

1

Your life

UNIT TARGETS

Topic vocabulary: family and friends ● home life ● free time

Grammar: present tense review ● present perfect vs past simple

● *used to* and *would*

Word building: adjective suffixes ● verb patterns (1)

● *-ed* and *-ing* adjectives

Writing: an informal email ● linkers (1)

Exam preparation: Reading and Use of English Parts 2, 3 and 5 ● Listening Part 1

● Speaking Part 1 ● Writing Part 2



Family and friends

- 1 With a partner, discuss photos A-C and say why you think people might keep these photos.

Useful language

As far as I can tell, the photo shows ...

One possibility is that ...

It looks as if / though they're ...

People may / might / could / would keep this because ...

- 2 What do you think the relationship is between the people in each photo in Activity 1?

I think that this woman is the bride's new sister-in-law.

- 3 Think about the people in your life. Write down the name of a person you associate with each of the illustrations. Don't spend too long thinking!

1



2



3



4



- 4 1.1 Listen to someone explain what the illustrations mean, then tell your partner whether you agree or disagree with the explanations and why.

- 5 1.1 Listen again and complete phrases 1-8.

- 1 someone you **get on** _____ with
- 2 you **enjoy** _____ other's company
- 3 you might not **have a lot** _____ common with them
- 4 someone who **drives** you _____
- 5 this is someone you **look** _____ to
- 6 someone you **take** _____ in your family
- 7 a person you've **fallen** _____ love with
- 8 someone you **feel really close** _____

Word boost ► Family and friends ► Workbook p. 4

Over to you!

- 6 Choose five expressions from Activity 5 and match them to different people in your life. With a partner, take it in turns to describe each person, giving details.
- 7 How good a listener were you? Write one sentence about each of your partner's 'important people'. Then compare sentences. Did you remember correctly?

1 With a partner, describe the photos and answer the questions.

- 1 What kind of people do you think live in these homes?
- 2 Which home would you prefer to live in? Why?



2 Read the extract from an autobiography quickly for gist and find **two** similarities or differences between the writer's home and your own. Tell your partner about them.

3 For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text. Question one has been given as an example.

- 1 What advantage did Bill's parents have?
 - A They came from wealthy families.
 - B Their income was higher than the average.
 - C They lived close to the people they worked with.
 - D Their house was the largest in Des Moines.
- 2 What do we learn about Michael in paragraph 2?
 - A He had some very untidy habits at home.
 - B He found sharing a room inconvenient.
 - C He was proud of his collection of handkerchiefs.
 - D Bill was very sympathetic about Michael's illnesses.
- 3 What does 'was not her strong suit' mean in line 25?
 - A was not something she did often
 - B was something she complained about
 - C was not something she did well
 - D was her least favourite thing
- 4 Bill suggests that dinner was usually late because his mother
 - A got caught up in other tasks.
 - B never finished all the housework.
 - C often forgot to prepare any food.
 - D spent too long shopping after work.
- 5 Why does Bill think that his parents got on so well?
 - A Mr Bryson enjoyed eating overcooked food.
 - B Mrs Bryson did not notice that her husband hated the food.
 - C Mr Bryson forgave his wife for her terrible cooking.
 - D Mr and Mrs Bryson both enjoyed food with strong flavours.
- 6 Bill was interested in his mother's magazines because
 - A he didn't have very much to do at home.
 - B he was keen to learn more about his mother's work.
 - C they showed him a very different way of life.
 - D he wanted to learn how to look after a house properly.

Exam practice

Reading and Use of English Part 5: checking context

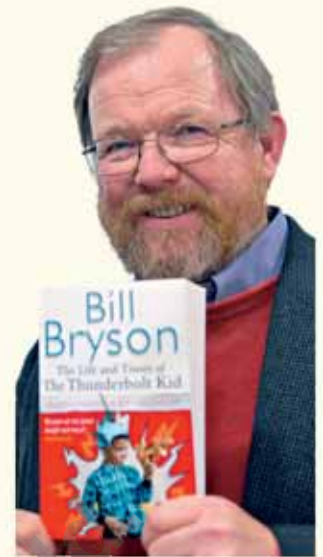
Exam tip

When you have to read a long text for a Part 5 task, don't panic!

- Read the text first and try to work out the gist (general meaning) of each paragraph. You do NOT need to understand every single word in the text.
- Read the questions, but not the options. Then read the text again carefully and underline the answers as you find them.
- For each question, go back and read the options. Choose the one which best matches the evidence in the text.

