You are doing the right thing by attempting to use new and more complex grammar. However, try to make fewer mistakes with more basic grammar.

b To achieve a high mark, you must attempt a range of complex grammar. You do not always use complex grammar correctly, but you must attempt it.

c You will probably achieve high marks for grammatical range and accuracy. Make sure you keep pushing yourself to use new structures.

3 a You will probably score well for lexical resource. Continue to note down new vocabulary, including collocations, and make sure you can use it appropriately.

b Read the sample answers and newspaper articles, noting down any new vocabulary. Memorise it and test yourself frequently.

c Write a list of at least ten 'difficult' topics. Use the sample answers and newspaper articles to find and learn vocabulary on these topics. Then practise talking about them.

4 a You really should think about it, as pronunciation represents a quarter of your mark in the exam and will also affect your marks for fluency. Record yourself answering an exam question and listen to your pronunciation. Ask a friend and/or teacher to listen, too.

b If a friend and/or teacher agree with you, you will probably score well for pronunciation. Do you use more complex features, such as linking and the schwa?

c Maybe your pronunciation is not as bad as you think. It doesn't matter if you have a foreign accent, as long as people can understand you without making special effort. Study the pronunciation points in this book again. In addition, listen to the audio tracks again and repeat what the speakers say.

5 a Read the Part 2 sample answers aloud. See how the speaker expands on the sub-topics, giving details and personal responses, etc. Then record yourself answering the same questions – where could you expand your answer?

b Record yourself answering a Part 2 question and then practise expanding each part of your answer. What more relevant detail could you add? Find synonyms for words and expressions you have overused and use them instead.

c Is everything you say relevant to the question? Is what you say logical and in the correct order? The examiner must be able to follow your speech easily.

Exam tutor

1 What have you learnt in this unit that will help you in the exam if you are asked to talk about travel and tourism? What have you learnt in this unit that you can transfer to any topic?

2 Look again at your questionnaire results in Exercise 2. What actions do you need to take to improve your English? Write out your key areas for improvement.

12 Practice exam

You are going to do a practice exam. Listen to Tracks 123 to 126, and answer the examiner's questions. Track 127 is a sample answer for the Part 3 Speaking exam. You may want to record yourself.

Note that in Part 2 of the real exam, after you have talked for one to two minutes, the examiner will ask you one or two questions on the same topic. This is demonstrated in the sample answer.

Note also that Part 3 is a two-way discussion between you and the examiner. Of course, this cannot be replicated exactly with recorded questions, but you can see how this works by studying the sample answer.

Part 1 Speaking exam: Introduction and interview (4–5 minutes)

123 Listen to Track 123, pausing the audio after each question.

Part 2 Speaking exam: Individual long turn (3–4 minutes)

124 Before you read the task card, listen to Track 124.

> Describe a personal achievement you are proud of.
>
> You should say:
> what you achieved
> when you achieved it
> what was difficult about achieving it
> and explain why you are proud of this achievement.

You will have to talk about the topic for one to two minutes.
You have one minute to think about what you are going to say.
You can make some notes to help you if you wish.

125 Give yourself exactly one minute to think about your answer. Then listen to Track 125 before you begin speaking.

Part 3 Speaking exam: Two-way discussion (4–5 minutes)

126 Listen to Track 126, pausing the audio after each question.

127 Listen to Track 127 to hear a sample answer.

Audio scripts

Unit 1

Track 01

1 The person I'm closest to in my family is definitely my mum, Kate. We've always got on and we hardly ever fall out. I know that's unusual! She's really outgoing – she's always going out with friends and colleagues. Everyone thinks she's good fun. I look up to her because she's so hard-working – she never sits still and she works long hours. She can be a bit impatient, though – she gets annoyed when her colleagues aren't as efficient as her. I take after her in that – I'm impatient, too. And she's over-sensitive, often getting offended for seemingly no reason.

2 My cousin Kieron and I grew up together. We were inseparable. He was so creative – he'd always think of new games we could play and make up these stories to make me laugh. I was constantly amazed by his open-mindedness as well – he was never judgemental. I wish I could be like that. Unfortunately, we grew apart, slowly but surely, and by the time we went to university we weren't in touch any more. I haven't seen him for years. It's really sad. I would blame it partly on the fact that he's not very reliable, so for example, if I message him, he won't respond. I'm not sure what he's up to these days.

3 I know this is a cliché, but I don't get on with my in-laws, especially my mother-in-law, Jane. She's so nosy, always wanting to know what we're doing and who we're with, and she's terribly blunt, which means she quite often upsets us with things she comes out with. And then she can be quite stingy. When we go out for a meal with her and my father-in-law, she never offers to pay, even though they're much better off than us. I must say, though, she's extremely clever and I do respect her for that. She set up her own business five years ago and it's gone from strength to strength. She's so self-assured and ambitious too, which I suppose is why she's so successful in business.

Track 02

Tell me something about your family.
What do you like doing most with your family?
Who are you close to in your family?
In what way is your family important to you?

Track 03

Sample answer:

Examiner: Tell me something about your family.
Candidate: Although I live abroad now, my mum's family is from Paris and my dad's family is from Toulouse. So I'm from a very French family. I would say I come from quite a small family, really. For example, I just have one older sister and four cousins, but it's true that my extended family is fairly big.
Examiner: What do you like doing most with your family?
Candidate: I like having nice, long meals with good food and drink, and a few jokes for dessert!
Examiner: Who are you close to in your family?
Candidate: In my family? Well, I'm close to my Uncle Jacques. He's a chef. He's hilarious, always telling jokes, and he's very enthusiastic about everything he does. We spent a lot of time together when I was growing up. In fact he helped to bring me up.
Examiner: In what way is your family important to you?
Candidate: My family is everything to me. They are my best friends, they support me when things aren't going well and when things *are* going well. I know they'll always be there for me, no matter what.

Track 04

Sample answer:

Candidate: One of my best friends is a guy called Raúl. I met him at university in Barcelona where we were in the same study group. When was that? I suppose it was over ten years ago now, so, yes, we've known each other for a good decade. We got to know each other on the tennis courts because the first few days of our course were so boring that we both decided we'd be better off outside playing tennis.
What kind of person is he? He's very active, a sporty type, involved in hiking and mountain biking – a bit of an adrenaline junky. He's also a very determined person. When he gets into something, he gives one hundred per cent. And he changes passions often. That makes him a bit of a self-absorbed person actually, which I'd say is a drawback. And I think he comes across as full of himself sometimes; I mean a bit too sure of his own opinions! As for why I like him, well, he's actually quite different from me. At university, he'd often suggest doing something and I'd go along with it, and because I'm laid back I never felt overwhelmed by him. We've never fallen out or anything.

Examiner: How often do you see your friend?

Candidate: Well, because we live in different countries, we don't see each other that often, but we try to catch up on a fairly regular basis, say, three times a year.

Tracks 05–07

See pages 12–13 for text.

Track 08

Modern families

In what ways have families changed in the last hundred years?
Should we rely heavily on our families, or is it better to try to be independent?
The elderly are sometimes considered the wisest members of society. What do you think we can learn from them?

Friendship

What do you expect from a good friend?
Are friends as important to you as family?
Do you think friendships change as we get older? How?

Track 09

Sample answer:

Examiner: In what ways have families changed in the last hundred years?

Candidate: In Western countries, I would say families have become more widely dispersed and less close. People travel more, and then end up living far away from their families. I think this is a shame because it means there is a breakdown of communities. I also think that because families are spread over a wider geographical area, elderly people tend to be forgotten and usually live on their own.

Examiner: Should we rely heavily on our families, or is it better to try to be independent?

Candidate: People seem to like living independently from each other these days, but I do wonder if that's the best way. Relying on people is seen as a weakness by some, I think. However, having family nearby is invaluable when you have children, in my opinion. Who else can be called on to babysit at a moment's notice?

Examiner: The elderly are sometimes considered the wisest members of society. What do you think we can learn from them?

Candidate: Oh, an immense amount! They're our living link with the past – of a family, a region, a country. They're the keepers of local traditions, for example, and they provide a sense of identity to younger generations. It often seems to me that older people had harder lives and lived through more interesting periods in history, so I always enjoy asking my grandparents about their childhoods and how things have changed. Also, because they've got more life experience, older people are very well placed to give good advice on, well, any topic.

Examiner: What do you expect from a good friend?

Candidate: For me, a good friend has to be reliable. I can't stand being stood up or having my messages ignored. As well as that, a friend should be someone you can have good fun with. There are many things in life to be serious about, but friendship shouldn't be one of them. I also believe that opposites attract, in friendships just as in romance, so a good friend will most likely be very different from you in many ways.

Examiner: Are friends as important to you as family?

Candidate: No, I wouldn't say so. Friends come and go, but family are always there, whether you like it or not. You can even be rude to your family – not that it's advisable, of course! – and they will forgive you. But sometimes you've known a friend for so long they can become like a family member – you can really be yourself with them and you may even argue quite often, like siblings do.

Examiner: Do you think friendships change as we get older?

Candidate: Well, I definitely find that I have less in common with some friends than I used to. I sometimes wonder what we used to find to talk about. And so, you often grow apart from old school friends or old colleagues. The people I feel I have most in common with are friends I met at university. I'm not sure why, but we somehow always have lots to talk about.

Unit 2

Track 10

It's by far my favourite sport to watch. I love the excitement that builds up as the match progresses, with the fans cheering and chanting. There's always an amazing atmosphere.

My team usually loses, it has to be said, although last week they drew. When they play away I always try to go and support them. And I've got the latest kit, but they're getting more and more expensive, so I may have to stop buying them. I think the clubs take advantage of fans' loyalty to push up the prices.

Team sports are a fantastic way for young people to improve their fitness. I coach a junior team at the weekend. We don't train in a stadium, of course, just on a pitch in our local park. I was really delighted last week when our youngest player scored the winning goal with a beautiful header. I think he might prove to be a real up-and-coming talent.

Track 11

What do you do to keep fit?
Are you good at sport?
What sports do you play?
What is the most popular sport in your country?

Track 12

Sample answer:

Examiner: What do you do to keep fit?

Candidate: I go to the gym twice a week. I don't really enjoy it, to be honest, but it's an easy way to keep fit. I mainly do cardiovascular exercises, rather than muscle building.

Examiner: Are you good at sport?

Candidate: Not really, but I try my best. I prefer individual sports to team sports because if I do badly in a team game, I always feel I'm letting everyone down.

Examiner: What sports do you play?

Candidate: I go kite-surfing sometimes. I enjoy it because it's so exhilarating. I can't go often, though, because there's rarely enough wind where I live. I might take up another water sport instead.

Examiner: What is the most popular sport in your country?

Candidate: I'd say the most popular sport is football, as in most countries. Most people have a favourite team who they support through thick and thin. The teams are often English ones, and Manchester United is the most well-known.

Track 13

Speaker 1: Oh great, the match is starting!
Speaker 2: Oh great, the match is starting.
Speaker 3: United won. Fantastic.
Speaker 4: United won! Fantastic!

Tracks 14–15

See page 20 for text.

Track 16

Sample answer:

Candidate: I'd like to talk about the most exciting tennis match I've ever seen. It was about six years ago just outside Bordeaux in France, and it was the boys' final of a junior championship. My favourite player, a rising star, had got to the final, so I wanted to see him. At the time, I didn't know anyone else who was interested in tennis – all my friends preferred football – so I went on my own. I set off really early to make sure I got there on time, but I ended up being too early and I had to wait for two hours for the match to start. It didn't matter, though, because this meant I got one of the best seats, right at the front in the middle of the court – I was delighted about that.

Other people gradually started arriving, the seats filled up, and we waited expectantly for the players. When the match started, it soon became clear that I was practically the only person supporting Jean Martin. Most people were there to support the other guy who had won the previous two years and was the favourite to win this year, too. Every time Paul Fernandez won a point, the crowd erupted into applause but I sat silently, getting more and more anxious. Martin lost the first set, but then there was a dramatic turnaround. He suddenly seemed to find some self-belief and he started to win. That's what I love about tennis – it's a battle of the mind as much as the body. I find it interesting to see how some players may be highly skilled but don't have the mental strength to win. Martin obviously did have this strength, and Fernandez was slowly falling apart. The atmosphere was electric. Martin showed off his amazing skills, hitting ball after ball straight down the line. Martin served for the match – you could have heard a pin drop. When he served an ace, the crowd went wild! Although they had begun by supporting his opponent, they had grown to respect him for his cool head and control of the ball. When he was presented with the trophy, he cried with joy.

Examiner: Do you play tennis yourself?
Candidate: Yes, I'm a keen tennis player. I joined a club about two years ago and play all the time.

Track 17

1 If you ask me, …
2 In my view, …
3 I would argue that …
4 I would say …
5 From my point of view, …
6 To my mind, …

Track 18

See page 21 for text.

Track 19

Keeping fit
What are the best ways to keep fit?
Do you think most people consider exercise a chore, or do they find it fun?
What is the most popular form of exercise in your country?

Healthy lifestyles

Do you think people in your country are less healthy than they used to be?
How can we encourage young people to stay healthy?
Should governments intervene to force people to be healthier?

Track 20

Sample answer:

Examiner: What are the best ways to keep fit?

Candidate: The best way to keep fit is to do exercise that raises your heart rate. The heart is a muscle and has to be worked like any other muscle. So golf, in my opinion, is not the best form of exercise. Something like running or swimming or surfing is much more beneficial.

Examiner: Do you think most people consider exercise a chore, or do they find it fun?

Candidate: I think most people feel it is something they should do. That is a mistake, as far as I'm concerned, because the best way to exercise is not to think about the fitness aspect and just have fun. You can exercise without even noticing you're doing it if you play volleyball with your friends, or go snorkelling, or go for a long walk on a sunny day, or something like that.

Examiner: What is the most popular form of exercise in your country?

Candidate: I would say the most popular form of exercise is going to the gym. I'm in two minds about the gym as a way to keep fit. On the one hand, it is convenient. But on the other hand, a gym is a very controlled environment, somewhat lacking in imagination and spontaneity.

Examiner: Do you think people in your country are less healthy than they used to be?

Candidate: Yes, definitely. I would argue that the invention of TV has led to people being much too sedentary. I know some people who refuse to have a television because they think that without one they are much more likely to keep active – it's all too easy to become a couch potato. Also, most people work in offices so they just sit in a chair all day long and only move to go to the photocopier. That's very unhealthy. People used to work the land and so be on the go from morning till night. Obesity was unknown then, except among the super-rich, I imagine.

Examiner: How can we encourage young people to stay healthy?

Candidate: Parents should set a good example. But I strongly believe that schools have a crucial role to play. Not only can they offer a wide range of sports for children to play, they can teach them about eating a balanced diet, and the negative effects of eating junk food and not exercising. If children don't hear all this from home, they have to hear it from somewhere, and I would argue that it's the schools' responsibility. Once they get a taste for playing sports, they will love the sense of achievement it can give you and the feeling of camaraderie with your team mates, and then hopefully they won't ever want to stop playing sports.

Examiner: Should governments intervene to force people to be healthier?

Candidate: Hmm, I'm highly sceptical of the idea that governments should force their citizens to be healthy. People ought to be encouraged to lead healthy lives, but not forced to. They could, for example, run an advertising campaign showing people how to eat a balanced diet – that you need to eat some carbohydrates, some vegetables and fruit, some meat and so on. Also, it's a good idea for governments to encourage people to exercise regularly, but that's also an individual choice.
But I'm unconvinced that trying to force people into healthy habits would work because when bullied like that people tend to resent it and react by sticking even more firmly with their unhealthy lifestyles.

