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# Objective First

Student's Book  
**with answers**



**For revised exam from 2015**



Annette Capel Wendy Sharp

**Fourth Edition**

Cambridge English



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**Student's Book**  
**with answers**

**Annette Capel Wendy Sharp**

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# Map of Objective First Student's Book

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# Content of the Cambridge English: First

The *Cambridge English: First* examination consists of four papers. The Reading and Use of English paper carries 40% of the marks, while the Writing, Listening and Speaking papers each carry 20% of the marks. It is not necessary to pass all four papers in order to pass the examination. If you achieve a grade A in the examination, you will be awarded a *Cambridge English: First* certificate at C1 level. If you achieve grade B or C, you will be awarded a *Cambridge English: First* certificate at B2 level. If your performance is below B2, but falls within Level B1, you will get a *Cambridge English* certificate stating that you demonstrated ability at B1 level.

As well as being told your grade, you will also be given a Statement of Results – a graphical profile of your performance, i.e. it will show whether you have done especially well or badly on some of the papers.

## Paper 1 Reading and Use of English 1 hour 15 minutes

There are seven parts to this paper and they are always in the same order. The first four parts test your grammar and vocabulary. The last three parts each contain a text and a comprehension task. The texts used are from newspaper and magazine articles, fiction and reviews.

Part	Task type	Number of questions	Task format	Objective Exam folder
1	Multiple choice gap-fill, mainly testing vocabulary	8	You must choose which word from four answers completes each of the eight gaps in a text.	<b>4</b> (52–53)
2	Open gap-fill, testing mainly grammar	8	You must complete a text with eight gaps.	<b>3</b> (38–39)
3	Word formation	8	You need to use the right form of a given word to fill the gaps in a text containing eight gaps.	<b>2</b> (26–27)
4	Key word transformations testing grammar and vocabulary	6	You must complete a sentence with a given word, so that it means the same as the first sentence.	<b>1</b> (14–15)
5	Multiple choice	6	You must read a text and answer multiple-choice questions with four options: A, B, C or D.	Fiction <b>10</b> (128–129) Non-fiction <b>12</b> (152–153)
6	Gapped text	6	You must read a text with sentences removed. You need to use the missing sentences to complete the text.	<b>9</b> (114–115)
7	Multiple matching	10	You must answer the questions by finding the relevant information in the text or texts.	<b>11</b> (140–141)

## Paper 2 Writing 1 hour 20 minutes

There are two parts to this paper. Part 1 is compulsory, you have to answer it. In Part 2 there are three questions and you must choose one. Each part carries equal marks and you are expected to write between 140–190 words for Part 1 and 140–190 for Part 2.

Part	Task type	Number of tasks	Task format	Objective Writing folder
1	Question 1 Writing an essay	1 compulsory	An essay presented through rubric and short notes.	<b>2</b> (32–33); <b>4</b> (58–59); <b>8</b> (108–109)
2	Questions 2–4 • an article • a letter or email • a report • a review	One task to be selected from a choice of three	You are given a choice of topics and you have to respond to one of them in the way specified.	Informal letters and emails <b>1</b> (20–21); <b>10</b> (134–5) Letters of application <b>7</b> (96–97); Articles <b>5</b> (70–71); <b>12</b> (158–159); Reviews <b>6</b> (82–83); <b>9</b> (120–121); Reports <b>3</b> (44–45); <b>11</b> (146–147)

## Paper 3 Listening about 40 minutes

There are four parts to this paper. Each part is heard twice. The texts are a variety of types with either one speaker or more than one.

Part	Task type	Number of questions	Task format	Objective Exam folder
1	Multiple choice	8	You hear short, unrelated extracts, each about 30 seconds, with either one or two speakers. You must choose an answer from A, B or C.	<b>6</b> (76–77)
2	Sentence completion	10	You hear one speaker and this part lasts about three minutes. You must write a word or short phrase to complete the sentences.	<b>5</b> (64–65)
3	Multiple matching	5	You hear five unrelated extracts with a common theme. Each lasts about 30 seconds. You must choose the correct answer from a list of eight.	<b>7</b> (90–91)
4	Multiple choice	7	You hear an interview or a conversation of about three minutes. You must choose an answer from A, B or C.	<b>8</b> (102–103)

## Paper 4 Speaking about 14 minutes

There are four parts to this paper. There are usually two of you taking the examination and two examiners. This paper tests your accuracy, vocabulary, pronunciation and your ability to communicate and complete the tasks.

