

Starting off

Work in pairs.

- Which of the activities in the photos have you done?
- Which do you think is ...
 - the most enjoyable?
 - the cheapest?
 - the healthiest?
 - the most relaxing?
 - the least active?
 - the best one to do with friends?
 - the most popular among young people?
- Which would you like to try? Why?



Listening | Part 2

- Work in groups. You are going to hear a games developer talking about his life and work. Before you listen, complete the advantages and disadvantages of video or computer games by writing a word from the box in the gaps.

concentrate contribute develop distract
encourage make require solve waste

Advantages

- They people to be more creative.
- They can you from your problems.
- People learn to on complicated tasks.
- They many skills, such as hand and eye coordination.
- They teach people how to problems.

Disadvantages

- People little imagination to play them.
- They people less sociable.
- They to violence in society.
- People time doing something which is not very useful.

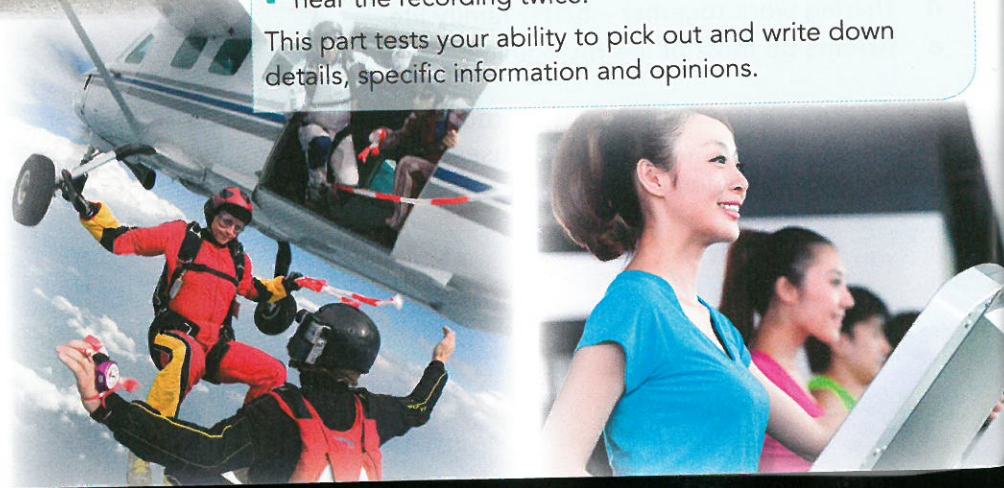
- Which sentences do you agree with? Why?

Exam information

In Listening Part 2, you hear a talk or lecture by one speaker. You:

- listen and complete ten sentences with between one and three words.
- write words you actually hear and try to spell them correctly.
- hear the recording twice.

This part tests your ability to pick out and write down details, specific information and opinions.



- Work in pairs. Read this text. What type of information do you need to complete each sentence?

Games Developer

As a child, Mike's main interests were playing video games and reading (1)

His original ambition was to become a (2), not a games developer.

When he was at school he formed a games (3) with other students.

He worked in his summer holidays in order to get (4)

One thing he enjoys is doing (5) to find solutions for games.

He likes working with people who have both (6) that are unlike his.

He thinks games developing is a (7), not something to do alone.

He has worked on many successful games and one is now a (8)

Large games need (9) to develop, so he prefers working on smaller ones.

In the future, he intends to start a (10)



- Now listen to the talk and complete the sentences in Exercise 3 with a word or short phrase.

- Work in groups.

- Which video games do you find ...
 - most entertaining?
 - best for passing the time or taking a break?
 - most educational or informative?
- Are there any video games you would recommend?
- Mike talked about how he made his hobby into his career. Is this something you would like to do? If so, what hobby would you like to make into a career?

Grammar

Making comparisons

- Circle the correct phrase in *italics* in these extracts from Listening Part 2. Then listen again to check your answers.