Unit 3

Track 21

Mubarak: My name's Mubarak and I'm from the United Arab Emirates. My favourite subject at school was maths. I really loved it, I think primarily because I liked being able to use logic to work out answers, rather than having to speculate and theorise, as you often do in arts subjects.

I went on to study for Bachelor's and Master's degrees, both in Mechanical Engineering at Leeds University in England. I chose that subject because, although I was more keen on maths, engineering is more practical. My decision to study in Britain was motivated by the high prestige of British qualifications back in my home country. The tuition fees are very high but my family paid them for me.

I found the course very challenging. English is, of course, not my mother tongue so I found some of the lectures and seminars hard to follow. As a result, I failed my first year exams. I had to retake them all, but then, thankfully, I passed. I always did well in my coursework because I could take time to research the topic and check my English.

My dream job would be to work as a mechanical engineer for the United Arab Emirates' Army. The reasons are that such a job carries high prestige, it would be interesting, and there would be good job security – if I got such a job, I would probably have it for life.

Track 22

Do you work or are you a student?
Why did you choose that course or job?
What is the most difficult thing about your studies or job?

Track 23

Sample answer:

Examiner: Do you work or are you a student?
Candidate: I've just finished secondary school. I got the best results in my year so I'm hoping to get a scholarship to study English Literature.
Examiner: Why did you choose that course?
Candidate: Because I love literature. I love getting lost in a book; I mean, it's a form of escapism for me. But I also enjoy learning about the historical and cultural contexts that influenced a work and I'll have ample opportunity to learn about these things at university.
Examiner: What was the most difficult thing about your studies?
Candidate: At secondary school, the most difficult subject for me was chemistry. I can't stand science, and I would dread every lesson! I struggled in chemistry lessons, and I had to work really hard to pass my exam. For some reason, I just couldn't remember all those chemical symbols and equations no matter how long I spent revising.

Track 24

Sample answer:

Candidate: My dream job would be to teach children to sail. I have some qualifications, in skippering, for example, but it's very likely I would need more, such as a teaching certificate from the Yachting Association. I have some of the right experience in that I've been sailing a long time – I'm confident in handling a yacht and I've dealt with many minor crises in my time, like getting trapped in storms and saving someone who'd fallen overboard. It's true that I've never taught anyone but I don't think that would be a problem, provided I was given adequate training – I'm quite good with people and can explain things clearly. I imagine the job would involve encouraging youngsters to try sailing for the first time; and also teaching them that by working together as a team they could discover they have hidden strengths. The most difficult thing would be having sufficient patience when the children didn't do as they were told. I suspect it would be frustrating if they didn't realise that the rules were there for their own safety. Why is it my dream job? It's

my dream job because I love sailing – it's been my hobby for decades. And I'd like to work in a nice, warm climate where all I'd need to worry about was making sure I had suntan lotion on and enough to drink.

Examiner: When did you learn to sail?

Candidate: I learnt when I was a small boy. My dad taught me, as he was a very skilled sailor. He taught my brothers and sister, too, and we're all very pleased he did.

Track 25

Education

Do you think science subjects are more useful than arts subjects?
Are students mature enough to choose what to study themselves, or should their parents decide for them?
In your country, does having a university education help you into a better career?

Motivation

Do you think older or younger workers are more motivated?
How can managers increase motivation among their workforce?
Are people more motivated if their job involves helping others?

Track 26

Sample answer:

Examiner: Do you think science subjects are more useful than arts subjects?

Candidate: I think they are more useful because they are primarily concerned with practical matters. If you study science, you might, for example, go on to have some kind of technical role in the production of a device, like a computer or a car. However, all great leaders have studied more arty subjects, such as philosophy, history and economics. This makes them better leaders because they have an understanding of human nature.

Examiner: Are young people mature enough to choose what to study themselves, or should their parents decide for them?

Candidate: I think success in studying comes from being highly motivated to study a specific subject area. Therefore, the student should choose which subject they're interested in. By way of an example, I had a friend who studied science A levels because his parents pushed him down that route, but he hated it and so didn't get very good results. He still graduated and managed to get a place at university where he studied law, and he became a top student because law was what he was interested in.

Examiner: In your country, does having a university education help you into a better career?

Candidate: Yes, it does, as all top companies recruit graduates for their top positions. Therefore, you get a better start. However, it's fair to say that a university degree is not everything and it's what you do with it that matters. You can have a degree yet still get overtaken by somebody who isn't university educated but who gets promoted over you because they work harder.

Examiner: Do you think older or younger workers are more motivated?

Candidate: Younger workers should be more motivated because everything in their job is new to them and, therefore, exciting and they have to build their career, which is all ahead of them. Older workers have a tendency to think they've seen it all and very often just wait for retirement. I do know of at least one older person who's made a point of retiring on a high and is therefore highly motivated to get a project delivered to a very high standard before he retires. But no matter how fascinating your job is, when you reach the end of your career, I suspect you mainly focus on your impending retirement.

Examiner: How can managers increase motivation among their workforce?

Candidate: Allocating the right tasks to the person with the right skills, but making every task slightly different so that they learn every time. That can lead to an increase in motivation. It's about making the job interesting, but without drowning staff in too much new information each time. If they see that they can progress steadily and meet the challenges set, then they'll stay motivated.

Examiner: Are people more motivated if their job involves helping others?

Candidate: Although my job doesn't really involve helping people, just training them, I'd hazard a guess that youth workers, for example, find it very rewarding helping a young person to achieve their personal goals, or overcome a personal challenge. I can imagine, too, that it gives a counsellor tremendous job satisfaction to know that if they weren't there to listen to their patients' problems, things would probably not turn out as well for them. So, yes, although it's impossible for me to know for sure, I'd say people with those kinds of jobs take more pleasure from their work and are motivated by something more profound than just money.

Tracks 27–28

See pages 29–30 for text.

Unit 4

Track 29

Speaker 1: Where I come from it's almost always sweltering. Ours is an arid climate, and in most parts of the country precipitation is very low. Can you believe that in the summer, the temperature can exceed 50°C?

Speaker 2: Sometimes I feel like it's constantly drizzling here and it generally feels damp. In fact, right now it's pouring down. That does mean we have the most beautiful lush, green countryside, though. And the climate is temperate, so we don't suffer from any extreme weather, thank goodness.

Speaker 3: The weather here is notoriously changeable. People often think our country is very, very cold all the time, but ocean currents keep our climate fairly mild, considering the latitude. I don't mind our winters, which are bearable as long as you wrap up warm, but I don't like our summers because it never gets above 25°C.

Track 30

Tell me about your country's climate.
What's your favourite kind of weather?
Does the weather influence your mood?
Is it worse to feel too hot or too cold?

Track 31

Sample answer:

Examiner: Tell me about your country's climate.

Candidate: We have an extreme climate. Our winters are absolutely freezing, and our summers are boiling hot. That means that the people, the houses, the transport system, everything needs to be prepared to cope with every kind of weather.

Examiner: What's your favourite kind of weather?

Candidate: What I like most is hot, dry weather. I love sitting outside on a balmy evening with a drink, rather than being cooped up inside like you are in the winter.

Examiner: Does the weather influence your mood?

Candidate: Yes, it certainly does. It's the rain that influences my mood the most. I hate it when it's raining – it makes me feel so down. It's hard to go out, without getting soaked to the skin, anyway. And the sky is so dismal and overcast. It's miserable!

Examiner: Is it worse to feel too hot or too cold?

Candidate: Well, I suppose if it's too cold you can just wear more layers, but nevertheless I prefer to be too hot. At least it means the weather is good, and you can always go for a swim to cool down. What I really can't stand is being cold and wet. That's the worst combination and it makes me worry that I'm going to catch a cold.

Track 32

Sample answer:

Candidate: My favourite season is most certainly the summer, which is officially from June to September. I say 'officially' because the reality is that we generally get a very short summer, in that the weather is only really 'summery' for a few weeks a year. The rest of the season merges with the others, being rather cold and rainy. The highest the temperature gets is about thirty, and when it gets that high, people start complaining because they're not used to such heat. This irritates me, to be honest, because my view is that we so rarely have hot weather that we should just appreciate it and enjoy it when we do. In this country, and especially in my region, you can't rely on good weather in the summer. I've been to many outdoor events, like weddings, concerts, barbecues and so on, where the organisers were optimistic about the weather, but where it rained non-stop. Of course, you can't blame them – if you can't organise an outdoor event in August, when can you?

In the summer, I typically go abroad on holiday to places where scorching sunshine is practically guaranteed. This is because I am a sun worshipper and like to get a good tan. Having sun on my skin makes me feel healthy, though I am fully aware of all the dangers associated with too much exposure to the sun. When I am at home, I like to have friends over for barbecues, and we stay out in the garden all evening until it gets too chilly, or until it's time for them to go home.

The reason summer is my favourite season is that sunshine makes me happy. It's a scientific fact that it releases endorphins. In fact, during the winter many people in my country use light boxes, which recreate the light of the sun. You have to sit close to the light and it is intended to lift your mood. In the summer, though, you don't need such gadgets; you can just go outside, sit in the sun and get a natural energy boost. It's wonderful.

Examiner: Do you dislike the winter?

Candidate: No, I don't. All the seasons have something to offer. In the winter it's nice to snuggle up inside, with a mug of hot chocolate.

Tracks 33–36

See pages 37–38 for text.

Track 37

The environment

Are people in your country concerned about protecting the environment?
Does the responsibility for protecting the environment lie with governments or with individuals?
Does it help to educate young people on being green?

Pollution

What effects does pollution have on the environment?
Do you think we pollute more now than we did fifty years ago?
What do you think will happen if we do not reduce current levels of pollution?

Track 38

Sample answer:

Examiner: Are people in your country concerned about protecting the environment?

Candidate: To be honest, no. I think the middle and upper classes are more interested in earning as much money as they can in order to buy as much stuff as they can. And there are many people in my country who live below the poverty line and they quite literally can't afford to worry about the environment when they're struggling to put food on the table and just survive.

Examiner: Does the responsibility for protecting the environment lie with governments or with individuals?

Candidate: In my view, the responsibility lies with all of us. However, individuals, at least in my country, aren't taking action of their own accord, and nor are businesses; they're just out to make a profit. Therefore, it falls to governments to force people to be more green, for example, by fining companies that release toxic waste into our rivers, or incentivizing us to recycle.

Examiner: Does it help to educate young people on being green?

Candidate: Almost certainly it does because it is the next generation who will have to take on the huge burden of saving the planet. My generation isn't doing enough and is too worried about money, but we can already see that young people appreciate the urgency of the situation, and part of the reason for that is that they learn about the repercussions of a polluting lifestyle in schools.

Examiner: What effects does pollution have on the environment?

Candidate: Oh, I hardly know where to start! Pollution in the oceans kills fish and so unbalances the ecosystem. Pollution on land means that whole areas become unfit to live on or to farm. Habitats are destroyed, which leads to the extinction of hundreds of animal and plant species.

Examiner: Do you think we pollute more now than we did fifty years ago?

Candidate: Well, yes, overall. I'd say, though, that richer countries pollute less themselves, but export their pollution elsewhere, by which I mean that they consume foreign products that have a large carbon footprint. It has become fashionable to be green in wealthier nations, especially Western ones, so people make an effort to cycle to work and recycle their waste. However, it's quite a shallow attempt at being green, in my opinion, because they still live in big houses using lots of energy and go on holidays abroad, leaving a trail of pollution in their wake.

Examiner: What do you think will happen if we don't reduce current levels of pollution?

Candidate: Oh, I think the effects will be catastrophic! While many governments are acting, they are not acting quickly enough. It's frustrating and it's causing our climate to change beyond recognition. There is hope, though. I read an article recently that suggested rewilding as one possible solution to the environmental crisis. That's where you restore areas of land to their natural state. It's a brilliant idea and I hope it catches on, otherwise pollution will keep getting worse and we'll see more problems with people's health, like asthma, and more and more species of animals and plants will become extinct.

Unit 5

Track 39

Woman: My mother tongue is Hungarian. It is spoken in Hungary and it's a minority language in the surrounding countries, especially Romania. It's not part of the same language family as European languages like English, French, German or Russian. It's a Uralic language, distantly related to Finnish and Estonian.

Because Hungarian is not a widely spoken language, if you want to get on, you have to speak a foreign language. Unsurprisingly, the most popular second language among Hungarians is English, the global language. Like most of my friends, I'm multilingual – as well as Hungarian, I'm fluent in English and German. I can also get by in Italian and I did an evening course in Spanish a few years back, but I'm a bit rusty now. I seem to pick up languages quite easily, helped, I'm sure, by the fact that language teaching in Hungary is so good – it has to be, given that no-one speaks our language but us!

Track 40

What's your mother tongue?
What other languages do you speak?
What do you think is the best way to keep in touch with friends?
Do people keep in touch differently now compared to fifty years ago?

Track 41

Sample answer:

Examiner: What's your mother tongue?

Candidate: My mother tongue is Portuguese. It's predominantly spoken in Brazil but also in other parts of the world, such as Portugal and Africa.

Examiner: What other languages do you speak?

Candidate: Although I grew up in Brazil, I can also speak Italian because my mother and one set of grandparents are Italian, and I grew up hearing the language all around me. I'm really proud to be bilingual and I'd like my children to be bilingual, too.

Examiner: What do you think is the best way to keep in touch with friends?

Candidate: It depends how far you are from your friends. If you are geographically close, you should meet up face-to-face. Long-distance communication can cause misunderstandings and resentments to build up – when you write, you only have the words on the page, not body language or tone of voice.

Examiner: Do people keep in touch differently now compared to fifty years ago?

Candidate: Well, of course, people use the Internet now and smartphones. Not that long ago, nobody had a mobile but now, it's seen as indispensable and you would feel left out if you didn't have one. But as I said before, I think it's better to meet up with friends than to communicate using technology. There's much to be said for communicating in so-called old-fashioned ways.

Track 42

Sample answer:

Candidate: A language I would like to learn is Spanish. It's used not only in Spain but also in many other countries, and I believe it's one of the most widely-spoken languages in the world. So, it's a language that is definitely worth knowing. Professionally speaking, it would be useful to me. Also, Spanish culture is becoming more and more influential internationally. For example, the US has the second largest Spanish-speaking population in the world after Mexico. The language is influencing music and art. So, all in all, I think it's a handy language to know. I doubt it would be too challenging for me to learn Spanish because it is a Latin language, just like my mother tongue, French. I think Spanish vocabulary would be easier for me to acquire than Spanish grammar. I understand the grammar is one of the most difficult things about the Spanish language.

I would use Spanish primarily when going on holiday. I've been to Spain many times, and I always find that if you go off the beaten track it's difficult to find people who speak English. You get very good at speaking with your hands! And it's difficult to really engage with people and understand the culture if you don't speak the language. Speaking Spanish would undoubtedly make my holidays a lot easier and more enjoyable. On top of that, the company I work for has an office in Madrid and it would also be very interesting to be able to work there. I would enjoy the challenge and the exposure to a new culture. It would be such an exciting opportunity. To make the move, though, I'd obviously need to be able to speak Spanish. Luckily, my company would most likely sponsor me to have Spanish lessons.

Examiner: Where have you been in Spain?

Candidate: I've been to Spain many times and each time I did a road trip. One trip was in the north of Spain, travelling from France across the Pyrenees, through the Basque country and all the way down to Madrid.

Track 43

See page 46 for text.