Part	Task type	Time	Format	Objective Speaking folder
1	The interviewer asks each candidate some questions.	2 minutes	You are asked to give information about yourself.	Speaking folder (162–163)
2	Each candidate talks to the interviewer for about 1 minute.	4 minutes	You have to talk about two pictures and then comment on the other candidate's pictures.	Speaking folder (162–163)
3	Candidates have to discuss a task together.	4 minutes	You are given some material in the form of a discussion question and five prompts, presented as a mind map, to discuss with the other candidate.	Speaking folder (162–163)
4	Candidates offer opinions relating to the task they have just completed.	4 minutes	The interviewer will join in with your discussion.	Speaking folder (162–163)

# New for this edition of Objective First

## 2015 examination

All of the material in this Student's Book and in the other components of the course has been fully updated to reflect the new specifications of the *Cambridge English: First*. The revised examination comprises four papers (see Content of the *Cambridge English: First* on pages 7–8 for details) and is now slightly shorter at around 3.5 hours.



## English Vocabulary Profile

*Objective First* has been informed by the *English Vocabulary Profile*, which guarantees suitable treatment of words, phrases and phrasal verbs at B2 level. The *English Vocabulary Profile* is an online resource with detailed and up-to-date information about the words, phrases, phrasal verbs and idioms that learners of English know at each of the six levels of the Common European Framework – A1 to C2. The authors have used this rich and reliable resource to select vocabulary that is relevant to the B2 level. The course deals systematically with areas of vocabulary development that are important for the *Cambridge English: First* examination: topic vocabulary, common words with several meanings, phrases and collocations, phrasal verbs and word families.



## CD-ROM

On the CD-ROM there are 96 exercises, eight for each pair of units, giving extra practice in vocabulary, grammar, reading, listening and writing. There are also additional resources for students including downloadable wordlists with and without definitions.

## Webpage

The dedicated webpage is: [www.cambridge.org/elt/objectivefirstnew](http://www.cambridge.org/elt/objectivefirstnew)

On this page you will find a number of useful resources for both students and teachers:

- Photocopiable *Cambridge English: First* Practice Tests with audio
- Photocopiable unit-by-unit wordlists

## Presentation Plus

Presentation Plus interactive whiteboard software allows teachers to present and interact directly with the Student's Book, Workbook and Class Audio at the front of the classroom. With Presentation Plus you can highlight, write and erase; hide and reveal text and images; zoom in and out; create notes and save annotations; attach your own web links; display answer keys; play all Class Audio and display the listening scripts; and connect to Cambridge Dictionaries Online via the internet. Presentation Plus can be used with all types of interactive whiteboards or with a computer and projector.



# 1.1

## Fashion matters



### Speaking

- How important is fashion to you? What sort of clothes do you prefer to wear? Do you ever have to wear things you don't really like? If so, when, and why? Talk with a partner.
- Describe what people in the class are wearing today. Then list topic vocabulary in sets like these.  
Clothes: *suit, sweatshirt, .....*  
Footwear: *boots, sandals, .....*  
Jewellery: *bracelet, earrings, .....*  
Headgear: *hood, helmet, .....*  
Materials: *woollen, leather, .....*  
Appearance: *casual, smart, .....*
- Work in pairs. Choose a pair of photos, for example 1a and 1b. Describe what each person is wearing and say something about their appearance.
- In the same pairs, compare the two people in your photos. These examples may help you.  
*The one on the left is younger than the one on the right.*  
*This girl's clothes are not as stylish as the other one's.*  
*This man seems to be less serious than the man in the suit.*
- As a class, summarise what you said about the people.

### Listening

- You will hear some short recordings, where five of the people in the photos talk about what they like to wear. Say who is speaking in each case.

Here is an example. Speaker 1 is the man in photo 3b. Look at his photo as you listen.

In this transcript of what Speaker 1 says, some words and phrases are highlighted. This is to show that parts of an exam recording may make you think that other answers are possible. This is why you must listen carefully and check when you listen a second time.

*I'm not a suit man. Even for work, I can get away with casual stuff, though I still like my clothes to look smart. I love shopping – my favourite place is Paul Smith in Covent Garden. I bought a really nice woollen shirt there recently. Clothes are important to me, but they need to be comfortable as well as stylish.*

- Now listen to the other four speakers and match the correct photo to each speaker. Compare answers with someone else when you have finished.

- Speaker 2 ☐  
Speaker 3 ☐  
Speaker 4 ☐  
Speaker 5 ☐



## Vocabulary

### Phrasal verbs

Phrasal verbs are used in spoken and written English, especially in informal situations. You already know some basic phrasal verbs: for example, you *wake up* in the morning and *put on* your clothes. These phrasal verbs are at A1 and A2 level. However, the ones you will need to learn at B2 will be harder than these because their meaning will be less obvious. *Objective First* will give you regular help in learning phrasal verbs. In your vocabulary notebook you can organise them

- by topic, e.g. phrasal verbs for *Fashion and clothes*
- by main verb, e.g. phrasal verbs with *go*
- by particle (adverb or preposition), e.g. phrasal verbs with *out*

In the recordings there are several examples of phrasal verbs. For example, Speaker 1 says:

*Even for work, I can **get away with** casual stuff.*

Be careful with word order: three-part phrasal verbs like the example are never separated. Two-part phrasal verbs containing an adverb have a flexible word order when used with a noun object, but if the object is a pronoun, it always comes between the verb and the adverb.