Life and Times of the Thunderbolt Kid

by Bill Bryson



Because my parents both worked we were better off than most people of our socio-economic background (which in Des Moines in the 1950s was most people). We – that is to say, my parents, my brother Michael, my sister Mary Elizabeth (or Betty) and I – had a bigger house on a larger lot than most of my parents' colleagues. It was a white clapboard house with black shutters and a big screened porch atop a shady hill on the best side of town.

My sister and brother were considerably older than I – my sister by six years, my brother by nine – and so were effectively adults from my perspective. They were big enough to be seldom around for most of my childhood. For the first few years of my life, I shared a small bedroom with my brother. We got along fine. My brother had constant colds and allergies, and owned at least four hundred cotton handkerchiefs, which he devotedly filled with great honks and then pushed into any convenient resting place – under the mattress, between sofa cushions, behind the curtains. When I was nine he left for college and a life as a journalist in New York City, never to return permanently, and I had the room to myself after that. But I was still finding his handkerchiefs when I was in high school.

The only downside of my mother's working was that it put a little pressure on her with regard to running the home and particularly with regard to dinner, which frankly was not her strong suit anyway. My mother always ran late and was dangerously forgetful into the bargain. You soon learned to stand aside at about ten to six every evening, for it was then that she would fly in the back door, throw something in the oven, and disappear into some other quarter of the house to embark on the thousand other household tasks that greeted her each evening. In consequence, she nearly always forgot about dinner until a point slightly beyond way too late. As a rule you knew it was time to eat when you could hear potatoes exploding in the oven.

We didn't call it the kitchen in our house. We called it the Burns Unit.

'It's a bit burned,' my mother would say apologetically at every meal, presenting you with a piece of meat that looked like something – a much-loved pet perhaps – salvaged from a tragic house fire. 'But I think I scraped off most of the burned part,' she would add, overlooking that this included every bit of it that had once been flesh.

Happily, all this suited my father. His palate only responded to two tastes – burned and ice cream – so everything was fine by him so long as it was sufficiently dark and not too startlingly flavourful. Theirs truly was a marriage made in heaven, for no one could burn food like my mother or eat it like my dad.

As part of her job at the Des Moines Register (the local newspaper) my mother bought stacks of housekeeping magazines – *House Beautiful*, *House and Garden*, *Better Homes and Gardens*, *Good Housekeeping* – and I read these with a certain avidity, partly because they were always lying around and in our house all idle moments were spent reading something, and partly because they depicted lives so absorbingly at variance with our own. The housewives depicted in my mother's magazines were so collected, so organized, so calmly on top of things, and their food was perfect – their lives were perfect. They dressed up to take their food out of the oven! There were no black circles on the ceiling above their stoves, no mutating goo climbing over the sides of their forgotten saucepans. Children didn't have to be ordered to stand back every time they opened their oven doors.

line 25

Vocabulary in context: *home life*

- 4 With a partner, find words in the text which refer to a) parts of a house or b) household appliances or furniture. How many other words can you think of?

a) shutters (paragraph 1)

- 5 Write a definition or an example sentence for the following words and expressions in the text:

- 1 had the room to myself (paragraph 2)
- 2 always ran late (paragraph 3)
- 3 overlooking (paragraph 5)
- 4 into the bargain (paragraph 3)
- 5 a marriage made in heaven (paragraph 6)

Word boost ► Home life ► Workbook p. 4

Over to you!

- 6 What's life like in *your* house? Write 50 words on one of the topics below on a piece of paper. Be as interesting or as funny as possible.

evenings housework mealtime mornings Sundays

Mornings in my house are always a stressful time ...

- 7 When you've finished, give your description to the teacher. *Don't* write your name.
- 8 Read the descriptions from the rest of the class and try to match one to each of your classmates.

- 1 Mrs Bryson wants her family to help her make dinner, but everyone has an excuse! With a partner, decide which is the best / worst excuse. Do you ever help out at home?



- 1 Don't ask me - I **help** with dinner nearly every evening!
- 2 **Have** you ever **tried** my cooking? It's terrible!
- 3 I'm **doing** my homework at the moment.
- 4 I've **been working** since 7:00. I need a rest!
- 5 I've already **had** a sandwich, so I'm not hungry.
- 6 I **don't live** here - I'm just visiting!

- 2 Complete gaps 1-4 in the table with the tenses in the box. Then match uses A-F to examples 1-6 in Activity 1.

present continuous present simple present perfect (x2)

Present tense review	
1 _____	A _____ unchanging or permanent present situations B _____ regular or repeated actions
2 _____	C _____ changing or temporary present situations
3 _____	D _____ past actions or situations that don't specify a time E _____ past actions with a present result
4 _____	F _____ actions that started in the past and continue into the present

Watch out! stative verbs

We don't usually use a continuous form with certain verbs used to describe states (*be, like, etc.*).