- My aims when I was at school were *a bit more* / *some more realistic* I think.
- I thought that would be a *more safer* / *much safer* career where I'd make *far more* / *much* money than developing games.
- At the time, it was the *most* / *more* exciting thing in my life.
- And then I had this opportunity which was even *best* / *better*.
- I worked *much harder* / *more hardly* than I ever worked at school.
- Games development is the *more* / *most* creative thing you can imagine.
- One of the *very big* / *biggest* thrills for me was when one of my games, The Snake Quest, was made into a film.
- I don't want to spend as *many* / *so much* time on things.

→ page 169 Language reference: Making comparisons

- Candidates often make mistakes with comparisons. Correct the mistakes in these sentences.

- There are lots of ways to keep fit, but I think the healthier of all is zumba.
- Playing chess is more cheaper than playing video games.
- Team games are more sociable that biking because you meet and speak to a lot of people.
- When you play chess, you have to think more hardly than when you're playing video games.
- I don't go window shopping as often than I used to.
- For me, parachute jumping is the more risky of all sports.
- Speaking for myself, I find team sports the less interesting.
- Mountain biking is more good for getting exercise than most sports.

- Complete these sentences with your own ideas.

- It's becoming more and more ...
- Learning to ride a bicycle is not as ...
- In team games, the most ...
- I'm much better at ...
- My friends are far ...
- Computer games are not nearly ...

Reading and Use of English | Part 5

- 1 You are going to read an extract from a book in which actor Ewan McGregor explains how he first became interested in motorbikes. Before you read, work in pairs. What do you think people most enjoy about riding motorbikes?
- 2 Read the extract quickly to find out how Ewan McGregor became interested in motorbikes.

My first bike

Film star, Ewan McGregor, recently rode round the world on a motorbike. He talks about how he first took up riding motorbikes.

My biking beginnings can be summed up in two words: teenage love. My first girlfriend was small with short, mousy blonde hair, and I was mad

about her. Our romance came to an abrupt end, however, when she started going out with another guy in my hometown, Crieff. He rode a 50cc road bike first and then a 125. And whereas I had always walked my girlfriend home, suddenly she was going back with this guy.

I was nearly sixteen by then and already heartbroken. Then one day, on the way back from a shopping trip to Perth with my mum, we passed Buchan's, the local bike shop. I urged my mother to stop the car. I got out, walked up the short hill to the shop and pressed my nose to the window. There was a light-blue 50cc bike on display right at the front of the shop. I didn't know what make it was, or if it was any good. Such trivialities were irrelevant to me. All I knew was that I could get it in three or four months' time when I was sixteen and allowed to ride it.

Maybe I could even get my girlfriend back. I'd ridden my first bike when I was about six. My father got hold of a tiny red Honda 50 cc and we headed off to a field that belonged to a family friend. I clambered on and shot off. I went all over the field. I thought it was just the best thing. I loved the smell of it, the sound of it, the look of it, the rush of it, the high-pitched screaming of the engine. Best of all, there was a Land Rover parked next to two large piles of straw with about a metre and a half

Exam information

In Reading and Use of English Part 5, you:

- read a text of 550–650 words
- answer six questions about it by choosing A, B, C or D.

This part tests your ability to understand main ideas and details, the writer's opinion and purpose and your ability to work out what something means from the context.

between them. I knew that from where the adults were standing it looked as if there was no distance between them. Just one large heap of straw. I thought I would have a go. I came racing towards the adults, and shot right through the gap in the straw. I was thrilled to hear the adults scream and elated that it had frightened them. It was my first time on a motorbike. It was exciting and I wanted more.

So when I looked through Buchan's window in Perth that day, it suddenly all made sense to me. It was what had to happen. I can't remember whether it was to win back my ex-girlfriend's heart or not, but more than anything else it meant that, instead of having to walk everywhere, I could ride my motorbike to school and the games fields at the bottom of Crieff and when I went out at weekends.

I started to fantasise about it. I spent all my waking hours thinking about getting on and starting up the bike, putting on the helmet and riding around Crieff. I couldn't sleep. Driven to desperation by my desire for a bike, I made a series of promises to my mum: I won't leave town. I'll be very safe. I won't take any risks. I won't do anything stupid. But, in fact I was making the promises up – I never thought about keeping them.