Track 44

sixth
strong
glimpsed
three

Track 45

Language learning
Is it considered important in your country to learn foreign languages?
What, in your opinion, is the best way to learn a language?
Why are some people seemingly better at learning languages than others?

English as a global language
How do people in your country feel about English being the world language?
Do you think the culture of English-speaking countries, as well as the English language, dominate the world?
Why do you think people feel it is important to continue speaking their local languages?

Track 46

Sample answer:

Examiner: Is it considered important in your country to learn foreign languages?
Candidate: More than just important, it's considered essential. The English poet John Donne said 'no man is an island', and I think in this day and age that is also true of countries: we are all intricately connected. A country that wants to do business abroad and export its goods has to know how to communicate with people from other countries, and that means speaking foreign languages.
Examiner: What, in your opinion, is the best way to learn a language?
Candidate: Undoubtedly, the best way is to go and live in a country where the language is spoken as a native language. But that is not enough – I have friends who have done just that, but they stuck with people who spoke their language and so they hardly learnt anything. You have to immerse yourself completely in the language and the culture. This takes courage but is well worth the effort. One of my friends went to study in England and got an English boyfriend. Her English improved dramatically in just a few months, so arguably that's the best way!
Examiner: Why are some people seemingly better at learning languages than others?
Candidate: It's true that some people seem to pick up language really easily. Being bilingual from a young age certainly helps because the more languages you speak, the more easily you acquire a new one. Another major factor is motivation: two people can study the same materials for the same number of hours but the person who is more motivated will learn more and remember better what they've learnt. I really believe that the more you care about learning a language, the more effortlessly you will pick it up.
Examiner: How do people in your country feel about English being the world language?
Candidate: I don't think most people feel anything; they just see it as something inevitable. They don't fight it because that would just leave them trailing behind other countries that embrace English as the global lingua franca. Not learning English would leave us economically disadvantaged.
Examiner: Do you think the culture of English-speaking countries, as well as the English language, dominate the world?
Candidate: The rise of the Internet has certainly increased the dominance of English, and therefore also the spread of English and American ways of seeing the world. I think we are all expected to conform. Also, the majority of young people in my country like to watch American films and listen to American music: it's considered trendy. So, yes, I would definitely say that the culture of English-speaking countries holds much sway all over the world.
Examiner: Why do you think people feel it is important to continue speaking their local languages?
Candidate: There is a backlash in some quarters against the spread of English. One way this is expressed is by the insistence on maintaining local languages. A local language is more than just words. It links a community with its past, with its heritage, and so if you stop speaking your language, you lose a part of yourself.

Track 47

Examiner: Which language do you think is generally considered the most beautiful?
Candidate: Well, I think Italian is generally considered the most beautiful European language. It's probably because of the, um, the music of the language, the way speakers sound like they're singing. Personally, er, I prefer Spanish.

Track 48

Examiner: So, everyone in your country speaks English?
Candidate 1: Actually, no they don't. It is primarily young people who learn English at school. The older generation tend to speak only our native language.
Examiner: Is American music more popular than other forms of music?
Candidate 2: Not exactly, no. Japanese music is also extremely popular.

Unit 6

Track 49

What do you use the Internet for?
Does everyone have access to the Internet in your country?
Do you think older people are scared of new technology?
Do you think young children should have smartphones?

Track 50

Sample answer:

Examiner: What do you use the Internet for?
Candidate: I mainly use the Internet to read news items, mostly about sport. I also use it to do a bit of research on things to do and things to see at the weekends. I do a bit of internet shopping, like booking flights and accommodation for my holidays.
Examiner: Does everyone have access to the Internet in your country?
Candidate: I think so. Obviously, people in urban areas have wider access to the Internet. It's still a very rural country though, so, on second thoughts, I'm not sure that everybody is connected. And certainly not everyone has high speed internet.
Examiner: Do you think older people are scared of new technology?
Candidate: Some older people embrace new technology. My granddad, for example, was a technophile and wanted to keep up to speed with the latest technology. However, I would say that most older people don't bother learning about new technology simply because they can't see what it would bring to their lives.
Examiner: Do you think young children should have mobile phones?
Candidate: I can't see that young children have much use for mobile phones, at least in terms of using the phone as a phone. They might find it interesting to have a device to play games and take photos. But I can't imagine many young kids making calls.

Track 51

Sample answer:

Candidate: The piece of equipment I'd like to talk about is my smartphone. It has various uses. It functions as a normal phone so you can make calls and text people. But you can also go online with it. It also acts as a camera, though admittedly the camera on my phone is not very good. You can download apps from an online store, which allow you to find your way, play games, read e-books, and much more. New apps are being added all the time, and some of them are really crazy, like one that lets you record your voice and

then it plays it back to you but making you sound like an alien! And last but not least, you can listen to your music and watch videos.
It was a present from my parents. I'd been pestering them for months to get me one and at last they gave in, when it was my birthday. I think they bought it online as it was cheaper that way. I was the first of my friends to get one, and I think they were all really envious. Everyone loves smartphones because they're so beautifully made, so intuitive, so robust and so clever.
It is because it is so many things rolled into one that it is so useful. I just love my phone, and if I lost it, I wouldn't know what to do with myself. I use it on the way to university to entertain myself, I use it to stay in touch with my friends, I use it to check where I am. It's not so much useful to me, as absolutely essential.

Examiner: What piece of electronic equipment would you not miss?

Candidate: That's a difficult question because I love gadgets and all things technological. If I had to choose something, I'd say kitchen gadgets.

Tracks 52–55

See pages 52–53 for text.

Track 56

Technological developments

What have been the most significant technological developments of recent years?
In what ways have these developments changed society for the better and for the worse?
Are people in your country nostalgic about life before technology?

Science and ethics

Why do you think some people claim scientists interfere too much with nature?
Do you have anything against animal testing?
Is scientific progress always for the greater good?

Track 57

Sample answer:

Examiner: What have been the most significant technological developments of recent years?

Candidate: Undoubtedly, ones connected with the Internet. The Internet has created a global village where everyone can easily and cheaply contact almost anyone in the world, just to chat or to do business or to find love. It's a revolution, the like of which I don't think has been seen before. We have the Internet at home through our personal computers, but also on the move through the use of smartphones, tablets and laptops, so wherever we are we have access to almost limitless sources of knowledge.

Examiner: In what ways have these developments changed society for the better and for the worse?

Candidate: Well, as I said, they have brought people closer together in many ways. However, there are disadvantages. First of all, some people believe everything they read online, which is dangerous. Then, many people spend too much time sitting in front of their computers rather than going out and socialising, so they put on weight, they don't develop and maintain friendship circles. Last but not least, it can cut dead debate. When I'm in the pub with my friends, we no longer have a friendly, informal debate about which band has sold the most albums. We just check our smartphones and find the answer in a few seconds, and then have nothing left to say to each other!

Examiner: Are people in your country nostalgic about life before technology?

Candidate: Yes, I think so, and not just the older generation. Younger people, too, are beginning to see that community is not what it was and that is largely due to technological developments. For example, before the car most people walked to work. This meant that they lived close to their place of work, and so everyone lived and worked in the same area and they all knew each other.

Examiner: Why do you think some people claim scientists interfere too much with nature?

Candidate: In my view, people are scared because scientists seem to be all-powerful. They come up with some new discovery almost every week. There seems to be no end to it. So, people are bound to question whether it's right or not to delve so far into nature's secrets, manipulating genetic codes and so on. But then maybe progress is always scary and that's what keeps us interested. It is challenging and thought-provoking.

Examiner: Do you have anything against animal testing?

Candidate: I do if it's for the purposes of cosmetics and other unnecessary luxuries. I'm not sure what I think of testing on animals to find cures for human illnesses. But I think it's something I'd rather not talk about, to be honest. I don't feel comfortable discussing it.

Examiner: Is scientific progress always for the greater good?

Candidate: Not necessarily. After all, scientists developed the atom bomb and all the efficient new ways we have of killing each other. What matters is that we keep on questioning scientists, letting them know that we are grateful for their discoveries but will not give them free rein. They need to keep morality in mind when they're working.

Track 58

What would you say were the advantages of having a smartphone?

Track 59

What do you think of online shopping?

Track 60

My friend Kate and her mum went to see a movie in 3D for the first time the other night. She really enjoyed it.

Unit 7

Track 61

1 I listen to the radio all the time.
2 I go horse-riding every now and again.
3 I eat out once in a while.
4 I don't get time to play my guitar.
5 I'm always gardening.
6 I used to play computer games, but I don't any more.
7 I go for long walks from time to time.

Track 62

What are your hobbies?
What is your favourite musical instrument?
Do you prefer action films or comedies? Why?
Do you think it is important to read novels and poetry? Why?

Track 63

Sample answer:

Examiner: What are your hobbies?

Candidate: There is no one thing I'm fanatical about. I have various interests. I'm a keen cook and love to create new dishes and then invite my friends over to taste them. I love playing cards, especially Uno. Most of my friends are crazy about karaoke and I go with them from time to time, but it's not really my kind of thing.

Examiner: What is your favourite musical instrument?

Candidate: What is my favourite instrument? I would have to say the piano. I'm not a big classical music fan on the whole, but I do love a bit of piano. It's the emotion it can express that fascinates me, the way man and instrument become one and the pianist gets lost in the music.

Examiner: Do you prefer action films or comedies?

Candidate: Neither really. If I had to choose between them, I'd pick comedies, but what I really like is horror films, especially those involving ghosts. I enjoy getting a good fright.

Examiner: Do you think it is important to read novels and poetry?

Candidate: Well, my teachers always told me it is. But reading, I can take it or leave it. I can't remember the last time I picked up a real page-turner. I don't think it's important to read. You can be entertained by films and you can be educated via the television, watching documentaries and so on. So, I don't feel I'm missing out on anything.

Track 64

Sample answer:

Candidate: One of my favourite hobbies is going shopping. I've always loved it. I think I get it from my mum, who used to take me to the nearest town every weekend to visit shops and boutiques. She taught me about buying a few quality items that you may pay a premium for but that last a long time so are a good investment. She also taught me about how to check for the quality of a garment by looking at the way it's sewn together and also creasing the fabric to see if it stays creased or not. If it stays creased, then it's a poor-quality fabric.

Another thing I learnt from her is how to find a bargain. You need to shop around and not be afraid of trying the smaller boutiques where you're more likely to find a shop owner who's happy to offer a discount. I've been shopping on my own since I was a student. Then, I could not afford to buy many things, but stuck to what my mum taught me and kept my eyes open for a quality bargain. The rest of the time, I would window shop. Nowadays I can afford designer clothes, but I still love the sales, when I hunt for a bargain and the odd top-designer item. One thing I hate, however, is trying things on because there are always long queues and it means you have less time for shopping. It's not a problem, not trying things on, because if something is not the right size, I can take it back to the shop as long as I've kept the receipt. I go shopping every week. I find it therapeutic. It always makes you feel good to get your hands on a nice quality piece at a bargain price, and if I'm feeling a bit down, there's nothing like a bit of retail therapy. I find shopping exciting as well. You spend time in the poshest part of town where you can mix with fashionable people. There's a buzz and it's busy and noisy and colourful. Shopping lets you keep up to speed with the latest trends. So, all in all, I think it has a lot of benefits and I love it.

Examiner: What's the best bargain you've ever got?

Candidate: I once bought a designer coat, 100% cashmere, absolutely beautiful, for 25% of the full price. It was in a closing-down sale.

Track 65

How long have you lived here?
Have you ever eaten Korean food?
What has happened in the news today?
What have you done so far today?

Track 66

1 I've played the clarinet since I was a child. OR I've been playing the clarinet since I was a child.
2 I've liked classical music for a long time now.
3 I've read your book. You can have it back now.
4 Sorry I'm late. I've been working in the garden.
5 I've been watching TV all morning. I'm so lazy!
6 I've played badminton three times.

Track 67

How long have you been doing your favourite hobby?
How many times have you engaged in your hobby this week, or this year?
Have you had less time for your hobby since you started studying for IELTS?

Track 68

Hobbies

Do you think younger and older people tend to have different types of hobbies?
Why do some people get obsessed with their hobby?
Do you think hobbies that keep you fit are better than hobbies that you can do sitting down?

Free time

Do you think it can be a disadvantage to have too much free time?
Should people feel a duty to do something constructive in their free time?
Do people have more free time now than in the past?

Track 69

Sample answer:

Examiner: Do you think younger and older people tend to have different types of hobbies?

Candidate: Yes, I do. The young people I know have sports as hobbies and active ones at that, like cycling or running. Older people usually enjoy more sedentary and peaceful hobbies, like reading or yoga. Having said that, there are of course older people who love exhilarating hobbies, or are fanatical about kitesurfing or something. And there are young people who take up pottery or sewing. There are always exceptions to every rule.

Examiner: Why do some people get obsessed with their hobby?

Candidate: I think everybody finds at least one thing absolutely fascinating. It can be anything – subjects like history of art, or a sport like basketball, or a craft like card-making. Everyone is different and one person's interest can appear strange to other people. However, not everyone has time to indulge themselves with their hobby. Parents of young children, for example, get little free time and so they appear less 'obsessed' than a single man who spends every weekend, all weekend, playing computer games.

Examiner: Do you think hobbies that keep you fit are better than hobbies that you can do sitting down?

Candidate: No, I think hobbies that open you up to new things are the best, ones that enrich you and give you a new skill. That can be anything, but it is important always to grow as a person and not become boring by never trying anything new.

Examiner: Do you think it can be a disadvantage to have too much free time?

Candidate: Well, they say that the devil makes work for idle hands and I think it's true that the less you have to do the less active you become and the more time you waste. People who have too much time to spare tend to become lazy and lethargic. People who are always on the go, on the other hand, think nothing of fitting one more thing into their busy schedules.

Examiner: Should people feel a duty to do something constructive in their free time?

Candidate: No, not necessarily. Everyone deserves some downtime. Modern life is stressful and hectic and so we need times when we let go of our responsibilities and just do something fun. We can still draw benefits from hobbies that are not generally considered constructive – for example, we can develop our abilities to work in teams by doing team sports, and we can increase our attention spans by reading a novel with long chapters!

Examiner: Do people have more free time now than in the past?

Candidate: It's a strange irony that although we now have so many labour-saving devices such as washing machines and dishwashers, we feel we have less free time. Many of my acquaintances are always complaining that they are too busy. But actually, I think our ancestors had less free time than us. The average worker hardly ever got any time off and worked six or seven days a week.

Tracks 70–74

See pages 62–63 for text.

Track 75

I'm afraid I don't know what 'recreation' means.

Unit 8

Track 76

Man 1: When I hear music from the 90s, it really takes me back. It makes me feel like I'm a teenager again, the memories are so vivid. So many things from that period of my life left a lasting impression on me, like meeting my first girlfriend and sitting my 'A' levels in sweltering heat. It's still fresh in my mind.

Woman 1: I can barely remember what I did yesterday, let alone events from my childhood. Well, having said that, I have some vague memories. I remember a teacher I really liked called … Oh, the name escapes me. But she was so brilliant at explaining things and was really kind when my brother was taken ill. Oh what was her name? It's on the tip of my tongue! Anyway, as I said, I have a bad memory.

Woman 2: I often reminisce about the good old days. You have to be careful though because it's easy to get sentimental and see everything through rose-tinted glasses. Things weren't perfect back then, but you often only remember the good times. I love looking at old photos. They remind me of people I'd long forgotten about and then it all comes flooding back, like my old friend Alice who passed away ten years ago. Can it really be that long? Time flies!