EXAMPLE: *I tried on the red jacket. / I tried the red jacket on. I tried it on.*

#### 7 Listen to Speakers 2–5 again and tick the phrasal verbs you hear. Then match them to definitions a–i.

add to	go out	save up
cut down	keep up with	slip on
dress up	pull on	stand out
fit in with	put together	take back

- a be easy to see or notice
- b create something by joining or combining different things
- c return something
- d wear smarter clothes than usual
- e keep money for something in the future
- f reduce
- g put something on quickly
- h go somewhere for entertainment
- i understand something that is changing fast

#### Corpus spot

Many phrasal verbs contain irregular verbs. Be careful with past tense forms – the *Cambridge Learner Corpus* shows that exam candidates often make mistakes with these.

I **took off** my coat and sat down.

NOT I ~~take~~d off my coat and sat down.

## Phrasal verbs with go

#### 8 Complete the sentences with a phrasal verb with go. Use the correct form of go and an adverb or preposition from the box.

go + ahead back for in on over up

EXAMPLE: *That new shop has some great swimwear. I went in there yesterday for the first time.*

- a The prices of leather bags have ..... a lot recently.
- b Why are you looking at me like that? What's ..... ?
- c The design company ..... the applicant with the best portfolio.
- d I ..... to the same shoe shop but there were no more pairs in my size.
- e You'll need to ..... all the figures in the report to check they're correct.
- f Can I wear your necklace tonight?  
– Sure, ..... !

#### 9 Now complete this letter with some of the phrasal verbs from 7. More than one answer may be possible.

Dear Jayne

Last night, Maria, Sally and I

(1) ..... clubbing. I was late back from work, so I just

(2) ..... some black jeans and a sparkly T-shirt, but the other two really (3) ..... ! Maria chose a

stunning purple dress and sprayed her hair pink. Sally (4) ..... the most outrageous outfit – red leather shorts, a bright green top and knee-length boots with stars on. When we got there, they both (5) ..... on the dance floor and I looked very ordinary in comparison.

Honestly, I can't (6) ..... them – they're so fashion-conscious. What would you do in my position?

#### 10 What advice would you give the writer? Discuss in pairs.



## Comparison

### 1 Read this short text about the fashion industry. Do you agree with its viewpoint?

Why is it that fashion houses design their clothes for the youngest and skinniest men and women? We may not actually want to look like supermodels, but it is a fact that the most underweight models have dominated the world's catwalks for a very long time. It seems it is not in the interests of the fashion industry to represent an 'average' person. Although 'slimmer' may not always mean 'more desirable' in the real world, fashion succeeds because it carries with it that image of the least achievable figure.

### 2 These comparison structures are used with adjectives.

-er than      more ... than      the most ...  
the -est      less ... than      the least ...

- Why do we say *younger than* but *less serious than*; and the *youngest* but the *most underweight*?
- Which common adjectives can we either add -er/-est to or use *more/most* with?
- What are the spelling rules for forming the comparative and superlative of words like *slim* and *skinny*?

Check the Grammar folder when you see this:

**G** → page 166

### Corpus spot

Correct the mistakes that exam candidates have made with comparatives in these sentences.

- What are the better clothes to wear at the camp?
- He is famouser than all the others in the film.
- You look more tired and thinner.
- I would like to buy a much more better one.
- It's now more easy to get there.
- This is even worse than before.

### 3 Give the comparative and superlative forms of these adjectives.

bright	brighter	the brightest
big		
thin		
dirty		
casual	more/less casual	
outrageous	more/less outrageous	
good		the best
bad	worse	

### 4 Now complete the following sentences by using one of the adjectives in 3, choosing either the comparative or the superlative form.

- Have you painted this room recently? Everything's looking a lot ..... than before.
- Out of all my friends, Jake wears ..... clothes – take his handmade plastic coat, for example!
- Don't dress up for the club tonight – everyone's looking ..... there nowadays.
- You can't put those disgusting jeans on again – they're ..... pair I've ever seen!
- I'm a bit worried about Sally. She doesn't eat a thing and so she's getting ..... than ever.
- My brother has ..... taste in ties ever – awful designs in really odd colours!
- There's no way you can fit into my shoes – your feet are a lot ..... than mine!
- Market stalls often offer slightly ..... value for money than shops.