I **hate** cooking. **NOT** ~~am hating~~ cooking.

Language summary ▶ p. 156

- 3 Work with a partner and write the correct present form of the verbs in **bold**. Have you ever used excuses like these?

- 1 **A:** At last, you _____ (**arrive**)! I _____ (**wait**) here all morning!
B: Sorry I _____ (**be**) late. I overslept.
- 2 **A:** _____ (**you / do**) anything at the moment?
Can you help me tidy up?
B: Er ... we _____ (**do**) a project for school.
Sorry, it _____ (**be**) really important.
- 3 **A:** Carla, hurry up! You _____ (**get**) ready for hours!
B: I _____ (**come**)! It _____ (**take**) effort to look this good, you know.

- 4 With a partner, look at the sentences and label the timelines with the correct tenses. Explain the difference in meaning between sentences A and B.

- A I **lived** there last summer.
B I've **been living** there for years.

Present perfect vs past simple

tense	past	present
1 _____		
2 _____		

Language summary ▶ p. 156

- 5 Work with a partner. Write excuses for people in the following situations! Include at least four of the words in the list. The words can be used more than once.

ago already for last since then

- 1 you don't want to go out with your friends tonight
*Sorry, but I've **already** got plans. I promised to babysit **ages ago**.*
- 2 you were late home last night
- 3 you missed your last English lesson
- 4 you forgot it was your friend's birthday yesterday

Over to you!

- 6 Imagine you are going to interview someone for a programme called *Your Home, Your Life*. Prepare six interesting questions to ask, including a range of tenses.

Student A: You will interview the person in photo A.
Student B: You will interview the person in photo B.



- 7 Take turns to interview each other. Answer the questions as if you were the person in the photo. Then decide which person you would most like to meet and why.

Get ready: *used to* and *would*

1 Read the quotations. Has Liz and Danny's relationship got better or worse?

What did your relationship **use to be** like?

Danny **used to buy** me flowers every week.

Liz **would tell** me she loved me every day.

We **didn't use to** argue!

2 Complete the rules with *used to* or *would*. What tense has a similar meaning to these structures?

Used to and would

- _____ + infinitive to talk about a **past action or state** that does not happen or exist now.
- _____ + infinitive to talk about a **repeated past action** that does not happen now. We often use this form to talk about pleasant memories.

Grammar boost ▶ *used to* and *would* ▶ Workbook p. 7

3 Work in groups. Compare your life ten years ago with your life now, using *used to* and *would*. Consider the following topics and add ideas of your own. How much does your group have in common?

- | | |
|----------------------|------------------------|
| 1 your interests | 2 your favourite foods |
| 3 your daily routine | 4 your friends |

I used to love cartoons. Now I think they're boring!

Exam practice

Reading and Use of English

Part 2: reading for gist

Exam tip

- ▶ Always read the whole text first before you complete the gaps.
- ▶ Read quickly – don't waste time trying to understand every word!
- ▶ Think about the general meaning of the text when you choose your answers.

4 Discuss questions 1 and 2 with a partner. Then quickly read the text below. Did any of your ideas appear in the article?

- Why do people often feel excited and happy at the start of a relationship?
- Do these feelings usually stay the same? Why?

5 Complete the exam task.

For questions 1–8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS.

Love and relationships

In the past, the first stages (0) ^{OF} love were often described as 'lovesickness', and many people used (1) believe that love was a kind of madness! However, there could be a rational, scientific explanation for the intense feelings we experience when we fall (2) love. Studies suggest that, when we are beginning a relationship, our brains produce a hormone called dopamine, which causes us to feel great joy and excitement. But watch out: this doesn't last! (3) about a year, levels of the hormone recede, and we return to our usual emotional levels.

So (4) don't all relationships fall apart at that point? Luckily, it seems that a year is just enough time for couples to find out how well they get (5) with their partners, and how much they enjoy (6) other's company. As a result, new bonds of love, affection and friendship are created which can last a lifetime. According to May Wilks, who has been happily married to Jack (7) seventy-eight years, 'true love takes work. When we were first dating, Jack bought me flowers every week, and he (8) walk me home every evening after work. He's just as kind and loving today. Now I'm 106, Jack still tells me every day how beautiful I am! I couldn't be any happier.'

Get ready: free time

- 1 Look at the photos A-D and rank the activities from 1-4, with 1 being the activity you would enjoy doing the most. Explain your answers to a partner and agree on one activity to do together tomorrow.