Track 77

1 Most children I know are well brought up.
2 I had a strict upbringing.
3 Good parenting is all about teaching a child to have good manners.
4 When I was young, I respected my elders.
5 When I was a child, my dad told me off more often than my mum.
6 I always did as I was told.
7 Children in my country generally help around the house.

Track 78

What is your most vivid childhood memory?
Are you still in touch with your childhood friends?
What was your favourite toy when you were a child?
Is it important for children to have fun?

Track 79

Sample answer:

Examiner: What is your most vivid childhood memory?
Candidate: Without a doubt it's getting my two pet tortoises for my sixth birthday. It was such a surprise and I was so pleased because none of my friends had such unusual pets. They were tiny – they could both sit in the palm of my hand – and I really enjoyed looking after them.
Examiner: Are you still in touch with your childhood friends?
Candidate: Some of them, yes. We've all moved on and have very different lives now, but it's nice to catch up from time to time and reminisce. You may have more in common with more recent friends, but childhood friends feel almost like brothers and sisters, and there's something very special about that relationship.
Examiner: What was your favourite toy when you were a child?

Candidate: I always liked toys other children had! For example, a toy-car garage with various levels and ramps. That was great fun. My best friend had it and whenever I went over to his house, I would ask to play with it. Sometimes he didn't want to, so I played with it on my own. I loved making the cars whizz around the tracks and crash into each other!

Examiner: Is it important for children to have fun?

Candidate: It is important because I believe children learn a lot through play. They learn about the world around them, how to interact with other people, and about possible dangers through acting them out. Children shouldn't be made to grow up too fast; they should be allowed to experience the world of make-believe first. They spend long enough in the real world as adults.

Track 80

Sample answer:

Candidate: I grew up very far from most of my family, so I only saw them once a year. Every summer I would go to stay with them, while my parents continued working. Although I missed my parents, I used to really enjoy spending time with my grandparents, cousins, aunts and uncles. I spent all summer there, nearly two whole months, so from time to time my cousins and I would get bored. We would ask my grandparents if they had any ideas for interesting things we could do. Sometimes they suggested going for a bike ride, sometimes into town to do some shopping. At other times, they showed us a new game to play. Then we were happy again.

One day – it must be about 25 years ago, time flies! – all of us got really, really bored and we kept complaining to my grandparents. They were tearing their hair out, trying to think up ideas of where we could go and what we could do. Suddenly, my grandad came up with the idea of going to a new water park that had opened that summer. I hadn't heard about it, but my cousins had, and they told me all about it. It was a park with vast numbers of different pools, some inside, some outside. There were water slides as well. And, on top of that, there was not one but two playgrounds with swings, a merry-go-round, see-saws. We were so excited.

We set off, and on the way, we were all singing songs and laughing. We couldn't wait to get there. When we arrived, my cousins and I ran into the park and changed into our swimming costumes. Then we went looking for the most exciting-looking pool, and we found it, one with brightly coloured tiles and slides. We jumped straight in. We played all day in the park and had a lovely lunch, sat on some benches in the sunshine. My grandad loved a pool that was filled with spa water. It was dark brown and stank of rotten eggs. I didn't want to go in but he eventually convinced me. I'm pleased he did because the water was really warm. I'd never swum in water that warm. I didn't want to get out, despite the terrible smell.

I consider it such a happy memory because we enjoyed ourselves so much and I remember so vividly how I felt that day. But there's more to it than just that. When I look back now, I understand how caring my grandparents were and how much they wanted us all to be happy. They would have done anything to help us have a good time. I appreciate that more now that I'm older and have children of my own. I hope we thanked them; I can't remember. But, anyway, they were content, I'm sure, to just watch us have an amazing time, playing and laughing in the water. So, as you can see, it was a wonderful day and is one of my favourite childhood memories.

Examiner: What other activity did you use to enjoy when you were staying with your family?

Candidate: I loved going for walks in the local park. There were people selling all kinds of delicious foods from carts, so my grandparents would invariably buy us some treat, like homemade ice-cream or cakes.

Tracks 81–83

See pages 66–67 for text.

Track 84

I remember my grandad often used to take me to school when I was little. I used to live quite far from my school and my grandad let me cycle there, following behind me on foot. I kept stopping to wait for him to catch up. Then when we had arrived at school, he would push my bike home again. One day, I was cycling along happily. Suddenly I looked back, and my grandad was nowhere to be seen. I waited and waited but he didn't come. I began to get worried, so I cycled back the way I had come and, to my horror, found him lying on the ground. He had tripped on some loose paving. I helped him up and then took him to the doctor's, although he kept saying he was fine. The doctor examined him and, luckily, he wasn't injured. I was so relieved and always cycled more slowly after that.

Track 85

Childhood

Do you think people often idealise their childhoods?
How does a person's childhood influence what kind of adult they become?
When does a child become an adult in your view?

Upbringing

Do you agree with the saying 'children should be seen and not heard'?
Is it good for children to be exposed to frightening and sad experiences, or should they be protected from these as far as possible?
Are children in your country generally well brought up?

Track 86

Sample answer:

Examiner: Do you think people often idealise their childhoods?

Candidate: Certainly, they do. The older we get, the more nostalgic we get about the past. It's only normal. And why should we dwell on the negatives? I don't think it does any harm to idealise a bit if it makes us happy to remember things in a more positive light. The only danger is that it may make us unhappy with our current lots to believe that everything was so much better back then.

Examiner: How does a person's childhood influence what kind of adult they become?

Candidate: Well, I suppose the adult you become is influenced by three main factors: firstly, your childhood, that is 'nurture'; then, your genes, that is 'nature'; and last but not least, the choices you make as an adult. To my mind, of all three, nurture has the greatest impact. They've conducted research on twins who were separated at birth and, while there are undoubtedly many similarities between them, they are also very different in many key ways: their success in the world of work, their relationships with other people. I think all this is influenced by the role models we have throughout our childhoods.

Examiner: When does a child become an adult in your view?

Candidate: That's a difficult question to answer and all societies grapple with this issue. It is, of course, critical for the criminal justice system to define an 'adult' correctly, or at least try to, because if somebody commits a crime as a child, they get treated more leniently than if they commit a crime as an adult. So, I suppose you have to decide when you think people become fully responsible for their actions. I wouldn't want to be the one making that decision. I just don't know.

Examiner: Do you agree with the saying 'children should be seen and not heard'?

Candidate: I'm assuming this means that children should respect their elders and not create havoc by being noisy and answering adults back. I have some sympathy with this view. However, moderation is usually the best course to take in all things, as with upbringing. Children should respect their elders, which involves doing as they're told. Too many children nowadays think they run the household, making demands, etc. However, it is also true that a child is part of the family, too and also deserves respect. I think this means they should be allowed to express their points of view and they should be listened to and consulted. It's a fine balance, I suppose.

Examiner: Is it good for children to be exposed to frightening and sad experiences or should they be protected from these as far as possible?

Candidate: I don't think they should experience too many sad or terrifying experiences, if it can be helped. Nevertheless, what is very useful for teaching children about these darker sides of life without scarring them is stories. In stories they can learn about evil and the dangers in the world around them but in a controlled way where the 'baddies' are punished and everyone ends up happy. This gives them a focus for the fears that all children have but it is a fictional one so doesn't upset their peace of mind.

Examiner: Are children in your country generally well brought up?

Candidate: My instinct is to say 'no' because you see many misbehaving children when you're out and about. In reality, there are probably many more well brought up children than badly brought up ones, it's just that the good children don't attract your attention as much.

Unit 9

Track 87

1

Woman 1: Back in the 1980s, this was a nice place to live. Everyone knew everyone and people looked out for each other. I'm sorry to say that, since the 60s, the population has risen dramatically, and this has led to a breakdown in the community ties that used to unite us. Also, second-home owners buy holiday homes here, and that has meant that the price of property has gone up in recent years, forcing young people to move away from the area.

2

Woman 2: My city is becoming more and more vibrant as time goes on. I love it! It used to be really boring, with nothing much for young people to do, but now bars and clubs have opened up. The city's no longer just for the older generations, with theatres and museums – it's got a new image, with a great nightlife and an increasing student population to enjoy it.

3

Man 1: A century ago, this town was a busy place, with its many factories and its port. Nowadays, however, it's nowhere near as busy, as manufacturing has moved elsewhere. But I'm not that sad about all the changes. There's a certain beauty to the disused industrial architecture. And, in fact, many of the old factories are being converted into flats, and they're extremely popular with trendy young couples who are now moving into the town.

Track 88

Tell me about your hometown.
In what ways has your town or city changed since you were a child?
How could your town or city be improved?
Are there any traffic problems where you live?

Track 89

Sample answer:

Examiner: Tell me about your hometown.

Candidate: It's a fairly large town in the south of the country, with a population of about 150,000. When I was growing up, I always thought my hometown was all right, but now that I've travelled more widely, I know I wouldn't want to live there anymore.

Examiner: In what ways has your town or city changed since you were a child?

Candidate: Well, crime has been on the increase since the late 1990s. My friends who still live there no longer feel that safe. Also, it has become very congested and traffic is a real problem. When I visit it now, it makes me quite sad thinking how things used to be.

Examiner: How could your town or city be improved?

Candidate: The city where I live now is beautiful and it's hard for me to think of any way in which it could be improved. I suppose if I had to find something, I'd say that it has mainly chain restaurants and shops, so we could do with a greater range of independent places. It would make eating out and shopping more enjoyable.

Examiner: Are there any traffic problems where you live?

Candidate: Yes, but I think there are traffic problems everywhere in this country, certainly in the towns and cities. Here, public transport is really expensive, so everyone drives and that means we have terrible traffic jams during the rush hour. They should also reduce ticket prices on the buses.

Track 90

Sample answer:

Candidate: A place that I enjoy visiting is Graz. It's the second-largest city in Austria, with a population of around 300,000. It's in the south-east of the country, in the state of Styria, which is a green, lush part of Austria. There is lots to do in Graz. It has several universities, so first and foremost it's a fantastic place to be a student. It's buzzing, with a good nightlife, good restaurants and a lively cultural life. In fact, it's a UNESCO World Heritage Site.

If you climb up to the hill overlooking the old town, you have an amazing view of the city. What strikes me most when I go up there is all the traditional buildings with their red roofs, and then right in the middle of it all, a remarkable piece of contemporary architecture - the museum of modern art. It looks like a huge sea cucumber, and doesn't look anything like the architecture around it, but of course very suitable for what's inside it– modern art. I always think how brave it was of the Austrians to put it there, in the heart of the city, and how unlikely it was that that sort of thing would ever be allowed where I live! I really admire them for it, and I think the building has its own kind of beauty.

The last time I went to Graz, there was a food festival. People were tasting all different kinds of food from stalls on the street, very informally, and chatting with friends while they ate. It was wonderful.

How has it changed since I first visited it? Well, I would say it has definitely become trendier. Like I say, they have built a stunning new museum. They have also built an island in the river, which is actually a floating platform with a café and a playground on it. To go with the sea-cucumber theme, this one is shaped like a seashell. I would say the local inhabitants have become prouder of their city, too. It has received quite a lot of attention in recent times, which has really placed Graz well and truly on the cultural map. That's something the inhabitants are always happy to talk to you about. In fact, that is something else I enjoy about going there: the local people are incredibly friendly and helpful.

Examiner: When did you last go to Graz?

Candidate: I last went there the year before last. I wish I could go more often, but I can't because of work commitments.

Tracks 91–92

See page 76 for the text.

Track 93

Home

Is it only children who experience homesickness?
Do you think it's better for children to grow up in the city or the country?
Why do some people retire to the countryside?

Patriotism

Are people from your country patriotic?
Why do people often feel proud of where they come from?
Does intense patriotism have any disadvantages?

Track 94

Sample answer:

Examiner: Is it only children who experience homesickness?

Candidate: Children probably feel homesickness more acutely because they may never have been away from home before and because they are still closely attached to their parents. They cannot appreciate the culture of a new place, or the time off work, the way an adult can. And they are generally less flexible when it comes to coping with unfamiliar food and so on. However, many adults also experience culture shock when they visit a new place, which I suppose can be considered a kind of 'adult homesickness'. We find a place strange, and this is because it is different to what we are used to. So, in a sense, we miss our familiar surroundings and are therefore homesick.

Examiner: Do you think it's better for children to grow up in the city or the country?

Candidate: I think the perfect solution is to live in the countryside close to a major cultural centre, by which I mean a big city. This means that the child can enjoy all the pleasures of country life – the farm animals, the fresh air, the relative safety – whilst at the same time not being too far from all the fun that can be had in the city – for example, musicals, kids' museums, zoos. Kids need to be exposed to a wide range of situations and settings, and experiencing just the city or just the countryside is limiting.

Examiner: Why do some people retire to the countryside?

Candidate: I suppose they want the peace and quiet after a lifetime of hard work in the busy city. In fact, I think the city is associated with work and the country with relaxation. Of course, people like farmers do work in the countryside, so it's not a totally accurate picture, but that's how they are often seen.

Examiner: Are people from your country patriotic?

Candidate: On the whole, I would say yes they are. I think most people in the world are patriotic. You can see this at the Olympics where thousands of people go to support their countries' sportspeople. Also, millions if not billions more watch it from the comfort of their own homes, cheering their countrymen on and willing them to win. It's a very powerful force, patriotism, and has been responsible for much good and bad. But I think the Olympics shows us the best and most inclusive side of patriotism.

Examiner: Why do people often feel proud of where they come from?

Candidate: People feel the need to belong, to a club, to a family, to a group of friends, to a region, and to a country. Where you come from is associated with so many other things that say a lot about you, and so define who you are. For example, it affects what you eat, what language you speak and how you behave towards others. Being proud of where you are from is therefore an extension of being proud of who you are.

Examiner: Does intense patriotism have any disadvantages?

Candidate: Oh, undoubtedly. The other side of patriotism is xenophobia, people disliking others who are from another country and associating all kinds of negative characteristics with them. People are capable of believing that everyone from 'that country over there' is mean, rude, dirty, etc. It's quite frightening, really.

Tracks 95–98

See pages 78–79 for the text.

Unit 10

Track 99

In the UK, our heritage is protected with the help of the system of listing buildings. A listed building is one that is considered to have historical significance. It cannot be altered or demolished without official permission. As well as houses, other structures can also be protected, such as bridges and even bunkers.

Track 100

UNESCO helps protect the world's natural and cultural heritage by designating places as UNESCO World Heritage Sites. Such a designation means that the site is considered of great importance to the common heritage of mankind. The sites can sometimes receive funding. Examples of World Heritage Sites are the Pyramids of Giza, Venice and the Statue of Liberty.

Track 101

What is the most important festival in your country?
Do you think this festival will still be as important in the future?
Tell me how weddings are celebrated in your country.
What are some forms of traditional dancing in your country?

Track 102

Sample answer:

Examiner: What is the most important festival in your country?
Candidate: Our most important festival is without doubt Christmas. We all look forward to it for months, buying presents for our loved ones and decorating our homes. It's magical for everyone but especially for children. When we knew Father Christmas was about to visit, my sister Samantha and I were always too excited to sleep.
Examiner: Do you think this festival will still be as important in the future?
Candidate: Yes, I think so. I think people often forget the true meaning of Christmas, though – I mean, they don't think about the story of the birth of Jesus – and in the future they'll probably remember it even less. They see it more as a time for buying and receiving presents.
Examiner: Tell me how weddings are celebrated in your country.
Candidate: Well, the wedding party is the most interesting bit. After the ceremony, everyone has a huge meal and then they dance all night, sometimes to traditional music played by a band, or sometimes just to pop music played by a DJ. I prefer the traditional music because you can hear pop music any time, and the traditional songs have so much meaning and history behind them.
Examiner: What are some forms of traditional dancing in your country?
Candidate: Folk dancing is quite popular, even among young people. The dancers wear traditional costumes, which looks beautiful. My favourite is a circle dance performed by women, but there's also a marching dance and a dance for couples.