### Grammar extra

Note the use of *a lot* and *slightly* in sentences *g* and *h*. These are adverbs of degree, which are commonly used with comparative adjectives. Some adverbs of degree are also used with superlative adjectives, as in this example:

Chrissie is **by far** the most creative student on our design course.

Put these adverbs of degree into the following sentences. Which one can be used with both comparative and superlative adjectives?

a bit    a great deal    much

- This ring is only ..... more expensive and it's ..... nicer than the others.
- Tracksuits may be ..... warmer, but shorts are ..... the best for running in, whatever the weather.

**G** → page 166



5 *not as ... as / not so ... as*

You used this structure to compare the people in the photos in the last lesson. Now compare these different types of footwear in the same way, choosing suitable adjectives from the ones below to describe them.

comfortable elegant practical outrageous

EXAMPLE: *The high-heeled shoes don't look as comfortable as the flip flops.*

 page 166

6 Identify the comparative adverbs in this short newspaper article and then explain how they are formed.



## FASHION *KNOCK-OFFS*

Counterfeit consumer goods – more commonly known as ‘knock-offs’ – are imitation goods that are offered for sale at much lower prices than the genuine products, and they are a big problem for the fashion industry. Knock-offs are now far more readily available than they were a few years ago, both on the web and on market stalls worldwide. These fake designer goods damage the actual brands in more ways than one, reducing their sales and causing them to be regarded

less exclusively, no longer the luxury items they once were. Some people view the matter less seriously, arguing that knock-offs offer a type of free advertising and promotion to the real designer labels. However, there is no getting away from the fact that this is an illegal activity, and the fashion industry is starting to fight back with high-tech solutions that will distinguish the real goods from cheap copies.

7 What do you feel about counterfeit goods? Would you buy them? Why? / Why not?

8 Practise comparison structures by completing the second sentences so that they have a similar meaning to the first. Use the word given.

0 Mary is shorter than her brother.

**NOT**

Mary is NOT AS TALL AS her brother.

1 These sunglasses cost a bit less than my last pair.

**WERE**

These sunglasses .....  
than my last pair.

2 Coco Chanel was an extremely talented designer.

**MOST**

Coco Chanel was one of .....  
..... in the world.

3 I preferred you with curlier hair.

**STRAIGHT**

I preferred your hair when it wasn't .....  
..... is now.

4 This shoe shop is the cheapest one I've found.

**EXPENSIVE**

This shoe shop is .....  
..... all the ones I've found.

5 Suzanne's host at the dinner party wasn't as elegantly dressed as she was.

**MORE**

At the dinner party, Suzanne was far .....  
..... her host.

6 It takes much less time to travel by train than by car.

**LOT**

Travelling by train .....  
..... travelling by car.

7 Harry wears smarter clothes now he has a girlfriend.

**LESS**

Harry dressed .....  
he didn't have a girlfriend.

8 That model is only 17 – I thought she was older.

**AS**

That model is not .....  
I thought.

# Exam folder 1

## Paper 1 Part 4 Key word transformations

In this part of the Reading and Use of English paper you are tested on both grammar and vocabulary. There are six questions and an example at the beginning. You can get up to two marks for each question.

### 1 Read the Part 4 exam instructions below and then look at the example (0).

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. Here is an example (0).

0 Have you got a belt that is cheaper than this one? ← *first sentence*

**LESS** ← *key word – this never changes*

Have you got ..... than this one?

*The second sentence must mean the same as the first when it is complete.*

The gap can be filled by the words 'a less expensive belt', so you write:

Example: 0 **A LESS EXPENSIVE BELT**

1 mark + 1 mark

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

### 2 Think about what is important in this exam task. What advice would you give another student about answering Part 4 in the exam?

### 3 Now read the advice given in the bullet points.

#### EXAM ADVICE

- Read the first sentence carefully.
- Think about how the key word given is commonly used.
- Complete the gap with a possible answer. You can use the question paper for rough answers.
- Count the number of words you have used in the gap. You must use not fewer than two and not more than five, including the word in bold. Note that a contracted form such as 'don't' counts as two words.
- Read the completed second sentence to check it means the same as the first.
- Ask yourself whether the words in the gap fit the sentence grammatically.
- Transfer your answer (just the words in the gap) to the answer sheet.

**4 Complete these key word transformations, using the instructions in 1.**

- 1** 'A club has just opened in Leeds,' said Maria to Sally.

**TOLD**

Maria ..... club in Leeds.

- 2** I returned the dress to the shop because it was badly made.

**TOOK**

Because the dress was badly made, I ..... to the shop.

- 3** Some shops try really hard to help you.

**EFFORT**

Some shops really ..... to help you.

- 4** Fifty years ago, cars were slower than they are nowadays.