Useful language

*I can't stand ... / I (don't) fancy (+ -ing) ...
I absolutely love ... / I'd be really up for (+ -ing) ...
I'd much rather (+ infinitive) ... than ... because ...*



- 2 With a partner, complete the table. Can you add any more expressions? Find three people in the room who share one of your interests.

a bike ride computer games a concert ~~a crossword~~
a (youth) club dancing a drive the guitar
a puzzle a quiet night in a walk the beach
some friends round shopping swimming yoga

staying in		going out	
do	a crossword	go	
have		go for	
play		go to	

Word boost ▶ Free time ▶ Workbook p. 4

Listening Part 1:
preparing to listen

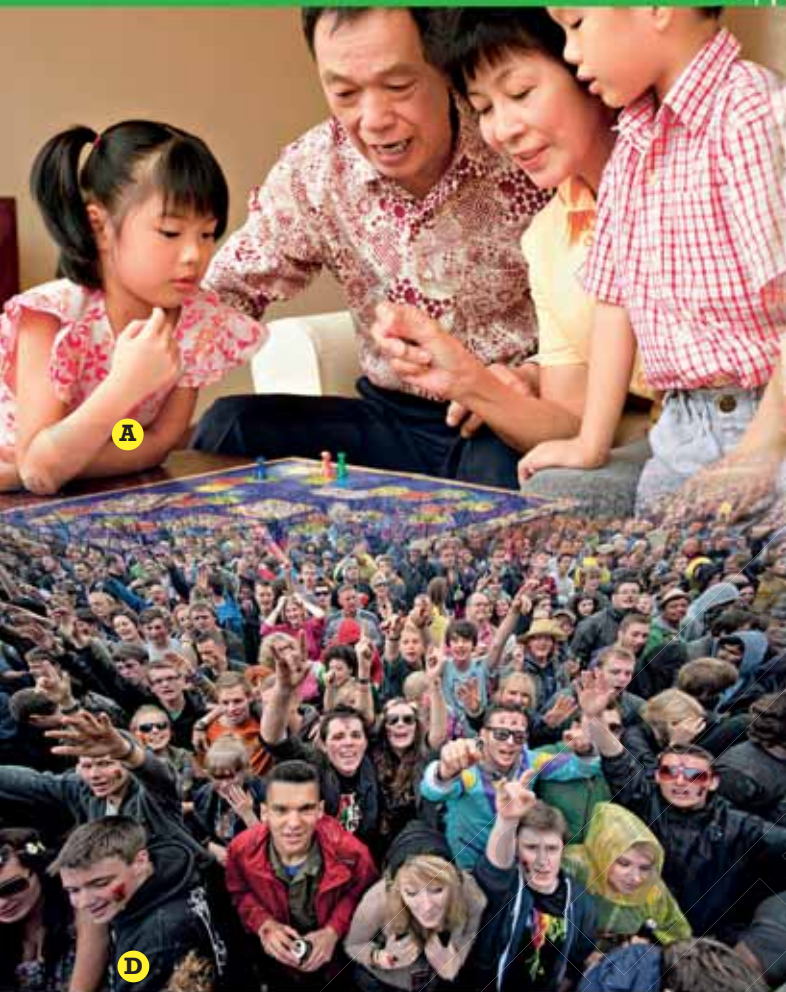
You will hear different speakers talking on a range of topics. Before you listen:

- ▶ read each question and option carefully and try to predict the topics you will hear.
- ▶ underline any key words in the question.

Exam tip

Exam practice

- 3 Read the exam task in Activity 4. Find questions which relate to the activities in photos A-D.
- 4 1.2 You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).
- You overhear a girl talking on the phone. What is her main criticism of Steve?
 - He talked about himself too much.
 - He told too many jokes.
 - He did not share her interests.
 - You hear a man talking about starting a collection. What does he advise new collectors to think about?
 - whether their collection will be a worthwhile investment
 - what kind of objects they are interested in
 - whether it will be easy to start their collection
 - You hear a girl telling a friend about a conversation she's just had. What was the main purpose of the conversation?
 - to persuade her parents to allow her to have a party
 - to explain how tired and stressed she'd been feeling
 - to suggest that the family spend more time together
 - You hear a student talking on the radio about a type of puzzle called Sudoku. Why does he advise people not to try it?
 - It is very addictive.
 - It is less interesting than other hobbies.
 - It does not require any special skills.
 - You hear a woman talking about her hobby of bird-watching. What is the most important thing people can do for birds?
 - grow special trees and plants
 - keep cats out of the garden
 - put out water for them
 - On the radio, you hear a man talking about music. What is he doing?
 - talking about his family's musical interests
 - explaining how difficult it is to make money from music
 - describing the background to his career in music
 - You overhear a couple talking about their free time. What do they agree about?
 - They watch too much television.
 - They need to do something different.
 - They are going to go cycling.
 - You hear a woman talking about her hobby. Why did she start riding?
 - She wanted to take up a sport.
 - She was passionate about horses.
 - She wanted to help her friend.