Track 103

Our most important festival is without doubt Christmas. We all look forward to it for months, buying presents for our loved ones and decorating our homes. It's magical for everyone but for children especially. When we knew Father Christmas was about to visit, my sister Samantha and I were always too excited to sleep.

Track 104

1	a in England	b most important
2	a the end	b I ate
3	a too often	b so amazing
4	a far away	b I saw it

Track 105

Sample answer:

Candidate: I love Guy Fawkes Night. It's a British celebration held on the 5th of November every year. The origins of it are really fascinating, a story of intrigue and deception. In 1605, Guy Fawkes planted some gunpowder under the Houses of Parliament. He wanted to blow up the government and the King, but he was caught. He was executed for treason. People lit bonfires to celebrate the fact that King James had survived, and

the government made the day a national day of thanksgiving. People still light bonfires to this day, and for this reason, the festival is sometimes called Bonfire Night. A cloth 'Guy' is put on top of the bonfire and burned. People also set off fireworks in their back gardens or they go to public firework displays. When I was younger, my dad would set off fireworks in our garden and I would be terrified.
They were so loud they made me jump! But I had to try and hide it because he had gone to a lot of trouble to prepare and light the fireworks for us. Our cat hated Bonfire Night and would hide behind the sofa for hours on end!
I love this festival for many reasons. Firstly, it brings some colour and excitement to an otherwise very dark time of year. Then, I'm interested in the story behind it. It's so much more fascinating than the stories behind other festivals. Last but not least, I love the fact that it's a major celebration that is particular to the British. I don't think the British are very good at national celebrations, but the 5th of November is definitely an exception.

Examiner: Do you think everyone in Britain knows about the origins of the festival?

Candidate: Yes, I do. It's taught in history lessons at school. Also, there's even a rhyme to help you remember: Remember, remember the 5th of November.

Track 106

This year, I'm spending New Year with my boyfriend's family. We're arriving on 28th December and staying till 4th January. I'm really looking forward to it.

Track 107

See page 84 for the text.

Track 108

1 That woman's going to trip.
2 I think it's going to snow.
3 We're going to move house next year.
4 The two countries are going to reach an agreement today.
5 I was going to call my friend for his birthday, but I couldn't because I don't have his new number.

Track 109

1 (Student) I'm not sure I follow you. (Teacher) No problem. I'll explain it again.
2 I hope we'll be able to go out today – it hasn't stopped raining.
3 I'm not worried about the exam. I'll pass it.
4 We'll go to the museum next week once we know what my parents' plans are.

Track 110

People in my country are becoming less religious, so I think that by 2060 people will have forgotten about the origins of Christmas.

Track 111

Historical sites
Are historical sites in your country popular with visitors?
Is it more important to preserve historical sites or make way for the developments of the future?
What do you think will happen to your country's historical sites in the future?

Culture – past, present and future
What is 'culture' for you?
Do you think that it is important for a society or culture to have a sense of continuity with the past?
How will your country's culture have changed in fifty years' time?

Track 112

Sample answer:

Examiner: Are historical sites in your country popular with visitors?
Candidate: They seem to be very popular, yes. The last time I went to visit a historical site myself, I was surprised to see so many families there with young children. I don't think these sites are popular with young couples, but I think that when those couples have children, they suddenly develop a new appreciation for those places. I suppose they think that finding out about the history of their region and country is an important part of bringing up their children.
Examiner: Is it more important to preserve historical sites or make way for the developments of the future?
Candidate: When a developer wants to build a new shopping centre in my country, for example, they have to conduct an archeological survey. If anything of value is found, archeologists have to be given time to study it. I think this is brilliant. So, I think old and new can work side by side and you don't necessarily have to choose between them.
Examiner: What do you think will happen to your country's historical sites in the future?
Candidate: I think many of them will continue to be given funding because people realise that you can make lots of money by attracting visitors to historical sites. On the other hand, some are in such a bad condition that they will require a huge amount of money to restore them. So, I'm not sure they will survive into the future – some old manor houses, for example.
Examiner: What is 'culture' for you?
Candidate: Culture can be defined as the way of life of a particular society or section of society. It involves their customs and traditions, and so in some senses culture is what makes us different from other people and what makes us unique. I think culture is also what connects us to our past, to our heritage. We mustn't forget modern culture either, though. Youth culture is often very lively and important, with its new and inventive forms of music, dress and art.
Examiner: Do you think that it is important for a society or culture to have a sense of continuity with the past?
Candidate: Yes, definitely. Change is necessary, but it can also be frightening. For this reason, people continue to rely on their traditions to give them a sense of their roots and to remind them of where they've come from. Remembering the past is also a way of bringing people together, such as during Independence Day.
Examiner: How will your country's culture have changed in fifty years' time?
Candidate: We are becoming more and more multicultural, so I'm not sure that all of our traditions will survive in their current form. For example, will we continue to celebrate Bonfire Night if half of the country does not know who Guy Fawkes was? It would be a shame to lose our traditions. However, if that will be the case, I'm sure something new will have replaced them in fifty years' time. And maybe it is better to develop new customs and celebrations that more accurately reflect modern society.

Unit 11

Track 113

Would you feel nervous about going on holiday alone?
Do you enjoy travelling with your family?
Are you scared of flying?
Have you been away this year?
Do you like to try and learn the language of the country you're travelling to?
Are there any differences between what young people like to do on holiday and what older people like to do?
Did you have a good time on your last holiday?
Do you mind roughing it?
If you won £1,000,000, would you spend it on a round-the-world trip?

Track 114

Is your country popular with tourists?
What sights and activities would you recommend to a tourist visiting your town or region?
Do you enjoy active holidays?
Tell me what your ideal holiday would be.

Track 115

Sample answer:

Examiner: Is your country popular with tourists?
Candidate: Oh yes, it is. It's a key tourist destination. It isn't popular with sunseekers because, well, we don't get a lot of sun, but people who are into culture and history love it. We get millions of visitors every year.
Examiner: What sights and activities would you recommend to a tourist visiting your town or region?
Candidate: There are a great number of ancient sites near here, for example burial mounds and stone circles. They're fascinating and I'd recommend that everyone sees them them. Luckily, it's actually better if the weather is cloudy or wet when you're visiting those sites because it adds to the atmosphere!
Examiner: Do you enjoy active holidays?
Candidate: Yes, I certainly do. I hate just sitting on a beach. I love hiking. Last year, I went hiking in Italy with some friends. It was incredibly tough but really rewarding and I got very fit. We want to do something similar next year if we can save enough money.
Examiner: Tell me what your ideal holiday would be.
Candidate: My ideal holiday is when I discover new things, but I wouldn't say I have one ideal holiday in mind. However, it's true that I would love to go to South America, especially Peru. I believe it's great for hikers and the landscape just looks breathtaking. I speak some Spanish too, so I could communicate with the locals.

Track 116

Sample answer:

Candidate: I'd like to tell you about the time I went backpacking around Spain. I can't quite believe it, but it was over a decade ago now. Two friends and I got very good-value rail passes and travelled around Spain for three months. It was an unforgettable experience.
We started off in Madrid because that's where we landed. We did some sightseeing – we especially loved the parks – and we ate and drank lots – our favourite thing was, of course, the delicious ham. We liked the nightlife in Madrid, too, not least eating out – it was a real experience. The locals don't go out to dinner until really late, often as late as 11 p.m. I suppose because it's so hot! So, if you turn up at a restaurant early, the place is either closed or completely empty. We then went to Santiago de Compostela in the north-west, which was fabulous, and my friend is really into art so we had to visit the Guggenheim Museum in Bilbao in the north. The weather was dreadful while we were there, so we didn't get the best impression, but even so we enjoyed it. More people should visit that part of Spain.
Then we moved on to Barcelona, Madrid's rival city. We fell in love with it. It's so different from Madrid, more Bohemian in feel and more multi-cultural. The Gaudí architecture is so wonderfully weird and it looks like it's from a fairy tale! We were quite sorry to leave Barcelona. After that we saw Valencia, but not for long unfortunately, and then we went on to Granada. What a beautiful, beautiful place! There is nothing quite like seeing the Moorish palace, the Alhambra, lit up at night. The image has stayed with me.
We had wanted to visit Seville and the Extremadura region of the country, but we'd run out of money by then, so sadly we had to leave. It was a memorable holiday because I was with two good friends experiencing all these amazing cities. I don't think I could do it now because travelling so much in a relatively short time is tiring, but it was definitely the holiday of a lifetime.
Examiner: Why did you choose to go to Spain?
Candidate: Well, one of my friends spoke Spanish really well so it seemed the obvious choice. I don't like going to a country without speaking any of the language. And my friend taught us Spanish as we travelled round the country, so by the end we could order our food ourselves and talk to people, although not on any complex subjects!

Track 117

See page 92 for the text.

Track 118

I hear that you're from New Zealand.
Saudi Arabia has an extremely cold climate.
Is the capital of England Tokyo?
Scotland lies to the south of England.

Track 119

See page 92 for the text.

Track 120

See page 93 for the text.

Track 121

The benefits of travel
Do you think it's true that travel broadens the mind?
Do young people and older people benefit differently from travelling?
How can you make sure you get the most from your travels?

The impact of tourism
What are the positive impacts of tourism?
What about the negative impacts of tourism?
How has tourism impacted tourist sites in your country?

Track 122

Sample answer:

Examiner: Do you think it's true that travel broadens the mind?
Candidate: I do, yes. I wouldn't want to criticize people who haven't travelled because that is often due to a lack of opportunity. I doubt any of my great-grandparents' generation ever travelled anywhere. But I can't help but think that it does make you a more open-minded person, as you see different ways of living, eating, drinking and makes you get involved with other people. Also, it allows you to see your own culture more objectively. It also leads to you having a wider range of experiences and makes you more interesting to talk to.
Examiner: Do young people and older people benefit differently from travelling?
Candidate: I think younger people prefer adventure and having fun. And older people like to relax more because they have so many responsibilities at home and they just want to 'switch off' when they go away. Of course, that's a generalisation, but I know it's true of me, though.
Examiner: How can you make sure you get the most from your travels?
Candidate: I've always thought learning something of the language of the country you're going to is the best possible way of getting the most out of your holiday. That way, the locals won't see you as an outsider but rather as someone who has made the effort of learning some of their language, and so must have an interest in their culture.
Examiner: What are the positive impacts of tourism?
Candidate: They are many. Tourism brings investment and better infrastructure to poorer communities. This means that tourists find it easier to get around, but it also leads to an improved quality of life for the local people. It also brings about more work opportunities for the local community. For example, previously they may just have had fishing or farming, but tourism opens up the possibility of better paid jobs.

Examiner: What about the negative impacts of tourism?

Candidate: Well, I've seen areas where large numbers of visitors have had a negative effect on local habitats. For example, coral reefs in the Caribbean. It's really tragic. The best solution, as far as the wildlife is concerned, would be to ban tourism for a few decades to let the reefs recover. However, the local economy has come to rely on tourism and there would be a lot of disruption to that if the government were to take that major step.

Examiner: How has tourism impacted tourist sites in your country?

Candidate: Because my country is not a big tourist destination yet, I think the small number of visitors we get have had a positive effect. For example, small souvenir shops now have more customers because of the visitors coming to see our temples.

Unit 12

Track 123

Examiner: Hello. My name is Pauline Jenkins. Could you tell me your full name, please?

Examiner: Thank you. Can you show me your identification, please?... All right. That's fine.

Examiner: I'd now like to ask you some questions about yourself. Tell me about where you live. What are the advantages of living there? What are the disadvantages of living there?

Examiner: We're now going to talk about animals. What is your favourite animal? Why do you think some people like keeping pets? Are there any animals you are scared of? Are zoos popular in your country?

Examiner: Let's move on to talk about food. Is it important to teach children to cook from a young age? What is a typical dish from your country or region? Do people in your country or region eat traditional food or international food?

Track 124

Examiner: Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes. You'll have one minute to think about what you're going to say before you begin talking. You can make some notes if you wish. Here is a pencil and some paper. I'd like you to describe a personal achievement you are proud of.

Track 125

Examiner: All right. Remember, you have one to two minutes to talk on the topic. Don't worry if I stop you. I'll let you know when the time is up. Please start speaking now.

Track 126

Examiner: We've been talking about achievements. I'd like to discuss with you some more questions related to this topic. First, let's consider the role of achievements in the world of education. Do you think that in your country, academic success is more valued than other kinds of achievement, such as achievements in sport? In your opinion, is it recognition and prizes that motivate students to succeed, or is it a personal sense of achievement? What do you think makes some students more successful than others?

Examiner: Now, we're going to discuss motivation and achievement in the workplace. Some people think that a successful person is someone who earns a lot of money. Do you agree? Would you say workers in your country were motivated primarily by money? Do you think people in your country take the same pride in their work as they used to in the past?

Examiner: Thank you. It's been nice talking to you.

Track 127

Sample answer:

Examiner: Hello. My name is Pauline Jenkins. Could you tell me your full name, please?

Candidate: Hello. My name is Marie Baillet.

Examiner: Thank you. Can you show me your identification, please?... All right. That's fine. I'd now like to ask you some questions about yourself. Tell me about where you live.

Candidate: I live in Paris, the capital city of France. It's very famous for being a romantic city, the city of love.

Examiner: What are the advantages of living there?

Candidate: It's lively and fun and you never get bored. You can find any kind of entertainment you can imagine, from bars and clubs to museums and galleries.

Examiner: What are the disadvantages of living there?

Candidate: It's very crowded and quite dirty in parts. You have to know which areas to avoid too, as some areas have bad reputations, especially at night.

Examiner: We're now going to talk about animals. What is your favourite animal?

Candidate: My favourite animal is the cat. I love cats because they're a lot of fun, very playful, but also seem to have a bit of character. So, it's always quite amusing to try to play with your cat.

Examiner: Why do you think some people like keeping pets?

Candidate: I would suspect it's mainly for the company so that they don't feel alone when they come home in the evening and they have someone waiting for them. I don't have any pets, though I used to when I was a kid.

Examiner: Are there any animals you are scared of?

Candidate: I have a phobia of snakes. I reckon it's because of the way the creature looks and they can also be poisonous. They're aggressive so if they bite you, you can get very badly hurt. Spiders are another animal I'm terrified of. I hate the way they move.

Examiner: Are zoos popular in your country?

Candidate: Yes, they are, especially with kids. Kids love discovering new things, including new animals, and a zoo is the best place to do that. They can see a wide range of animals in a safe environment.

Examiner: Let's move on to talk about food. Is it important to teach children to cook from a young age?

Candidate: The younger the better. Of course, you wouldn't give a young child a knife, but they can mix ingredients together and things like that. The younger they start, the better cooks they'll be when they grow up.

Examiner: What is a typical dish from your country or region?

Candidate: Lots of people think we eat frogs' legs all the time. It's a kind of national stereotype, but actually I've never eaten them! I would say a more typical dish is steak with chips, and it's one of my favourites.

Examiner: Do people in your country or region eat traditional food or international food?