**AS**

Fifty years ago, cars ..... they are nowadays.

- 5** It's a lot easier to learn a language by visiting the country where it's spoken.

**MUCH**

You can learn a language ..... you visit the country where it's spoken.

- 6** For me, Stella McCartney is doing a lot more interesting work than other designers today.

**FAR**

For me, Stella McCartney is by ..... designer working today.





## Speaking

- 1 How far do you agree with the following statement? Discuss your ideas.

Computer games are anti-social and violent, and their users are mindless nerds.

**nerd** /nɜːd/ *noun* [C] *informal* someone, especially a man, who is not fashionable and who is interested in boring things • **nerdy** *adjective informal* boring and not fashionable

- 2 What are the good things about playing games online? Are there any disadvantages?
- 3 In pairs, decide on the five most important features of any computer game, choosing from a–h below. What else do you look for in a virtual game?
- a fast pace
  - b easy to get into
  - c lots of action
  - d puzzles to solve
  - e single- and multi-player modes
  - f suitable for all ages
  - g great background music
  - h sophisticated graphics

## Exam spot

For Paper 1 Part 7 you need to match the questions to the texts in an efficient way. By **skimming** the text (reading it very quickly, not trying to understand every word but just trying to get a general idea of what it is about) and **scanning** it (running your eyes over it very quickly, just looking for particular words or information) you can find the answers more quickly. These are essential skills to learn.

## Reading

- 4 Scan the four online reviews of computer games to answer a–d quickly.

Which game

- a is the cheapest?
- b gets the best review?
- c seems the least suitable for adults?
- d has the most impressive soundtrack?

Where did you find this information? How much text did you need to read?

1

The great thing about this game is that to get anywhere, you need to adopt its unique way of thinking – forget all normal rules. Reality is meaningless here, in a world where up can mean down, left becomes right, and everything feels remarkably weird. The puzzles can't be solved unless you are willing to spend sufficient thinking time – and you need to keep an open mind! Part of the game's charm lies in the almost complete absence of instructions, yet this can also be a drawback, leading to huge frustration. There are no set paths to wander down and you are very much guided by your own curiosity and imagination. And while you're gathering your thoughts, you can enjoy the background music, which is truly original and builds well in scary moments. Patience is definitely required for this game, but there's great satisfaction for those who rise to the challenge.

## THE VERDICT

Expect the unexpected – and make full use of your brainpower!  
\*\*\*\* £39.99

2

This game's all about finding power for your ray gun, which you get by capturing tiny cartoon figures. The ray's pretty weak when you start – it needs electricity after all – so you only move small objects. This gives you enough power to turn on household appliances like fridges or vacuum cleaners, and locate the electrically charged critters hiding in them. You feel pretty hopeless to begin with, but ten minutes and several hundred hits later, you reach the point of feeling more like a superhero as the adventure develops. You overturn sofas, beds and other huge items, leaving rooms in a very messy state. And that's nothing! In higher levels, you walk the streets, so powerful that you can lift cars, trucks and eventually entire buildings. It's a shame that the gun resets to weak with each new level, but there are some impressive gameplay touches that stop you mindlessly breaking stuff – your grandma would approve!

## THE VERDICT

A great sense of progression as you go from weak to strong – never thought electricity could be so much fun! \*\*\*\* £28.75





- 5 In groups of four, choose one review each and skim the text to find out what sort of game it is. Then scan your review to find one good and one bad point, looking out for phrases similar to the ones below. Compare your findings with other groups.

#### Good points

*The great thing about*

#### Bad points

*It's a shame that*

3

Did you know that car games have a poor relation? Yes, it's their motorbike cousins! Somehow motorbike games never provide the same thrill as car games, but this version comes very close and is easily the best available. There are eight different bikes, nine long tracks and a choice of race styles: Grand Prix or the muddy scrambling type, which gets quite tricky. The intelligence and speed of your 23 computer opponents are high, and guarantee a game demanding enough for the most advanced racer. So get on your bikes and take control!

### THE VERDICT

A super-slick bike racer that truly does not disappoint. \*\*\*\*\* £27.50

4

This game is not demanding, perhaps because it's primarily aimed at kids under ten, though with only six levels and no multi-player mode, it's likely to be a bit disappointing even for the youngest of players. The little guy jogs along endlessly at a slow rate, which gets extremely boring at times. Jumping works OK, with a nice double-jump facility for things that are out of reach. Graphically, the game looks good with its bright and colourful cartoony feel, and occasionally there's some really nice background animation too. It's just too bad there isn't more content – games of this type are becoming more and more complex, but not this one! Even kids will get through most of it in an afternoon, as the puzzles and tasks are far too simple.