Exam practice

Speaking Part 1:
personal preferences

Exam tip

In Part 1 you will answer questions about yourself. Try to make your answers as interesting as possible!

- ▶ Use a variety of expressions to talk about your likes, dislikes and interests: don't just say *I like* or *I don't like*.
- ▶ Expand your ideas by giving reasons for your opinions, or by giving examples.

I can't get enough of ... , because it's ...

I've always had a passion for ... , Last year, I ...

1 Look at the photos A-D. Which activities do you do? Who do you usually do them with? Are there any activities you *never* do? Why? Discuss with a partner.

2 Work with a partner. Match the pairs of questions 1-3 with the headings in the list. Then write **one** more question for each category.

Home life Leisure time Likes and dislikes

- 1 _____
 - a Do you prefer spending time alone or with other people? (Why?)
 - b What is your favourite part of the day? (Why?)
- 2 _____
 - c How much time do you usually spend at home? (What do you usually do?)
 - d Could you tell me something about your family?
- 3 _____
 - e Do you play any sports or games? (What do you play?)
 - f Do any of your friends have an interesting hobby? (What does she / he do?)

3 1.3 Listen to six people answering the questions in Activity 2. Which questions are they responding to? Match speakers 1-6 to questions a-f.

4 1.3 Listen again and complete the phrases for talking about likes and dislikes. Write the name or speaker number of the person who gives these opinions.

Person	Opinion
1	I absolutely _____ sailing
2	I'm _____ graphic novels
3	is really interested _____ spiders
4	I'm not keen _____ sport
5	I'd probably _____ be with friends

5 Work with a partner. How many more useful expressions can you think of for talking about likes, dislikes and preferences?

6 Ask and answer the questions in Activity 2 with your partner.

Adjective suffixes

1 We can add suffixes (= endings) to some nouns and verbs to change them into adjectives. In groups, add one more example for each suffix. Can you think of any more adjective suffixes?

suffix	example
-able	rely → reliable
-al	music → musical
-ent	excel → excellent
-ful	hope → hopeful (<i>full of hope</i>)
-ic	artist → artistic
-ish	child → childish
-ive	act → active
-less	hope → hopeless (<i>without hope</i>)
-ous	glamour → glamorous
-y	sport → sporty

2 With a partner, complete the text with the correct adjective form of the words in bold.

The Simpsons
family profile



The Simpsons are one of the world's most (1 **fame**) families! As well as baby Maggie, they consist of:

Marge (the mother) - the most (2 **depend**) person in the household, Marge is a (3 **help**) and loving mum. She's always very (4 **protect**) of her family - even when they get into trouble!

Homer (the dad) - (5 **greed**), lazy and (6 **care**) at work, Homer isn't a great role model as a dad! He is often (7 **self**), but, in the end, his love for his family always wins out.

Bart (the son) - the star of the show for many people, Bart is loud, rude and (8 **mischief**). A (9 **nature**) comedian, he's fortunately also very (10 **like**) and funny too!

Lisa (the daughter) - completely (11 **differ**) from Bart, Lisa is very clever and (12 **knowledge**). Highly (13 **success**) at school, Lisa is the brains of the family! She's (14 **hero**) in defending her moral and (15 **politics**) beliefs, although she can be self-righteous at times.

Language summary ► p. 156

Verb patterns (1): verbs + infinitive / gerund

3 Read the profiles from the website *Friends Online*. Which person would you most like to reply to? Why?

Basia, 18, Poland
I'm a creative, artistic person who likes reading and drawing, and loves playing the guitar. I want to study music at university - if I manage to pass my exams! This year I've decided to learn more about music, art and literature from other countries, so please get in touch if you share any of these interests. I look forward to hearing from you - I promise to reply to every email.

Diego, 18, Argentina
I'm a very sporty, active person. I love to play football and go surfing. I also really enjoy skateboarding, although I'm not very good. I've given up doing tricks - I keep falling off! What else? Oh yes, I'm interested in lots of other things, like computer games and TV, but I can't stand shopping! I'd really like to hear from people who are into the same stuff. I hope to hear from you soon.