Candidate: We eat both. I regard it as very important to keep culinary traditions alive, but I also love Chinese, Japanese and Indian food, and loads of other cuisines. I like having variety in my diet.

Examiner: Now I'm going to give you a topic and I'd like you to talk about it for one to two minutes. You'll have one minute to think about what you're going to say before you begin talking. You can make some notes if you wish. Here is a pencil and some paper. I'd like you to describe a personal achievement you are proud of.

.....

Examiner: All right. Remember, you have one to two minutes to talk on the topic. Don't worry if I stop you. I'll let you know when the time is up.

Candidate: OK.

Examiner: Please start speaking now.

Candidate: OK, so you asked me to talk about an achievement I'm very proud of, so I could have talked about when I passed my university exams, or when I bought my first home, but in the end, I decided to talk about the only time I actually won a sports tournament. I once won my village tennis tournament. It was when I was fifteen years old. It was particularly difficult because, to be honest, I'm not a great tennis player and I always played mainly to have fun and not really to win. But that one year I decided to make it my goal: I was going to win the village tennis tournament. So, I played loads of matches, many of them against older players, much older than me, who were members of the club, and it was very difficult. Playing older players is always tough. They have much more experience, they play all these trick shots and they definitely know how to beat their opponent. And on top of that, it's very much a matter of pride for them – they don't want to lose against someone younger!

But anyway, I won a few matches against some of the older players and then I ended up playing the final against my best friend. And that was also a difficult situation. He was my best friend, so I didn't want to play it too mean with him but at the same time I wanted to win. As he was my best friend, I knew exactly how to beat him, and I had played against him many times before. We had a very long game and it was very stressful! It wasn't very good tennis but in the end I won. I'm very proud of my achievement because I managed to reach the goal I set for myself and it was something that I know neither the spectators nor the other players would have expected me to do.

Examiner: Thank you. Was your family proud that you won the tournament?

Candidate: Yes, they were. We had a big meal to celebrate, and my dad cooked all my favourite things. He's a great cook so that was a real treat for me.

Examiner: We've been talking about achievements. I'd like to discuss with you some more questions related to this topic. First, let's consider the role of achievements in the world of education. Do you think that in your country, academic success is more valued than other kinds of achievement, such as achievements in sport?

Candidate: No, I don't. I think in my country, people look up to sportspeople and value sporting success more than they value academic achievement.

Examiner: Why do you think that is?

Candidate: Well, I think people who are good students are often thought of as, how do you say it? ... nerds and are teased by their classmates, whereas being good at sport is considered trendy. Maybe this is due to the role of celebrity sportspeople. They are chased by the paparazzi and given big sponsorship deals and so on.

Examiner: Yes, I see. In your opinion, is it recognition and prizes that motivate students to succeed, or is it a personal sense of achievement?

Candidate: I would say they want recognition from their teachers and perhaps envy from other students. I know that was the case with me, if I'm honest! Though it may be that if someone is particularly shy they wouldn't want any special recognition of their efforts.

Examiner: Right. And what do you think makes some students more successful than others?

Candidate: Although, as I said, most students are motivated by recognition, I *do* think that those who are the most successful in the long run are those who are self-motivated. That's because you don't always get congratulated for everything you do, so someone who does things only for that would soon stop making an effort, you know?

Examiner: Yes, that's a good point. Now, we're going to discuss motivation and achievement in the workplace. Some people think that a successful person is someone who earns a lot of money. Do you agree?

Candidate: No, I would define it as 'someone who benefits others'?

Examiner: Right. Can you explain what you mean?

Candidate: Yes, I mean that working just for the money could be considered selfish. Most people do it, and I don't judge people for having that as their main objective. However, those who work to help others are more inspirational. For example, nurses, who really don't earn much, or youth workers, who often don't get much appreciation for their hard work, or those who do volunteer work with the homeless or something like that.

Examiner: Yes, so you would say that most workers in your country were motivated mainly by money?

Candidate: I would, yes. It's only normal. People have families to feed and, given the choice of a low-paid job that benefitted others and a higher-paid job that benefitted their own family, it's only reasonable that most would choose the latter. It's possible that those who choose the former kind of job are single or young, and so don't have that many responsibilities.

Examiner: OK. And what about how things in the workplace have changed? Do you think people in your country take the same pride in their work as they used to?

Candidate: Hmm, that's a tough question. I'd probably say 'no'.

Examiner: Why do you say that?

Candidate: Because many people in my country now work for huge companies. They may never have even seen their managing director and certainly don't know them very well. They don't have any reason to take pride in doing the job to a high standard because they don't get much feedback. In the past, companies were not only smaller but were often family run, so everyone had something invested, I mean personally speaking, in the business. They cared about the success of the business.

Examiner: Thank you. It's been nice talking to you.

Candidate: Thank you very much.

Answer key

Unit 1

Part 1: Language development

Vocabulary: Adjectives to describe personality

Exercise 1
1 i 2 d 3 a 4 m 5 o 6 c 7 n 8 g 9 l 10 b 11 j 12 k 13 e 14 h 15 f

Exercise 2
Positive: ambitious, clever, creative, good fun, hard-working, open-minded, outgoing, reliable, self-assured
Negative: blunt, impatient, judgemental, nosy, over-sensitive, stingy

Vocabulary: Relationship phrases

Exercise 4
1 b 2 g 3 d 4 a 5 c 6 h 7 f 8 e

Exercise 6
Students' own answers.

Vocabulary: Adverbs to modify character adjectives

Exercise 8
1 really
2 so
3 a bit
4 so
5 very
6 so
7 terribly
8 quite
9 extremely
10 so

Grammar: Using tenses correctly

Exercise 14
1 present perfect
2 past tenses, e.g. past simple and past continuous
3 present tenses, e.g. present simple and present continuous
4 present tenses

Exercise 15
1 past simple (It is a completed action in the past.)
2 *'d (would)* + infinitive (It is a past habit.)
3 present perfect (It refers to a period of time that began in the past and continues until the present.)

Pronunciation: Weak and strong forms

Exercise 18
1 Can I have a cup <u>of</u> tea?
2 We met <u>at</u> university.
3 I've known him <u>for</u> ten years.
4 I'm <u>from</u> Dubai.
5 It's quarter <u>to</u> ten.

Exercise 20
1 She met <u>her</u> best friend <u>at</u> work <u>and</u> then they set up <u>a</u> business together.
2 He <u>can</u> play <u>the</u> piano really well <u>because</u> he had lessons <u>for</u> years when he <u>was</u> younger.
3 We helped <u>them</u>, <u>but</u> they didn't thank <u>us</u>.

Part 2: Exam skills

What it means to 'know' a word

Exercise 1
1 c (informal)
2 b (old-fashioned)
3 e (informal)
4 a (informal)
5 f (old-fashioned)
6 d (informal)
7 g (informal)

Exam tutor

1 *Talking about people:* character adjectives, phrases about relationships; *Transferable:* modifying adjectives, correct use of tenses, weak/strong forms
2 See the seven points on page 14.
3 general questions on familiar topics such as home, family, work, studies and interests
4 Prepare and give a talk of one to two minutes.
5 questions on more general and abstract issues and ideas

Unit 2

Part 1: Language development

Vocabulary: Talking about sport

Exercise 3
(Suggested answers)
Contact sports: boxing, judo, rugby, taekwondo, wrestling
Water sports: diving, jet-skiing, kayaking, kite-surfing, rowing, sailing, scuba-diving, snorkelling, swimming, water polo, waterskiing, windsurfing
Extreme sports: abseiling, bungee jumping, <u>gliding</u>, hang-gliding, rock climbing, sky diving, snowboarding, <u>snowmobiling</u>, white-water rafting

Team sports: baseball, basketball, cricket, football, field hockey, ice hockey, lacrosse, rowing, sailing, volleyball, water polo
Individual sports: abseiling, archery, athletics, badminton, boxing, bungee jumping, chess, cycling, diving, fencing, figure skating, gliding, golf, gymnastics, hang-gliding, jet-skiing, judo, kayaking, kite-surfing, motorbike racing, off-road, rally, rock climbing, rowing, sailing, scuba-diving, shooting, skateboarding, skiing, sky diving, snooker, snorkelling, snowboarding, snowmobiling, surfing, swimming, table tennis, taekwondo, tennis, water polo, waterskiing, white-water rafting, windsurfing, wrestling
Note: Some sports can be in more than one category.

Exercise 5
football

Exercise 6
1 builds up
2 fans
3 draw (drew, drawn)
4 stadium, pitch
5 scored the winning goal
6 an up-and-coming talent
7 lose; play away; support (a team); the latest kit; the club; coach a junior team; train; player; a (beautiful) header

Vocabulary: Health and diet

Exercise 10
1 b 2 b 3 a

Exercise 12
1 malnourished
2 metabolism
3 carbohydrates
4 vitamins
5 calories
6 a crash diet
7 put on weight
8 lose weight
9 obese
10 underweight

Exercise 13
1 crash diet; malnourished
2 carbohydrates
3 calories; obese
4 metabolism; put on weight
5 lose weight; underweight
6 vitamins

Pronunciation: Expressing enthusiasm

Exercise 16
1 Speaker 1 sounds enthusiastic; Speaker 2 sounds bored; Speaker 3 sounds bored; Speaker 4 sounds enthusiastic.
2 The way people say the words tells you how they are feeling: Speakers 2 and 3 sound bored because their intonation is low and falling.
Speakers 1 and 4 sound enthusiastic because their intonation rises and then falls dramatically.
3 The reason is usually sarcasm: We sometimes say something that is the opposite of what we think, but reveal what we really think with our intonation (low and falling, in these examples). We may do this to be funny and to emphasise our true feelings. Speaker 2, for example, may be a woman whose boyfriend wants to watch the match whereas she is not interested in it. English has a particularly wide pitch range (the voice goes up and down a lot). If we are expressing strong emotions such as excitement or surprise, the pitch moves up and down dramatically.

Vocabulary: Phrases to express opinions

Exercise 21
1 ask 2 view 3 would 4 argue 5 point 6 mind

Exercise 22
(Sample answers)
1 If you ask me, the best sport for keeping fit is without doubt swimming. It is well known that swimming uses all the major muscle groups. Not only that, it's cardiovascular exercise, which strengthens the heart and lungs.
2 My answer may surprise you but, in my view, the most interesting sport is figure skating. I'm always on the edge of my seat, willing the skater not to fall. It's so tense!
3 I would argue that the most dangerous sport is sky diving, for obvious reasons. I know someone whose parachute failed to open properly, and she considered herself extremely lucky not to injure herself.
4 I would say the most difficult sports are those involving fast and powerful vehicles, like motor racing. They require incredibly fast reaction times.
5 I'm sorry to say it, but from my point of view, the sport that requires the least skill is bowling. I quite like watching it, actually, but it doesn't look very hard to master.
6 To my mind, the best team sport is netball. The players are constantly interacting, trying to find the best way to win.

Vocabulary: Collocations

Exercise 26
1 c/d 2 b 3 g 4 d/c 5 i 6 a 7 h 8 e 9 f

Exercise 27
verb + adjective: keep/stay fit, keep/stay active
verb + noun: play volleyball
verb + adjective + noun: set a good example, lead healthy lives
noun + noun: form of exercise, sense of achievement
adjective + noun: balanced diet, public transport

Part 2: Exam skills

Planning your answer

Exercise 1

1 He will use past tenses (e.g. past simple, past continuous, past perfect) because the question asks about a completed action in the past.
2 He is probably aware that he tends to speak with low, flat intonation, which can make him sound uninterested. He is reminding himself to speak with more variation in pitch so that he conveys the excitement of the match to the examiner.
3 No because writing in note form saves time.
4 No, he is only going to reveal who won towards the end, probably to create some suspense and make his talk more interesting.
5 He wants to remember to use it; using it will show he has a good vocabulary and therefore improve his mark. He has included collocations and whole phrases, not just single words.

Exam tutor

1 *Talking about sport/health:* phrases/collocations about keeping fit and healthy, sporting terms; *Transferable:* describing how you feel about something, using intonation to express feelings, expressing opinions
2 You will have one minute. You don't have to talk about the points in order.
3 No, full sentences take too long to write. It's better to use note form/shorthand.
4 The basic structure of your talk and a few brief details; reminders about useful vocabulary, grammar or pronunciation that you want to use in your talk.
5 25%

Unit 3

Part 1: Language development

Vocabulary: Studies and work

Exercise 1

1 e 2 c 3 b 4 a 5 d

Exercise 3

1 advantage: the high prestige of British qualifications in his home country; disadvantage: The tuition fees are very high.
2 The job carries high prestige; it would be interesting; there would be good job security.

Exercise 4

1 art subjects
2 qualifications
3 tuition fees
4 lectures
5 seminars
6 I failed
7 retake
8 I passed
9 coursework
10 job security

Exercise 5

1 i 2 g 3 b 4 c 5 a 6 d 7 f 8 h 9 e 10 o
11 s 12 m 13 l 14 q 15 j 16 r 17 n 18 p 19 k

Exercise 6

1 Unemployment
2 presentation
3 promotion
4 appraisals/an appraisal
5 laid off
6 problematic
7 responsibilities
8 stressful
9 dealing
10 inexperienced

Grammar: Speculating with phrases, modal verbs and conditionals

Exercise 9

it's very likely I would need …; I don't think that would be a problem …; I imagine the job would involve …; I suspect it would be …

Exercise 10

1 possible/likely
2 suspect/imagine/'d hazard a guess
3 (un)likely
4 unlikely
5 Perhaps/Maybe
6 hazard a guess/imagine/suspect
7 can't
8 must

Exercise 12

a second b first c third

Exercise 13

1 I'll get into university provided that I get As in my exams. / Provided that I get As in my exams, I'll get into university.
2 Unless my CV stands out, I will never be called for an interview. / I will never be called for an interview unless my CV stands out.
3 As long as I pass my final exams, I've got a chance of getting my dream job. / I've got a chance of getting my dream job, as long as I pass my final exams.
4 I will never be an athlete no matter how hard I train. / No matter how hard I train, I will never be an athlete.

Pronunciation: Word stress

Exercise 16
1 soldier
2 police
3 musician
4 progress

Exercise 17
1 *soldier, progress*; other examples: *earnings, payment, boring*
2 *police*; other examples: *belief, hotel*
3 *progress*; other examples: *conduct, contrast, desert*
4 *musician*; other examples: *corruption, recognition, politician*

Exercise 18
1 presented: verb
2 object: verb
3 suspect: verb
4 increase: noun
5 progress: verb
6 transfer: noun
7 export: noun

Exercise 19
O o o: interesting, motivate, seminar, foreigner, lecturer, difficult
o O o: prestigious, frustrating, redundant, consider
o O o o: responsible, experience, security
o o O o: fundamental, entertaining, workaholic

Part 2: Exam skills

Giving answers that are relevant and the right length

Exercise 1
1a This answer is too short. The candidate could also say what kind of company he/she works for and what his/her job is.
b This is a good answer.
c This answer is too long (it is closer to a Part 2 answer) and not everything is relevant to the question; for example, the section about becoming a doctor.
2a This answer is too abrupt and almost sounds rude. It would, however, be acceptable to begin like this and then give more details; for example, *I didn't choose it. My family have an export business – we export coffee – so I don't really have a choice, I have to work for our family business.*
b This is a good answer.
3a Although this answer begins with *I'm not sure. Er …* it is a good answer. Saying something like *I'm not sure* is not a problem as long as you do not hesitate for too long, and give a full answer without further prompting from the examiner. In fact, using phrases like this can be a good idea because they give you time to think.
b The examiner would probably not consider this a relevant answer and may think the candidate has not understood the question. The question asked what was difficult about the job but this candidate is telling the examiner what he/she does not like about the job.