At the time that I was begging for a bike, I'd already had an accident with a bike belonging to George Carson, the school laboratory technician. When I asked him if I could borrow it, he agreed, not knowing that I didn't have a clue how to ride it. The bike was in an alleyway up the side of the school hall. I managed to start it and zoomed down the alleyway until I crashed smack into a wall, bending the wheel and snapping the handlebars. Mr Carson came out to find me looking very red-faced. The bill for the damage came to more than £80, a fortune to a fifteen-year-old in those days and one that took me months of working as a dish washer and waiter at the Murray Park Hotel to pay back.

Adapted from *Long Way Round* by Ewan McGregor and Charley Boorman

- 3 Read and underline the main idea in questions 1–6, but not in the options A–D.
- 1 What does 'Such trivialities' refer to in line 22?
A his mother's attitude to the bike
B the bike's size and colour
C the bike's price
D the bike's quality and its manufacturer
- 2 Ewan did not buy the bike straightaway because
A he did not have enough money.
B he was too young to ride it.
C he was uncertain about its quality.
D he had to ask his girlfriend first.
- 3 The adults were frightened the first time Ewan rode a motorbike because
A the bike was making too much noise.
B he disappeared from view.
C they thought he was going to have an accident.
D he seemed too small for the bike.
- 4 What was Ewan's main reason for buying the motorbike?
A It would be exciting to ride.
B It would improve a friendship.
C It was good for his image.
D It was a useful means of transport.
- 5 In paragraph 5, Ewan's desire for the bike meant he
A thought about nothing else.
B spent more time with his mother.
C invented reasons for buying the bike.
D started behaving more carefully.
- 6 One result of Ewan's accident was that he
A was injured.
B was punished.
C had to get a job.
D lost interest in bikes.
- 4 For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

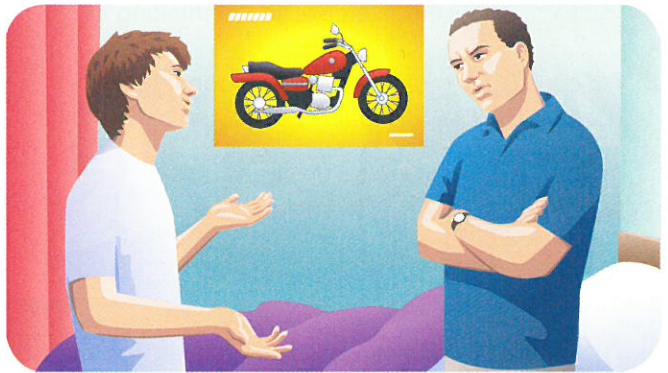
5 Work in pairs.

Student A

You are a teenager. You want to buy a motorbike, but you need your parents to lend you the money. Think of reasons why you want a motorbike and then try to persuade your father/mother to lend you the money you need.

Student B

You are one of Student A's parents. You don't want him/her to buy a motorbike. Think of reasons why he/she shouldn't buy a motorbike and try to persuade him/her not to do so.



Vocabulary

Phrasal verbs and expressions

- 1 EP Match these phrasal verbs and expressions from the extract (1–8) with their definitions (a–h).
- | | |
|-----------------------------|--|
| 1 take up (line 4) | a describe the important facts or characteristics about something or someone |
| 2 sum up (line 6) | b do what you said you would do |
| 3 get hold of (line 27) | c say or write something which is not true |
| 4 have a go (lines 36–37) | d start doing a particular job or activity |
| 5 take risks (line 54) | e be completely unable to guess, understand, or deal with something |
| 6 make up (lines 55–56) | f try to do something |
| 7 keep a promise (line 56) | g do something even though something bad might happen because of it |
| 8 not have a clue (line 60) | h obtain something |

- 2 Complete these sentences by writing a phrasal verb or expression from Exercise 1 in the correct form in the gaps.
- 1 I'd never do something like sky-diving because I don't enjoy
 - 2 How would you her personality in just a few words?
 - 3 Hans let me on his new bike, and now I want to get one myself!
 - 4 Sometimes when I arrive home late, I an excuse to tell my parents why I am late.
 - 5 Diego how to answer the questions in yesterday's exam because he simply hadn't studied.
 - 6 People won't trust you unless you can and do what you say you're going to do.
 - 7 I need to get more exercise, so I'm thinking of jogging.
 - 8 We could play football this afternoon if I can a ball.