Language summary ► p. 156

4 Underline all the examples of verb/expression + to infinitive OR verb/expression + gerund (-ing form).

5 With a partner, complete the table with expressions from Activity 4 and the list below. Can you add any more?

agree can't help don't mind give up hate
practise prefer pretend seem start

+ to infinitive	+ gerund	+ gerund OR to infinitive
		<i>like</i>

Over to you!

6 Write a short profile of yourself for the *Friends Online* website. Use at least **two** adjectives formed with the suffixes in Activity 1 and at least **five** verbs or expressions followed by *to* + infinitive or a gerund.

7 Read the other students' profiles and decide which **three** people you have the most in common with!

Word boost ► Workbook p. 76

Get ready: *-ed* and *-ing* adjectives

- 1 In sentences 1 and 2, which adjective is used to talk about a) how we feel, b) how something makes us feel?
 - 1 My family is boring! 2 I'm bored by my family.
- 2 Complete the sentences with the correct *-ing* or *-ed* form of *embarrass-*, *excite-* or *tire-*.
 - 1 When my mum turned up at the party, I was really _____. Everyone laughed.
 - 2 We were all really _____ when our sister married the pop star. We hoped we'd become famous too!
 - 3 I felt so _____ after looking after my nieces all day, I went to bed early.
 - 4 Going shopping with my mum is quite _____. She never stops!
 - 5 Dad, please stop dancing! It's so _____. You look ridiculous.
 - 6 Having a famous parent would be really _____. Life would certainly be out of the ordinary!
- 3 With a partner, talk about how you would feel in the following situations. Use *-ed* and *-ing* adjectives.
 - 1 Your dad wants you to help him do some gardening. *'I'd be really annoyed. Gardening is boring!'*
 - 2 Your elderly relatives are coming to stay with you for a week.
 - 3 You're doing your homework when a friend phones you for a chat.
 - 4 Your mum buys you some computer games for your birthday.
 - 5 You're home alone when you hear a strange noise.

Word boost ▶ *-ed* and *-ing* adjectives ▶ Workbook p. 5

Exam practice

- 4 Read the exam task, ignoring the gaps. What are the disadvantages of having a celebrity parent?
- 5 Complete the exam task.

Reading and Use of English **Exam tip**

Part 3: the stem word

When you complete a gap, remember that:

- ▶ you must *always* change the stem word.
- ▶ you may need to add a suffix, a prefix or both to the stem word, or make internal changes to the spelling.

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

Write your answers IN CAPITAL LETTERS.

Celebrity parents



For many people, having a (0) *FAMOUS* parent would be a dream come true. Imagine introducing Ronaldinho or Keira Knightley to your friends! Think about the glamorous lifestyle you'd lead, and all the wild, (1) parties you'd go to!

But celebrity families aren't (2) fun. For a start, stars don't make the most (3) parents. For some, their career will always come first. Then, there's all the (4) from the press. Growing up is often hard: but think about how (5) you'd feel if you had to read about your mistakes in the news! And last but not least, celebrity children come under huge pressure to be

beautiful, (6) and talented. After all, they know that people are continually comparing them to their mums or dads!

When you read the latest gossip about Jack Osbourne or Paris Hilton (son of a heavy metal singer and daughter of a highly successful businessman, respectively), you get the (7) that life as a celebrity's child brings a lot of problems too. So, maybe the press is being (8) when it mocks famous offspring. Maybe we should show them more sympathy!

- FAME
- EXCITE
- NECESSARY
- DEPEND
- ATTEND
- EMBARRASS
- FASCINATE
- IMPRESS
- KIND

Prepare

- 1 With a partner, discuss the questions.
- 1 How often do you email your friends and family?
 - 2 What kind of things do you usually write about?

Analyse the task

- 2 Read the task below, then read Mark's email. Which of these things should you do in your reply?
- | | |
|---|---|
| <input type="checkbox"/> use linkers to connect ideas | <input type="checkbox"/> copy language from your friend's email |
| <input type="checkbox"/> organise your work into paragraphs | <input type="checkbox"/> use formal language |
| <input type="checkbox"/> deal with all the questions | <input type="checkbox"/> use contractions (<i>I'm, it's</i>) |

This is part of an email you receive from an English-speaking friend. Reply to your friend answering the questions in the email.

Write **140-190** words in an appropriate style.

The background features a collage of various sports: a swimmer in a pool at the top, basketball players on a court on the left, soccer players on a field in the center, skiers on a snowy slope at the bottom left, and a skateboarder at the bottom center. A young man is sitting on the right, using a laptop. Overlaid on this collage is a computer window showing an email interface. The window has a green header with buttons for 'New', 'Reply', 'Delete', 'Junk', 'Move', and 'Save'. On the left side of the window is a sidebar with folders: 'Inbox', 'Draft', 'Junk', 'Sent', and 'Trash'. The main content area of the email contains the following text:

At college we're doing a project on sports. I want to do well because the mark will go towards my final grades. And it's a really interesting topic too, I think. So, could you tell me which sports are most popular in your country? Also, what's your own favourite and why do you like it? How did you first get into it? I'd be really grateful for your answers when you have time.