Exam tutor

1 *Talking about studies/work:* words/phrases about studies/jobs/working life; *Transferable:* language for speculating, word stress
2 They should be one or two sentences long.
3 Your answers must be relevant. Make sure you are answering the questions the examiner asks you, not the questions you wished they had asked! Don't leave long pauses.
4 Native speakers use phrases like these so it is not a problem and they can give you time to think. Just don't hesitate for too long and give a full answer afterwards.
5 25%

Unit 4

Part 1: Language development

Vocabulary: The environment

Exercise 1
1 c 2 f 3 d 4 e 5 a 6 g 7 b

Vocabulary: The climate

Exercise 4
Speaker 1: Saudi Arabia
Speaker 2: Wales
Speaker 3: Iceland

Exercise 5
Hot climate: sweltering, it can exceed 50°C
Cold climate: wrap up warm, it never gets above 25°C
Wet climate: it's constantly drizzling, lush countryside
Dry climate: arid, precipitation is very low

Exercise 6
1 g 2 e 3 c 4 d 5 h 6 f 7 j 8 b 9 a 10 d

Exercise 7
1 c 2 b 3 c 4 c 5 a 6 a 7 a 8 b

Grammar: Cleft sentences

Exercise 10
1 It is the monsoon season that I can't stand.
2 What I want is to go to the beach.

Exercise 11
What I like most is hot, dry weather.
It's the rain that influences my mood the most.
What I really can't stand is being cold and wet.

Exercise 12
(Suggested answers)
1 I like warm weather because you can spend more of your time outdoors.
The reason why I like warm weather **is** because you can spend more of your time outdoors.
2 I spend my summers at a lake in the north of the country.
The place where I spend my summers **is** at a lake in the north of country.
3 I dislike damp weather most of all.
The weather that I dislike most of all **is** damp weather.

Grammar: Complex sentences

Exercise 14
1 Although snow is beautiful to look at, it makes it difficult to get to work. OR Snow makes it difficult to get work although it is beautiful to look at.
2 Since it rains so much in my country, we spend a lot of our time indoors. OR We spend a lot of our time indoors since it rains so much in my country.

Grammar: Subordinate clauses

Exercise 15
(Suggested answers)
1 *Although* it was windy, I walked out to the end of the pier.
2 We built a huge snowman *while* the snow was falling.
3 *Because* I want to help to protect the environment, I'm going to encourage everyone I know to stop using single-use plastics. (Note: many of us are taught not to start a sentence with *because*, but this is becoming more acceptable and is used in spoken English.)
4 *Whenever* the sun shines, I make the most of it by going to the park.
5 *Whatever* the weather, our party will go ahead.
6 *Rather than* driving to work, I've started cycling.
7 I'll go and post the letter *as soon as* it stops raining.

Pronunciation: Long and short vowel sounds

Exercise 21
a skid
b pitch
c fool
d walk

Exam tutor

1 *Talking about environment/climate:* verbs and phrases related to green living, collocations/phrases about weather/climate; *Transferable:* uses of *get*, cleft sentences, subordinating conjunctions to make more complex sentences, long/short vowel sounds, using news articles to improve your answers
2 You can read news articles regularly to build up an awareness of current affairs and develop your opinions on a wide range of topics.
3 No, they are not connected.
4 Yes. In Part 3, you will be asked further questions about the topic in Part 2.
5 25%

Unit 5

Part 1: Language development

Vocabulary: Language learning

Exercise 1
1 mother tongue
2 multilingual
3 fluent
4 get by (in)
5 be (a bit) rusty
6 pick up

Exercise 2
1 a global language
2 a minority language
3 a foreign language
4 a widely spoken language
5 a second language

Exercise 3
1 b 2 c, e 3 d 4 a

Vocabulary: Keeping in touch

Exercise 4
1 have lost touch
2 keeps in touch
3 get back in touch

Exercise 5
Suggested answer:
Because I've moved away from my hometown, my old school friends and I can't just go to each other's houses. We keep in touch via social networking sites and by phone. However, I find that rather impersonal, so when it comes to friends who live nearby, I like to meet up with them for coffee.

Vocabulary: Globalisation (word building)

Exercise 6
1 integration
2 commonly
3 working
4 remarkable
5 largely
6 technological
7 recognisable
8 creates/is creating
9 global
10 speaking

Grammar: Making comparisons

Exercise 8
1 braver
2 the most scared
3 longer
4 more fun/the most fun
5 more convenient
6 quieter/more quiet
7 more boring
8 the happiest/the most happy
9 more formal

Exercise 11
1 a fewer; b more
2 (Suggested answers)
a The more languages you speak, the greater your earning potential.
b The greater the spread of English and the culture of English-speaking countries, the more of a threat there is to local languages and traditions.

Exercise 12
1 c 2 a 3 b

Expressing attitude

Exercise 14
1 undoubtedly
2 Ideally
3 as luck would have it
4 All things considered/Admittedly/Arguably/Undoubtedly
5 Admittedly/Undoubtedly
6 arguably/undoubtedly
7 Even more importantly/Ideally

Exercise 15
1 c 2 d 3 a 4 b

Pronunciation: Consonants

Exercise 20
sixth, strong, glimpsed, three

Part 2: Exam skills

Giving yourself time to think

Exercise 1
Well..., um.., er...

Agreeing and disagreeing with the examiner

Exercise 3
Actually, no they don't.
Not exactly, no.

Exercise 4
Yes, it certainly is.
Precisely.

Exam tutor

1 *Talking about communication:* language related to language learning, keeping in touch, globalisation; *Transferable:* ways of comparing, attitude markers, the pronunciation of consonants, (dis)agreeing politely
2 Students' own answers.
3 You can say *um* and *er*, but don't overuse them. Use phrases such as *That's an interesting question.*
4 25%
5 Range and accuracy.

Unit 6

Part 1: Language development

Vocabulary: Technology

Exercise 1
1 A technophile is someone who loves new technology. A technophobe is someone who dislikes and is afraid of new technology.
2 The writer of the text is a technophile (***we're busy upgrading to the latest model...***).
3 Examples of *gadgets*: smartphones, night-vision binoculars, breadmakers (a home appliance for baking bread); Students' own answers.
4 state-of-the-art
5 outdated

6 Artificial Intelligence; Students' own answers.
7 Possible answer: I can't say it's that important to me to upgrade my mobile every few months. However, it seems to matter a lot to other people, as I guess they like the new features of the latest model. Also, older models become outdated quite quickly.

Exercise 2
1 a blew up; b blew up
2 a have broken down; b breaks down
3 a turn up; b turn up
4 a turn … down; b Turn … down
5 a turned over; b turn over
6 a set off; b set off

Exercise 3
break down: become ineffective; separate into parts
turn down: reject; reduce the volume/temperature
set off: start a journey; cause sth to operate
turn up: appear; increase the volume/temperature
blow up: (cause to) explode; enlarge (a photo)
turn over: change position; watch a different TV channel

Vocabulary: The Internet

Exercise 5
1 b 2 c 3 a 4 d

Vocabulary: Phrasal verb particles

Exercise 9
1 increase
2 decrease
3 record in writing
4 start
5 continue
6 end
7 depart
8 put into
9 stay inside
10 be outside
11 avoid

Exercise 10
1 off
2 away
3 down
4 in
5 down
6 off
7 on
8 in
9 on
10 up
11 out

Exercise 12
The piece of equipment I'd like to talk about is …

Pronunciation: Sentence stress

Exercise 16
(Possible answers)
1 invented
2 creativity
3 red
4 fast
5 aren't
6 these
7 where
8 they
9 with
10 the
11 so
12 must
13 were

Exercise 17
1 It's a PIECE of eQUIPment.
2 The LAtest TREND is for GREEN techNOLogy.
3 Do you KNOW the PRICE of THIS?
4 We CAN'T SPEAK ENglish FLUently. Can YOU?
The function word, *you*, in sentence 4 is stressed because it comes at the end of a sentence. It is pronounced using the strong form, /juː/.

Exercise 18
Weak forms containing a schwa:
Sentence 1: a /ə/; of /əv/
Sentence 2: the /ðə/; for /fə/
Sentence 3: do /du/; you /jə/; the /ðə/; of /əv/
Sentence 4: we /wi/; can /kən/

Part 2: Exam skills

Coherence

Exercise 1
The correct order of sentences is: c, g, e, f, b, d, a

Exercise 2
1 First of all; Then; Last but not least
2 So, as you see
3 Some other phrases: *In short; So basically; To sum up*

Exercise 4
But then again

Exercise 6
1 his
2 they, they, their
3 theirs
4 it

Exercise 7
No, it is unclear. *She* could refer to *Kate* or *her mum*. Instead, the speaker should have said *Kate really enjoyed it* or *Her mum really enjoyed it*, as appropriate.

Exam tutor

1 *Talking about technology:* words/phrasal verbs about technology, the uses of the internet, online dangers; *Transferable:* phrasal verbs and typical meanings of some particles, sentence stress, the schwa, coherence
2 The ability to organise your ideas logically and provide signposting so the examiner can easily follow what you are saying.
3 Using words and phrases to help organise and link your ideas and show where you are going next (signposting); Don't overuse any one method; Practise speaking.
4 Fluency and coherence; lexical resource; grammatical range and accuracy; pronunciation
5 No, they represent 25% each.

Unit 7

Part 1: Language development

Vocabulary: Expressing likes and dislikes

Exercise 1
1 *be keen on* + *-ing* or noun (+)
2 *can't stand* + *-ing* or noun (–)
3 *be crazy about* + *-ing* or noun (+)
4 *not mind* + *-ing* or noun (neutral)
5 *be fanatical about* + *-ing* or noun (+)
6 *can take it or leave it* (neutral)
7 *… is not my kind of thing* (–)

Vocabulary: Phrases related to hobbies

Exercise 4
1 page-turner
2 set
3 about
4 opening
5 character
6 exhibition
7 hype
8 original
9 representational
10 abstract
11 work
12 taken up
13 concert
14 gigs
15 lyrics
16 tunes
17 charts
18 genre
19 star
20 slow-
21 predictable
22 rave

Language: Expressing frequency

Exercise 5
[From least frequent to most frequent]
twice a year
several times a year
once a fortnight
every Tuesday
every other day (one day yes, one day no, one day yes, one day no …)
every single day (using *single* adds extra emphasis)

Exercise 7
1 all the time (very often)
2 every now and again (occasionally)
3 once in a while (occasionally)
4 I don't get time (never)
5 I'm always -ing (very often)
6 I used to … but I don't any more (never)
7 from time to time (occasionally)

Likes/Dislikes
fanatical; various interests; a keen cook; love; crazy about; not really my kind of thing; my favourite instrument; not a […] fan; fascinates me; Neither really; I'd pick; what I really like is; enjoy; can take it or leave it; don't feel I'm missing out
Frequency
from time to time; can't remember the last time

Grammar: Present perfect

Exercise 9
1 've lived/'ve been living (rule 1); for (a period of time)
2 ever; never (rule 2)
3 haven't had (rule 5); didn't have (a finished time period)
4 's/has/have announced (rule 3); made (switch to past simple to give more detail and specify a time)
5 've known (rule 1); since (a point in time)
6 've broken (rule 4)
7 already (rule 2)

Grammar: Present perfect simple v. continuous

Exercise 11
(Form)
have/has + past participle
have/has + *been* + *-ing*

(Rules)
1 stopped/ended
2 simple; continuous
3 continuous; simple

Exercise 12
1 've been playing / 've played (an action that is still happening); since (the start of a period)
2 've liked (a state verb); for (a period of time)
3 've read (a single, completed action)
4 've been working (to focus on the action – we don't know if it's finished or not)
5 've been watching (to emphasise the action is extended in duration)
6 've played (the number of times is specified)

Pronunciation: The schwa /ə/

Exercise 17

author	yoga
today	England
summer	internet
collection	suppose
person	gardening
leisure	photography
famous	opinion

Exercise 18
The schwas are marked in red. Note that the /ə/ sound appears in some diphthongs, e.g. /əʊ/ as in *yoga*, when it can be stressed but that we are considering the /ə/ sound alone.
author yoga today England summer internet collection suppose person gardening leisure photography famous opinion

Part 2: Exam skills

Asking the examiner to repeat the question

Exercise 1
a This is too abrupt and is not something English people generally say. It appears rude despite the *please*.
b This is suitable. It uses a modal verb and the intonation is polite.
c Although the intonation here is polite, asking somebody in a formal situation to repeat by saying *What?* is impolite.
d This is impolite in terms of word choice and intonation.

Sounding polite

Exercise 2
The first is impolite; the second polite.

Exercise 5
I'm afraid I don't know what *recreation* means.

Exam tutor

1 *Talking about hobbies/pastimes:* expressing likes and dislikes, hobbies collocations/phrases; *Transferable:* frequency, present perfect simple and continuous, the schwa, asking the examiner to repeat the question, polite intonation
2 In all parts.
3 Polite: *Could you say that again, please?; Would you mind repeating the question?* Impolite: *Repeat, please.; What?; What did you say?*
4 *I'm sorry, I'm not sure I understand the question.; What does … mean?* (not ~~*What means …?*~~)
5 Use polite intonation.

Unit 8

Part 1: Language development

Vocabulary: Phrases to talk about memories

Exercise 1
1 takes
2 vivid
3 lasting
4 fresh
5 barely
6 vague
7 escapes
8 tongue
9 good
10 long
11 flooding
12 flies

Exercise 2
1 It's on the tip of my tongue.
2 Time flies.
3 It really takes me back.
4 It's still fresh in my mind.
5 It all comes flooding back.

Vocabulary: Expressions related to childhood

Exercise 3
1 g 2 l 3 f 4 b 5 e 6 c 7 d 8 a 9 h

Exercise 4
1 d 2 f 3 g 4 b 5 c 6 h 7 a 8 e

Pronunciation: Past tense *-ed* endings

Exercise 8
1 b 2 c 3a

Exercise 9
/d/ aged, agreed, answered, breathed, cycled, loved, played, seemed
/t/ asked, helped, laughed, matched, thanked, wished
/ɪd/ accepted, decided, hated, needed, pretended, wanted

Pronunciation: Diphthongs

Exercise 12
(Possible answers)
/eɪ/ game, plain, play
/aɪ/ dice, my, flight
/ɔɪ/ void, annoy
/eə/ repair, tear
/əʊ/ phone, load
/aʊ/ about, now
/ɪə/ cheerful, interfere, clear

Grammar: *used to* and *would*

Exercise 13
The implication is that the grandad walked quickly to keep up with his grandchild and so fell. The speaker felt bad about this so cycled more slowly from then on.

Exercise 14
Past simple (e.g. *my grandad let me*); *used to*; past perfect simple (e.g. *we had arrived*); *would* (e.g. *he would push*); past continuous (e.g. *I was cycling*)

Exercise 15
1 *used to* to describe a past habit: ***used to take*** *me to school*; *used to* to describe a past state: ***I used to live*** *quite far from my school*
2 *would* to describe a past habit: *he* ***would push*** *my bike home*
3 *Used to* is pronounced /juːstə/; The strong form of *would* is /wʊd/. The weak form is /wəd/. You can also use the contraction *'d*, e.g. ***I'd*** /aɪd/.