Grammar
Adjectives with -ed and -ing



- 1 Look at these sentences from the extract and answer the questions below.

I was thrilled to hear the adults scream and elated that it had frightened them. It was my first time on a motorbike. It was exciting and I wanted more.

- 1 Which of the underlined words refer to how Ewan felt?
- 2 Which of the underlined words refers to what made him feel like that?

→ page 163 Language reference: Adjectives with -ed and -ing

- 2 Candidates often confuse adjectives with -ed and adjectives with -ing. Circle the correct adjective in *italics* in these sentences.
- 1 When we went to Disneyland, I think we found it more *amused* / *amusing* than our parents.
 - 2 It can be very *irritated* / *irritating* when friends arrive late for a film.
 - 3 You will never get *bored* / *boring* at night in Berlin because the nightlife is wonderful.
 - 4 I am very *confused* / *confusing* about what you are offering in your advertisement.
 - 5 The situation was very *embarrassed* / *embarrassing* for me and I felt uncomfortable.
 - 6 I was really *excited* / *exciting* and wanted to see as much of the city as possible.
- 3 EP Use the word given in capitals at the end of these sentences to form a word with -ed or -ing that fits the gap.
- 1 Everyone watches Pietro at parties because he's just an dancer. **ASTONISH**
 - 2 We were quite by the attitude of the other students. **PUZZLE**
 - 3 It's very to be able to apply things we learn in the classroom to our free-time activities. **MOTIVATE**
 - 4 Anita looked quite when she left the police station. **WORRY**
 - 5 The film was not particularly **AMUSE**
 - 6 We were pretty by the time we got to the top of the mountain. **EXHAUST**



- 4 06 You will hear a girl talking about one of these experiences (a–g). Listen and decide which experience she is talking about.
- a She rode a motorbike for the first time.
 - b She was punished for something she didn't do.
 - c She had to study all weekend for an exam.
 - d She broke a bone.
 - e She was trapped in a lift.
 - f She won a competition.
 - g She did a parachute jump.
- 5 Listen again. Which adjectives did she use to describe how she felt ...
- 1 about the whole experience: *...amazing...*
 - 2 after studying: and
 - 3 about her boyfriend's suggestion:
 - 4 about the thought of breaking a bone:
 - 5 in the plane: and
 - 6 about the jump itself:
- 6 Work in pairs. Look at the experiences a–g in Exercise 4. Have you done any of these or have any of them happened to you? How did you feel about them? Take turns to describe your experience.

Reading and Use of English | Part 4

Exam information

In Reading and Use of English Part 4, you:

- complete six sentences with between two and five words so that they mean the same as the sentences printed before them
- use a word given in CAPITALS without changing it in any way.

This part tests your ability to manage different grammar, vocabulary and collocations.

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.



- 0 He doesn't enjoy running as much as cycling.
MORE
He likes *cycling more than* running.
- 1 It is easier to learn the guitar than most other musical instruments.
ONE
The guitar is musical instruments to learn.
- 2 Olivia finds watching TV more boring than reading.
NOT
For Olivia, watching TV is reading.
- 3 Maria's brothers are better tennis players than her.
AS
Maria doesn't her brothers.
- 4 No one in the class makes as much noise as Peter.
PERSON
Peter the class.
- 5 In general, cars are more expensive than motorbikes.
NOT
In general, cars are motorbikes.
- 6 It took Janusz longer to finish the game than Sarah.
MORE
Sarah finished the game Janusz.

Speaking | Part 2

Exam information

In Speaking Part 2, you and the other candidate take turns to speak on your own for a minute during which you:

- compare two photos which the examiner gives you.
- answer a question connected with both photos.
- answer a question quite briefly about your partner's photos.

This part tests your ability to speak at length, organise your ideas, compare, describe and express opinions.