### THE VERDICT

Simplistic gameplay suitable for a very young audience \*\* £17.99

## Vocabulary

### Collocations

Vocabulary development beyond topic sets is essential for B2 level. Word formation, phrases, phrasal verbs and collocations are all important areas.

Learn which words commonly go together – nouns after a certain verb, adverbs with adjectives, etc. Some words have a close association, for example *bitterly disappointed*. Strong collocations like these are tested in the exam.

- 6 Read reviews 1–3 and find the nouns that go with verbs a–d. Then choose two more collocates for each verb from the box.

- a solve ..... (review 1)
- b spend ..... (review 1)
- c reach ..... (review 2)
- d take ..... (review 3)

advantage conclusion crime fortune  
goal interest money problem

### Grammar extra

#### -ly adverbs

All the adverbs below were used in the reviews of computer games. Write down their related adjectives and then say what the spelling rules are for forming these adverbs.

easily endlessly graphically remarkably truly

Some adverbs do not end in -ly. The most common of these are *fast*, *hard*, *late* and *well*. Note also the adverbs *hardly* and *lately*, which have different meanings.

Explain the meaning of the adverbs used below.

- a She hardly thought about work while she was on holiday.
- b He thought hard before answering.
- c There have been a lot of good films lately.
- d We arrived late for the film, which had already started.

➔ page 166

### Corpus spot

Correct any spelling mistakes that exam candidates have made with adverbs in these sentences.

- a Unfortunately, I'm quite busy at the moment.
- b If I were you, I would definitely spend my evenings reading by the fireside.
- c You just have to say your name and the computer opens the door automaticly.
- d Entering the restaurant, you immediatly feel comfortable.
- e We realy started to work hard the morning before the show.
- f You must adjust the laser extremily carefully to get it in the correct position.
- g I would like more information, especialy about accommodation.
- h The computer completly takes hold of our lives.

## Review of present tenses

### 1 Identify the underlined tenses in examples a–d. Then complete the grammar explanation below.

- a The little guy jogs along endlessly at a slow rate.
- b While you're gathering your thoughts, you can enjoy the background music.
- c It's a shame that the gun resets to weak with each new level.
- d Games of this type are becoming more and more complex.

The present ..... tense is used for permanent situations (example ....) or to talk about actions which are habitual or repeated (example ....). On the other hand, the present ..... tense is used for temporary situations (example ....), or for situations that are changing or developing (example ....).

### 2 Explain the other uses of each tense that are illustrated in these examples.

- a We're buying a new computer next weekend.
- b If you finish all the levels within an hour, you get extra points.
- c Don't talk to me while I'm playing!
- d Once you decide where to go, let me know.
- e All the planets in our solar system orbit the sun.

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### 3 Correct any mistakes with tenses in these sentences. Some sentences are correct.

- a Electronic books are becoming more and more popular.
- b This week only, the shop sells all software at 20% off.
- c Don't shut down the computer as I'm downloading a film.
- d As soon as you are playing this game, you realise the graphics are tremendous – everything is so realistic.
- e My neighbour gives me access to his wifi this week but I'm planning to install my own on Monday.
- f When you visit the website, you are getting a choice of free downloadable applications.
- g Once I find a useful site, I'm bookmarking it for future reference.

### 4 Choose the correct present tense for each of these sentences, using the verbs in brackets.

- a My new game is sensational – as soon as you ..... a level, you ..... something completely different to do. (finish, get)
- b Generally, online customer support ..... , though some computer manuals are still not accessible enough for users. (improve)
- c The developers ..... a number of bugs in their latest app. (deal with)
- d In the latest version, a dragon ..... overhead and ..... when you ..... it. (fly, explode, hit)
- e The company ..... an interface to allow users to personalise their documents. (develop)
- f Back-up copies ..... time to prepare, but they are essential. (take)
- g Whenever you ..... , the system ..... you to enter your password and then it ..... a random security question. (log on, require, generate)
- h If a computer ..... , you ..... the file you ..... on unless you ..... it regularly. (crash, lose, work, save)

### 5 Skim the extract from an article about 'googlewhacking' on the opposite page. Then fill each gap with a suitable present tense of one of the verbs in the box. Use each verb once only. There is one extra verb you do not need.

add become believe change create  
encourage find out google mean  
~~refer~~ sound spend submit update

Compare your answers with another student.

In which gaps can both the present simple and the present continuous be used? Is there any change in meaning?

Which of the verbs that you used do not have a present continuous form? Verbs not normally used in the continuous tenses are called 'stative' verbs.

Do you know any more verbs like this?