Improve your writing:

linkers (1): basic linkers

When you are writing it is important to link your ideas in a clear and logical way. Some of the most basic linkers are *and, or, so, but* and *because*, but many more are possible!

- 3 Which linkers can you find in your friend's email? How many other linkers can you think of?
- 4 Work with a partner and join the sentences in 1-6 in as many different ways as possible. Use the linkers in Activity 3 or your own ideas. Does the meaning change when you use different linkers?
- My brothers and I fell out. We'd had a huge argument.
My brothers and I fell out as a result of a huge argument.
 - I get on like a house on fire with my mum. My dad never listens to me.
 - My best friend is my next-door neighbour. This means I see him every day.
 - Do you take after your dad? Do you resemble your mum?
 - The door of my house is blue. The shutters are also painted blue.
 - I don't talk to my ex-girlfriend often. She drives me mad.

- 5 Read the mini-profile below. What do the linkers *and, also, as well* and *too* have in common? Where do we usually put these linkers in a sentence?

I'm obsessed with surfing and swimming and I'm really into skateboarding as well. My sister is also pretty keen on skateboarding. She's mad about football too.

- 6 Think of at least two interesting things to say about topics 1-4. Write three sentences, connecting your ideas with different linkers. When you've finished, explain your sentences to a partner. Which topic would they like to learn more about? Give them more details.



- a person who's sometimes annoying
My brother's sometimes annoying. He's really mischievous, and he often gets me into trouble too! I wish he would calm down, because sometimes he gets on my nerves!
- a place where I feel relaxed
- an activity I can't stand doing
- something I wouldn't want to live without

Ready to write!

- 7 You are going to do the task in Activity 2. Read the email again. What questions do you have to answer?
- _____
 - _____
 - _____
- 8 Read the *Exam tip* and brainstorm ideas for each note. Look at the ideas in the table to help you.

Writing Part 2: understanding the task

Exam tip

Always read the prompt material and all the notes carefully *before* you start writing. Think about:

- who is writing to you: a friend or a stranger? Should your reply be formal or informal?
- what type of answer you need to write for each note. Do you need to give information, apologise or make a request?
- how you can complete the task as fully as possible. Brainstorm ideas for each note before you write.

Writing reference > p. 172

Notes	Example ideas	Your own ideas
1	<i>depends on whether watching or playing</i>	
2	<i>skating – love moving to music, learning new moves</i>	
3	<i>when I was ten, cousin taught me</i>	

- 9 Write your email, using ideas from Activity 8. Remember to respond to all of the notes.
- 10 Look at the checklist on page 172. Check your email and make any corrections.

Unit 1

1 Complete the text with the correct form of the verbs in bold.



Our best friends?

Many people's idea of 'family' (0 includes **include**) a small four-legged pet - usually a cat or a dog. At the moment, there (1 _____ **be** / **already**) more dogs and cats than people on the planet and the number (2 _____ **grow**). Today, the USA, China and Brazil (3 _____ **have**) the biggest dog and cat populations in the world. Since 1998, the number of dogs and cats in Brazil (4 _____ **rise**) by over 30%!

Our attitudes to animals have changed. People (5 _____ **not** / **used to** / **think**) of dogs and cats as 'pets'. In the past, people (6 _____ **keep**) cats because they (7 _____ **catch**) mice, and dogs were useful because they guarded the house. Today, cats and dogs more closely (8 _____ **resemble**) family members or friends. The actress Nathalie Portman, who (9 _____ **choose**) the name 'Whiz' for her much-loved little Yorkshire Terrier, allegedly (10 _____ **take**) her precious pet everywhere – even to award shows!

2 Write suitable questions for the answers. More than one correct question may be possible.

0 He's got two brothers and a step-sister.

How many brothers and sisters does he have?

- 1 No, I've never been in love.
- 2 We've been staying at my mother-in-law's house for three weeks.
- 3 My grandmother came from Colombia.
- 4 No, we didn't use to get on at all when we were young!
- 5 My dad is a very dependable, reliable person.
- 6 We live in a large white house with a black front porch.

3 Think of a famous person you know well. Complete these sentences as if they were true for this person.

- 1 At the moment, I'm working ...
- 2 I often ...
- 3 I've never ...
- 4 Before I was famous, I didn't use to ...