1 Work in pairs. Look at the examiner's instructions and the question and photos below. Then discuss what you can say to compare them.

Here are your photographs. They show people doing different activities in their free time. I'd like you to compare the photographs, and say how you think the people can benefit from spending their free time doing these different activities.

How can the people benefit from spending their free time doing these different activities?



2 07 Listen to an examiner giving this task to a candidate called Martyna. According to Martyna, how can people benefit from each activity?

3 Listen again and tick ✓ this checklist.

Martyna	Yes	No
1 introduces her talk.		✓
2 describes each photo in detail.		
3 deals with each photo in turn.		
4 spends most of the time answering the printed question.		
5 refers to the first photo when talking about the second photo.		
6 talks about things not connected with the question.		
7 speaks until the examiner says 'Thank you'.		

4 Work in pairs. Complete the sentences from Martyna's answer which begin with these words and phrases.

- 1 I think they benefit from ...
- 2 Firstly ...
- 3 At the same time ...
- 4 Also ...
- 5 I think they also benefit because ...

5 Which word(s)/phrase(s) (1–5) in Exercise 4 does Martyna use to:

- a introduce her answer to the examiner's question?
- b introduce the first point she wants to make?
- c add additional points?

6 Which of these words/phrases could also be used for b and c in Exercise 5?

Besides First of all In addition
To start with What is more

7 Pronunciation: sentence stress (1)

We stress the words in sentences that we particularly want our listeners to hear, the words which carry the most meaning. These are usually nouns, verbs or adjectives, not small grammar words like articles or prepositions.

1 08 Underline the words you think are stressed in these sentences. Then listen to check your answer.

- 1 Firstly, they're getting some exercise, which is always good for you.
- 2 It's great for your health and helps you to relax.
- 3 At the same time, they're having fun together...
- 4 ... which is important because it builds up their social relationships and their friendships.
- 5 Also, it's good to see boys and girls doing a bit of sport together instead of separately.
- 6 I think it helps break down social boundaries between boys and girls.

2 Work in pairs. Take turns to read the sentences aloud using the same sentence stress.

3 Work in pairs. Take turns to read these extracts.

- Firstly, they're getting some exercise, which is always good for you because it's great for your health and helps you to relax.
- At the same time, they're having fun together, which is important because it builds up their social relationships and their friendships. Also, it's good to see boys and girls doing a bit of sport together instead of separately because I think it helps to break down social boundaries between boys and girls.

8 Change partners and take turns to do the Speaking Part 2 task in (Speaking) Exercise 1.

- Try to speak for a minute.
- Try to use some of the words and phrases from (Speaking) Exercise 4.
- Use your own ideas and Martyna's ideas.
- While you are listening to your partner, use the checklist in (Speaking) Exercise 3 and give feedback when your partner has finished.

9 Work in pairs and take turns to do this Speaking Part 2 task.

The photographs show people doing different free-time activities. Compare the photographs, and say what you think the people enjoy about doing these different activities.

What do the people enjoy about doing these different activities?



→ page 195 Speaking reference: Speaking Part 2

Writing | Part 2 An article

- 1 Look at this writing task and underline the points you must write about.

You see this announcement in an English-language magazine for teenagers.

A great way to spend your free time!

Tell us about a leisure-time activity you really enjoy.

- How did you get started?
- Why do you enjoy it so much?

We will publish the most interesting articles in next month's issue.

Write your article.

- 2 Work in pairs. Tell your partner about one of your free-time activities. While speaking, answer the questions in the writing task above.

- 3 Work in pairs. The article in the next column would lose marks in the exam because it is not divided into paragraphs.

- 1 Divide it into four paragraphs.
- 2 Say what the main idea is in each paragraph.



Cooking – it's creative and fun!