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An experienced web user, Gary Stock, came up with the term 'googlewhack', which (0) REFERS to a single entry on a Google search page. It (1) ..... increasingly difficult for googlewhackers like Gary to achieve their aim: the appearance of the message "Results 1-1 of 1" on their computer screen. For one thing, people (2) ..... new web pages and (3) ..... existing ones all the time, which in turn (4) ..... more and more entries on Google. Also, anyone who (5) ..... their googlewhack to a website (6) ..... another entry just by doing that.

Perhaps all of this (7) ..... like a waste of time, but Gary Stock (8) ..... that googlewhacking is a meaningful activity that (9) ..... people to surf the web again, just like during the early days of the Internet. According to many, Google (10) ..... our lives by broadening our knowledge of the world. People certainly (11) ..... about new or unusual things by googlewhacking – from 'bartok nosepieces' to 'jillionaire incinerate'! But if you (12) ..... these phrases on your computer today, will they still be googlewhacks?

## Vocabulary

### Word formation

Recognise words that are formed from a common base word and record them together to help you remember them. For example, at B2 you should know the noun *truth*, the adjective *true* and the adverb *truly*. Word formation using prefixes and suffixes is tested in the exam. You will also need to know some words with negative prefixes, as in this word family: *happiness*, *unhappiness*; *happy*, *unhappy*; *happily*, *unhappily*.

Many nouns have a related adjective formed with the suffix *-y*, as shown at the end of the dictionary example for *nerd* on page 16.

- 6 Make adjectives in this way from the nouns below. The first three are used in the reviews. What are the spelling rules in and d?

a trick      b mess      c mud      d ice

- 7 Many of these adjectives came up on pages 16–17. Divide them into two meaning groups, positive and negative. Which adjectives contain a prefix or a suffix? Which one contains both?

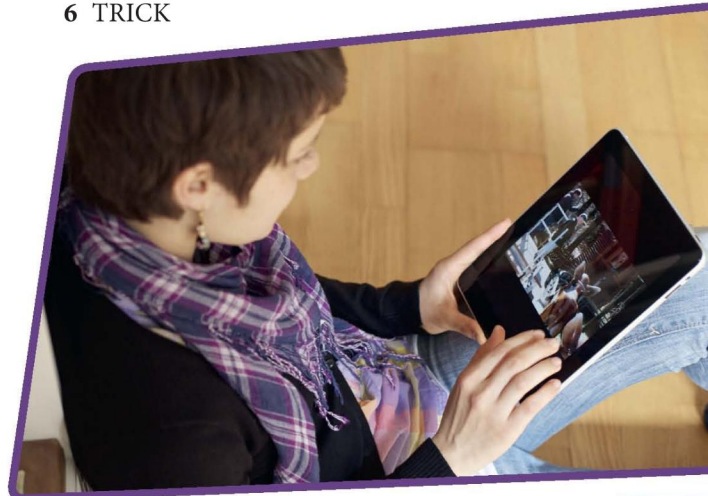
accessible	colourful	dull
excellent	favourable	hopeless
impressive	mindless	sophisticated
tricky	unhelpful	

Three of these adjectives are tested in 8, and some may also be useful in the writing task on pages 20–21.

- 8 Use the word given in capitals to form a word that fits in the numbered gap. Look at the words on either side of the gap to decide whether an adjective, adverb or noun is needed.

Tablet computers are growing in (0) POPULARITY. They generally weigh far less than laptops and are much more (1) ..... for people on the move. Many (2) ..... that are developed for tablets incorporate a pen-friendly user interface and/or the (3) ..... to handwrite directly into a document. They are very (4) ..... when it comes to viewing photo slideshows or movies, though reading books (5) ..... on a tablet can be (6) ....., depending on the screen display.

- 0 POPULAR  
1 ACCESS  
2 APPLY  
3 ABLE  
4 IMPRESS  
5 ELECTRONIC  
6 TRICK



# Writing folder 1

## Paper 2 Part 2 Informal letters

1 Look at the extracts below. Which two would you describe as informal? How did you decide?

- A** This is to inform you of the decisions taken at last week's meeting. Please note that all members of this department are strictly required to be present at such meetings and action may be taken in future to ensure this.
- B** I want to let you all know about our staff get-together last week. It's a pity more of you weren't there as it was a terrific occasion. Why not come along next time? There's free coffee and biscuits!
- C** Anyway, let me tell you about the party Jack is having on Saturday. Well, just about everyone is coming - even that weird guy Sam from college! Jack says he wants us all to be there, so you'd better not miss it. Why not come down for a few days? You can stay at my place if you want.

Decide for each extract who could have written it, who it was probably written to and why.

### Assessment focus

Think about the target reader and the purpose of the letter. This will help you decide on a suitable style. Style is assessed as part of **communicative achievement**, which carries up to five marks.

2 Underline the informal language in this exam task.

You have received a letter from your English friend Alex. Read Alex's letter and then write your letter to Alex.