4 Choose the correct alternatives.

- 0 I'm really close to / **with** my sister.
- 1 I don't get on **good** / **well** with my cousin.
- 2 I can't stand **to do** / **doing** housework.
- 3 We decided **to get** / **getting** married last year.
- 4 Can you **do** / **play** this crossword?
- 5 Granddad's stories are always long and **bored** / **boring**.
- 6 He really looks **up** / **out** to his mum.
- 7 We usually **go** / **go for** a walk on Sundays.
- 8 They had a marriage **done** / **made** in heaven.

5 Choose the correct suffix to form the adjective. For each adjective, write a sentence about someone you know.

0 protect **-al** / **-ive** / **-ous**

My dad is very protective of his family, and he tries to make sure that nothing bad ever happens to us.

- 1 depend **-able** / **-ed** / **-ful**
- 2 hero **-al** / **-ic** / **-less**
- 3 success **-less** / **-ful** / **-able**
- 4 greed **-ful** / **-y** / **-ous**
- 5 self **-ish** / **-ive** / **-y**

6 Work with a partner. Write definitions for six words or expressions from this unit.

7 Find another pair. Take it in turns to read out your definitions. The other pair has ten seconds to guess the word or phrase. Which pair gets the most correct answers?

Unit 6

- 1** Complete the second sentence so that it has a similar meaning to the first, using between two and five words, including the word given.
- 0 I was not allowed to cook in my parents' kitchen. **LET**
My parents didn't let me cook in their kitchen.
- 1 The use of cutlery is not compulsory for contestants. **NOT**
Contestants _____ cutlery.
- 2 It wasn't necessary for him to eat the hot dogs, but he did it anyway. **NEED**
Even _____ to eat the hot dogs, he did it anyway.
- 3 It's a bad idea to push yourself too hard when you're exercising. **OVERDO**
You ought _____ when you're exercising.
- 4 Cheating in the contest is strictly forbidden. **ABSOLUTELY**
You _____ in the contest.
- 5 Participating in the competition was a mistake. **SHOULD**
He _____ part in the competition.

2 Choose the correct alternatives to complete the text.



The World's STRONGEST Men?

The World's Strongest Man competition tests entrants' (0) **strong** / **strength** and endurance. Competitors (1) **get** / **take** part in a number of (2) **absolutely** / **very** challenging events. They have to (3) **lift** / **pick** heavy stones above their heads, (4) **hit** / **throw** huge weights over the top of a wall using only their hands, and even

Units 1-6

- 3** Only two of these sentences are complete. Add one extra word to the incomplete sentences. *than*
- 0 This chilli dish is much hotter *than* the curry.
- 1 I'm cutting down on sweets because I want lose weight.
- 2 By the end of this course, you will able to cook.
- 3 I'll join the gym as long you come with me.
- 4 Would you mind looking after the children while I'm cooking?
- 5 I always liked sweet foods, ever since I was a child.
- 6 She always buys milk and eggs from the farm.
- 7 Pablo, mother is a sports instructor, is very fit.
- 4** Join the sentences using the word or expression in brackets.
- 0 Mole is a type of sauce. It is made with chocolate. (*which*)
Mole is a type of sauce which is made with chocolate.
- 1 That is the chef. We were talking about her. (*who*)
- 2 I went jogging every day. I wanted to get fit. (*in order to*)
- 3 You should go to the doctor's. It's possible your cough is serious. (*in case*)
- 4 He isn't very strong. He can't win the World's Strongest Man competition! (*enough*)
- 5 The restaurant stopped serving food. Then I arrived. (*by the time*)
- 6 I ate too much chocolate. Then I felt sick. (*if*)
- 5** Complete these health tips with suitable words.
- 0 Everyone needs to exercise, whether you're skinny, slim, or **w e l l - b u i l t**.
- 1 Keeping your back straight will improve your p _____ e .
- 2 It is best to meditate in a quiet, p _____ l place.
- 3 Always t _____ w away out-of-date meat and fish.
- 4 Try not to be g _____ y and only eat what you need.
- 5 If you're r _____ g a temperature, you'd better see a doctor.
- 6 Yoga is a good way to improve your a _____ y.

(5) **lift** / **pull** along cars and trucks! You need to train (6) **hard** / **hardly** if you want to win. Entrants regularly work (7) **out** / **up** at a gym, and they (8) **often exercise** / **exercise often** for more than twenty hours a week. What's more, to develop their muscles they need to (9) **put** / **get** on a lot of weight! Some competitors eat more than 7,000 calories a day, including (10) **frying** / **fried** food and junk food!