I first got interested in cookery one summer holiday when I was about 12. I was staying with my aunt, who is a keen cook, and I wanted to try cooking for myself. She started by teaching me how to do fairly simple dishes at first. I found I really enjoyed cooking and I was soon doing things which were more complicated. Not everything I cooked was as successful as my aunt's cooking. My younger brother and sister complained about some of my dishes, but they usually ate the food quite happily. When I went back to school after the summer, I decided to do cookery lessons and now I think I'm quite a competent cook. When friends come round to my house, I often cook them something because I find it really satisfying and relaxing. I find creating new dishes fascinating and it's wonderful to see my family and friends enjoying a meal I've cooked. I'd recommend it as a hobby because for me it's one of the most creative and useful free-time activities that anyone can do.

→ page 193 Writing reference: Writing Part 2 Articles

- 4 You can write compound sentences by joining two sentences with *and*, *but* and *because*. Which two sentences are joined in these compound sentences?

- 1 I found I really enjoyed cooking and I was soon doing things which were more complicated.
- 2 My younger brother and sister complained about some of my dishes, but they usually ate the food quite happily.
- 3 When friends come round to my house, I often cook them something because I find it really satisfying and relaxing.
- 4 I'd recommend it as a hobby because for me it's one of the most creative and useful free-time activities that anyone can do.
- 5 When I went back to school after the summer, I decided to do cookery lessons and now I think I'm quite a competent cook.

- 5 Write compound sentences by joining these sentences with *and*, *but* and *because*. Use pronouns (*he*, *she*, *it*, etc.) to avoid repetition.

- 1 I'd like to learn to fly. I think learning to fly is too expensive. *I'd like to learn to fly, but I think it's too expensive.*
- 2 I got interested in flying when I was about 14. My father took me to an airshow.
- 3 My parents don't want me to fly. They think flying is dangerous.
- 4 One of my friends is learning to fly. My friend has asked me to come with him. My friend thinks I'd like flying.

- 6 You can write complex sentences by joining two sentences with words such as *when*, *who*, *which* and *that*. Write these complex sentences as two separate sentences.

- 1 I first got interested in cookery one summer holiday when I was about 12.
I first got interested in cookery one summer holiday. I was about 12.
- 2 I was staying with my aunt, who is a keen cook.
- 3 I was soon doing things which were more complicated.
- 4 When I went back to school after the summer, I decided to do cookery lessons.
- 5 When friends come round to my house, I often cook them something.
- 6 For me, cooking is one of the most creative and useful free-time activities that anyone can do.

- 7 Join these sentences using *when*, *who*, *which* and *that*.

- 1 I was 13. I started running seriously.
- 2 My aunt encouraged me. My aunt's a keen athlete.
- 3 I go running most days. I've finished school and done my homework.
- 4 Running is a sport. Running gets you really fit.

- 8 Join these sentences using *and*, *because*, *but*, *when*, *which* and *who*. Use pronouns (*he*, *she*, *it*, etc.) to avoid repetition.

- 1 I started windsurfing. I was 13. I was staying with friends by the sea.



- 2 One of my friends is a keen windsurfer. She encouraged me to start. She thought I would enjoy it.
- 3 I kept falling into the sea to start with. It was a fairly windy day. There were a lot of waves.
- 4 I didn't enjoy it at first. I had to concentrate quite hard. I carried on trying.
- 5 I started to windsurf quite fast. It was exciting. I started to find it quite enjoyable.

- 9 Find adjectives in the article which describe the following.

- 1 the writer's feelings about cooking:
- 2 cooking as a leisure-time activity:
- 3 the writer's ability to cook:

- 10 EP Complete the table below by writing these words and phrases in the correct column.

astonishing competitive delightful demanding
depressing dreadful economical entertaining
exhausting incredible irritating popular
superb time-consuming tremendous unbelievable

feelings about an activity	the type of activity

- 11 You are going to write your own article to answer the writing task in Exercise 1. Before you write,

- decide on a title for your article which will encourage people to read it.
- decide how many paragraphs you need, the subject of each paragraph and write a short plan.
- think about some of the vocabulary you can use.

- 12 When you are ready, write your article using between 140 and 190 words.

Exam information

In Writing Part 2:

- you do one writing task from a choice of three.
- the possible tasks are an article, a letter or email, a review or a report.
- you must write between 140 and 190 words.

This part tests your ability to write effectively for a range of different purposes.