Grammar: Review of past tenses

Exercise 16
1 the past simple used to describe a past state: *when I* ***was*** *little*
2 the past simple to describe a past habit: *my grandad* ***let*** *me cycle*
3 the past simple to describe a single completed action: *I* ***looked*** *back*

Exercise 17
1 I would… ~~**going**~~ **go** with him to the local park (should be *would* + infinitive)
2 I ~~**would own**~~ **owned/used to own** a horse (can't use *would* to describe long-lasting situations or past states)
3 I ~~**used to see**~~ **saw** Sam at the cinema (must use past simple for single completed actions in the past)

Exercise 18
the past continuous used to give background: *I* ***was cycling*** *along*
main action: *Suddenly I* ***looked*** *back, and my grandad was nowhere to be seen.*

Exercise 19
1 were jumping
2 were enjoying
3 walked
4 told
5 was
6 were walking
7 ran
8 was barking/barked
9 were
10 tried
11 bit

Exercise 20
1 past simple
2 past perfect
3 past simple
4 *had* + past participle

Exercise 21
past perfect and past simple: *I* ***cycled*** *back the way I* ***had come****; [I]* ***found*** *him lying on the ground. He* ***had tripped*** *on some loose paving.*

Exercise 22
1 was playing
2 was being (Note: *You are careless* = You are a careless person; *You are being careless* = You are careless now, but usually you are not.)
3 heard
4 went
5 saw
6 had/'d broken
7 arrived
8 said
9 looked
10 realised
11 had happened
12 was

Exam tutor

1 *Talking about childhood/memories:* collocations about remembering, phrases for talking about children and childhood; *Transferable: -ed* endings, diphthongs, past tenses, *used to* and *would* to talk about the past, fluency
2 It will help you to be aware of what your strengths and weaknesses are and it will be motivating to see how you have improved over time.
3 Find new vocabulary related to the topic and make a note of it; Listen to improve your comprehension; Read along with the speaker to improve your pronunciation; Never try to memorise extended passages to use in the exam.
4 Speaking continuously and at a good rate.
5 Speak as much as possible, e.g. with a friend, at a conversation class, to yourself; Improve your grammar, vocabulary and pronunciation.

Unit 9

Part 1: Language development

Vocabulary: Describing places

Exercise 1
City: 1, 3, 4, 6
Country: 2, 5, 7

Exercise 2
1 middle
2 backwater
3 picturesque
4 easy
5 far
6 cosmopolitan
7 destination
8 congested
9 cramped
10 heart
11 walking
12 outskirts
13 spacious

Vocabulary: Comparing past and present

Exercise 5
1 Back in the 1980s
2 since the 60s
3 in recent years
4 as time goes on
5 It used to be
6 but now
7 A century ago
8 Nowadays
9 are being converted

Exercise 6
1 past simple (other past tenses can also be used to describe the past)
2 present simple, present perfect (changes that have taken place over time), present continuous (a change still in progress)

Vocabulary: Suffixes and word building

Exercise 8
1 motherhood
2 forgetfulness
3 addressee
4 treatment
5 alcoholism
6 craftsmanship
7 awareness
8 refugee
9 disappointment
10 heroism
11 leadership
12 bachelorhood

Exercise 9
(Sample answers)
-ship: apprenticeship, sponsorship
-ness: completeness, fairness
-ee: absentee, trainee
-ism: sexism, feminism
-hood: likelihood, livelihood

Exercise 10
1 shortage
2 employment
3 scarcity
4 Homesickness
5 preference

Exercise 11
1 mountainous
2 roadworthy
3 childproof
4 messy
5 plentiful

Exercise 12
(Sample answers)
-ous: cancerous, advantageous;
-worthy: trustworthy, cringeworthy; **-proof**: waterproof, foolproof; **-y**: sticky, classy; **-ful**: handful, grateful

Exercise 13
1 hospitalised
2 classify
3 shortens
4 widened
5 beautify

Exercise 14
(Sample answers)
-ise: economise, legalise **-en**: slacken, whiten
-ify: simplify, justify **-ate**: graduate, duplicate, elongate, accelerate

Pronunciation: Silent letters

Exercise 16
1 /e/ Leicester, Reading, Greenwich
2 /a/ Leicester, Newcastle, Plymouth
3 /e/ Cambridge

Exercise 17
1 island
2 calm
3 camera (two syllables, not three)
4 half
5 interesting (three syllables, not four) 6 vineyard
7 walk
8 Wednesday (two syllables, not three)
9 foreigner
10 restaurant (two syllables, not three)

Grammar: The passive

Exercise 19
1 *be* + past participle
2 To add information about the performer, we use *by*, e.g. *Saint Petersburg is considered* ***by many*** ...

Exercise 20
1 My local Italian is said to be the best restaurant in town. / It is said that my local Italian is the best restaurant in town.
2 The agent (*my mum*) is known and important so we would probably not use the passive.
3 The new canal has been found to be a flood risk. / It has been found that the new canal is a flood risk.

Exercise 21
(Sample answers)
1 Although the Lake District is usually considered to be the most beautiful region in the UK, I think Cornwall is just as beautiful.
2 Restaurant food is often thought to be superior to home cooking, but in my opinion, this is far from always the case. My nan is an amazing cook and I'd much rather eat her cooking than eat out.
3 It could be argued that it is better to live in the country than in the city, because country life is more idyllic, but I find it ever so boring.

Exercise 22
1 got (unexpected); 2 got (achievement);
3 We would probably not use *get* here.

Grammar: The causative

Exercise 23
1 *have* + object + past participle
2 We use the causative to describe something that is done to us.
3 I'm having my hair cut next week. (a service) I've had my pay frozen. (something out of the speaker's control)
4 It is usually unnecessary to say who performs the service, but if we want to give this information, we add *by* + performer of the action, e.g. *by my boss*.
5 *get* (e.g. *get something done*); It is less formal than *have*.

Exercise 24
1 We're having/getting our lounge repainted.
2 The council had/got a statue of Shakespeare made.
3 Our house is far too small, so we're going to have/get an extension built.
4 An optician's is a place where you have/get your eyes checked.

Part 2: Exam skills

Clarifying, paraphrasing and giving examples

Exercise 1
2 Perhaps because they felt that what they had said was too extreme, not reflecting their view precisely enough, and so they wanted to modify/clarify it.

Exercise 2
2 We do not know how big it is but we know that the speaker considers it too small for his family.

Exercise 3
2 Both. They are synonymous. The speaker is rephrasing the first sentence using 'in other words'.

Exercise 4
1 People in the past were not so mobile. My grandparents, for instance, lived all their lives in the town where they were born.
2 People in my country like foreign cuisine. Korean restaurants are very popular, for example, as are Chinese restaurants.

Exam tutor

1 *Talking about places:* language for describing places and homes; *Transferable:* comparing now and then, suffixes, silent letters, the passive and causative, clarifying, paraphrasing and giving examples
2 Yes, you can. In fact, it is recommended as it will make you sound more natural and fluent; Don't use overly informal contractions such as *ain't*; Contractions don't

normally come at the ends of clauses, e.g. *Are you going tonight?* – Yes, ~~*I'm*~~ (correct answer, *Yes, I am*), but you can contract the negative answer, *No, I'm not*.

3 4–5 minutes
4 Preparation time: 1 minute; your talk: 1–2 minutes; further questions: about 1 minute.
5 4–5 minutes

Unit 10

Part 1: Language development

Vocabulary: Festivals and celebrations

Exercise 1
1 c 2 b 3 d 4 a

Exercise 2
1 marks
2 anniversary
3 celebrations
4 day off
5 street parties
6 banners
7 national anthem

Vocabulary: Historical sites

Exercise 3
1 excavation
2 remains
3 unearthed
4 artefacts
5 date
6 BC
7 primitive
8 ornaments
9 construct
10 draws
11 finds
12 exhibited

Vocabulary: Words and phrases related to heritage

Exercise 4
1 c 2 d 3 e 4 b 5 a

Exercise 6
1 d 2 a 3 e 4 b 5 c

Pronunciation: Linking

Exercise 9
In the first recording, the speaker pronounces every word distinctly and stops between each word. The speech is slow, lacking in rhythm and does not flow. In the second recording, the speaker speaks naturally. Each unit of speech sounds like a flow of sounds, with no pauses.

Exercise 10
1 a the end; b I ate – add the sound /j/
2 a too often; b so amazing – add the sound /w/
3 a far away; b I saw it – add the sound /r/ (Note that in many English accents, including standard British English, final *r* or *re* is not pronounced so these words, when said in isolation or before a consonant, end in a vowel sound. Many speakers also add /r/ to link two vowel sounds when the first vowel is /ɪə/, /eə/, /ʊə/, /ɔː/, /ɜː/, /ɑː/ or /ə/.)

Exercise 11
Our mo**st** **im**portant festiv**al** **is** without doubt Christmas. W**e** **/j/** **all** look forward **to** **/w/** **it** for months, buying presents fo**r** **/r/** **o**ur loved one**s** **a**nd decorat**ing** **ou**r homes. It's magical fo**r** **/r/** **ev**eryone but for childre**n** **es**pecially. When we knew Father Christmas wa**s** **ab**out to visit, my sister Samanth**a** **/r/** **a**nd I were **/r/** always t**oo** **/w/** **e**xcited to sleep.

Grammar and pronunciation: Future forms

Exercise 15
She's spending New Year with her boyfriend's family.

Exercise 16
She uses the present continuous. *This year, **I'm spending** New Year with my boyfriend's family. We **'re arriving** on the 28th of December and **staying** till the 4th of January. **I'm** really **looking** forward to it.*

Exercise 18
1 's going to trip – prediction (Perhaps she isn't looking where she's going.)
2 's going to snow – prediction (Perhaps there are snow clouds and it's really cold.)
3 're going to move – decision/intention
4 are going to reach – prediction (Perhaps they have scheduled a meeting.)
5 was going to call – decision/intention in the past

Exercise 19
Sentences 2 and 5

Exercise 20
1 'll explain (1)
2 'll be able to (3)
3 'll pass (2)
4 'll go (4)

Exercise 22
1 *Are you doing*: It is nearly New Year – Laura talks about finding a 'last-minute deal' – so Sarah is most likely to use this tense, presuming Laura has made arrangements already.
2 *I'm going to look*: This is a plan (she talks about having kept the evening free), not an arrangement made with another person.
3 *I'll help:* A spontaneous offer.
4 *Are you going*: It is nearly New Year so Laura is most likely to use this tense, presuming Sarah has made arrangements already.
5 *are spending*: Present continuous is more likely here because, as it is nearly New Year, they must have arranged it with the parents by now.
6 *will be:* A prediction based on an opinion.

Exercise 24
will have forgotten

Part 2: Exam skills

Predicting possible questions

Exercise 1
(Possible answers)
advantages of being famous; celebrities from your country; celebrities of the past and present

Exam tutor

1 *Talking about culture:* language for talking about festivals, celebrations, historical sites, heritage; *Transferable:* linking words, future forms, pronouncing contractions, predicting exam questions
2 General questions on familiar topics such as home, family, work, studies and interests.
3 The examiner will ask you one or two questions on the topic of your talk.
4 Questions on more general and abstract issues and ideas.
5 Students' own answers.

Unit 11

Part 1: Language development

Vocabulary: Types of holiday

Exercise 1
1 d 2 a 3 e 4 c 5 b

Vocabulary: Effects of tourism

Exercise 5
1 environment –
2 local people or economy +
3 economy +
4 local people + or environment –
5 local people –
6 environment –
7 economy –
8 environment +

Exercise 6
1 seasonal
2 erosion
3 unspoilt
4 trade
5 infrastructure
6 investment
7 conserving

Grammar: Short answers

Exercise 8
1 a *Yes, I do* or *No, I don't.*
  b *Yes, I can* or *No, I can't.*
2 a *He/She certainly is. / Of course he/she is. / I'm pretty sure he/she is.*
  b *Yes, I certainly would. / Of course I would.*
3 a *I believe so, yes. / I don't believe so. / Definitely (not). / Without a doubt.*
  b *Definitely (not). / Without a doubt.*
4 a *Yes, I do* or *No, I don't.*
  b *I suppose they do. / Yes, they do. / No, they don't.*
5 a *No, they aren't.*
  b *No, he isn't.*
6 a *I don't think so. / I doubt it.*
  b *I don't think so. / I doubt it.*

Expressing yourself indirectly

Exercise 11

1 c 2 g 3 e 4 h 5 f 6 d 7 b 8 a

Exercise 12

1 a (short/mini) break, a long weekend
2 sunbathe
3 a postcard
4 a youth hostel
5 flip-flops, sandals
6 swimming trunks
7 a toiletry bag
8 a travel agent

Pronunciation: Adding emphasis

Exercise 15

1 I WANTed to go but I COULDn't. I was broke. (to contrast two things)
2 Did you say her name was Julie? – No, JuliA. (to correct someone)
3 My HUSband really enjoyed the mini break, but I didn't. (to contrast two things)
4 Was your purse ON the table when it was stolen? – No, it was UNder the table. (to correct someone)

Exercise 17

(Sample answers)

1 No, I'm not. I'm from BELgium.
2 No, it has a HOT climate.
3 No, the capital of England is LONdon.
4 No, it lies to the NORTH.

Exercise 19

1 … Many people *do* go abroad …
2 … we *did* go.
3 She *does* love being able to …

Language: Cause and effect

Exercise 21

C = cause; E = effect

1 People have more disposable income than previous generations [C], which means that most people can now afford to go on holiday [E].
2 The rapid rise in air travel [E] stems from the creation of low-cost airlines [C].
3 Competition between airlines [C] has led to lower prices for passengers [E].
4 Staff working for our national airline keep striking [C]. As a result, many people avoid booking with them [E].
5 I suffer from seasickness [C] so I never travel by boat [E].
6 The severe delays [E] were brought about by the volcanic eruption [C].

Exam tutor

1 *Talking about travel/tourism:* language about holidays, holiday activities, tourism; *Transferable:* short answers, expressing yourself indirectly, extra stress, cause and effect
2 Students' own answers.

Pronunciation chart

In this book the International Phonetic Alphabet (IPA) is used to show how some words are pronounced. The symbols used in the International Phonetic Alphabet are shown in the table below.

IPA Symbols

Vowel	Sounds	Vowel	Sounds
ɑː	calm, ah	ɪə	near, beard
æ	act, mass	ɒ	lot, spot
aɪ	dive, cry	əʊ	note, coat
aɪə	fire, tyre	ɔː	claw, more
aʊ	out, down	ɔɪ	boy, joint
aʊə	flour, sour	ʊ	could, stood
e	met, lend, pen	uː	you, use
eɪ	say, weight	ʊə	lure, pure
eə	fair, care	ɜː	turn, third
ɪ	fit, win	ʌ	fund, must
iː	seem, me	ə	about

Consonant	Sounds	Consonant	Sounds
b	bed, rub	t	talk, bet
d	done, red	v	van, love
f	fit, if	w	win, wool
g	good, dog	x	loch
h	hat, horse	z	zoo, buzz
j	yellow, you	ʃ	ship, wish
k	king, pick	ʒ	measure, leisure
l	lip, bill	ŋ	sing, working
m	mat, ram	tʃ	cheap, witch
n	not, tin	θ	thin, myth
p	pay, lip	ð	then, bathe
r	run, read	dʒ	joy, bridge
s	soon, bus		

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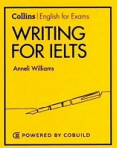

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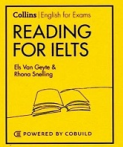

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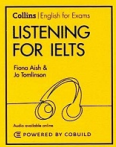

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