Hi! Guess what? My parents have given me some money for passing my exam, so I can splash out on something really cool. I can't choose between buying a new computer game or saving up a bit more and getting some clothes. Which do you think would be better?

And can you suggest what exactly I should get?  
Thanks, Alex

Write your **letter**. (140–190 words)

3 The sample answer below would get a low mark, for several reasons. What are they?

Dear Alex

What brilliant news in your letter! I wish to offer you congratulations about the exam. Moreover, how nice to have some spare cash.

You say you can't decide if to buy a computer game or some clothes. Don't you think that if you choose some new clothes you must save up a bit more money first? Clothes are not as cheap than computer games and I know you like expensive designer outfits. If you choose computer game, which one? There are so many available and to my mind they are all the same. In my opinion you should spend the money in something else. Why don't you get yourself a new dictionary, for example? Then it would be easier for you to study, wouldn't it?

I hope you will consider my suggestion seriously and I look forward to receiving a reply from you in due course.

Yours sincerely

Correct the errors in paragraph 2 and rewrite paragraphs 1 and 3 in an appropriate style.

4 Work in pairs. Plan how will you answer the task using the advice below and on the next page. Then write your answer.

### Content ideas

Decide whether you think your friend should buy a game or clothes and note down some reasons to support your view. Then think about one specific game or item of clothing. What is special about it? Compare your ideas.

Game: topic, best points, price

Clothes: material, colour, style

### Language input

You need to include these functions:

Congratulations Opinion Advice/Suggestion



## Organisation

Clear paragraphing is important. In the sample answer, paragraph 2 is too long and the ideas in it are muddled. Make a plan before you start writing.

- Use this plan for your letter.
  - Opening formula
  - Paragraph 1 Initial greetings and congratulations
  - Paragraph 2 Opinion about which item the friend should buy
  - Paragraph 3 Description of one specific item
  - Paragraph 4 Final remarks
  - Closing formula
- Choose appropriate linkers from the list in 5 opposite to improve the flow of ideas in each paragraph.

## Style

Writing in a consistent style will help to keep the reader's attention. Here are some typical informal features. There is at least one example of each in the sample.

Contracted forms, for example *I'm*, *don't*

Phrasal verbs

Phrases with *get*, *take*, *have*, etc., for example *take a look*

Simple linking words, for example *Then*

Direct questions, for example *What about ...?*

Some exclamation marks (not too many!)

## Editing your work

You must read through what you have written and correct any mistakes. Ask yourself questions a–d.

- Is the grammar accurate?
- Is the spelling correct?
- Is there enough punctuation?
- Is the style consistent?

The first letters of the five headings above spell out the word C-L-O-S-E. It is important to think about these five elements (Content, Language, Organisation, Style, Editing) for all Paper 2 tasks. And the word 'Close' will also remind you to finish a piece of writing, for example by signing off a letter.

## Formal or informal?

### 5 Write Inf next to the expressions that are informal.

#### Initial greetings

*It was great to hear from you.* **Inf**

*I am writing with reference to your letter.*

*Thanks for writing to me.*

#### Congratulations

*Well done!*

*I would like to offer congratulations on*

*Let me congratulate you on*

#### Opinion

*In my opinion*

*To my mind*

*I hold the view that*

*Personally, I have no doubt that*

*My own thoughts are*

#### Advice/Suggestion

*Why not try*

*What about trying*

*It is recommended that you*

*You could*

*I urge you to*

*I suggest that*

*If I were you*

#### Linkers

*Moreover*

*Also*

*Then again*

*Furthermore*

*Better still*

*As well as that*

*What's more*

*Additionally*

#### Endings

*Do drop me a line if you have time.*

*I look forward to hearing from you without delay.*

*Hope to hear from you soon.*

*Keep in touch.*

*I hope to hear from you at your earliest convenience.*

#### Opening and closing an email or a letter

Match these opening and closing formulae and say when you should use each of them.

*Hi Brad*                      *Yours faithfully*

*Dear Jayne*                *Cheers*

*Dear Sir*                   *Yours sincerely*

*Dear Ms Jones*        *Love*



# 3.1

## Going places

### Speaking



### Listening

- 2 **1 04** You will hear a man called Steve Jackson talking about his trip to Antarctica. Read questions 1–10 and, in pairs, try to predict what word or words you might need to fill each gap. Then listen to the talk and complete the sentences with a word or short phrase.

#### Trip to Antarctica

Steve says that the temperature was usually around

(1) ..... degrees during the trip.

Steve found (2) ..... to be the most useful thing he took with him.

In his cabin, Steve had a (3) ..... under his bed.

Steve says the nationality of the expedition leader was (4) .....

While Steve was on the cruise, the seas were (5) .....

Steve enjoyed seeing the wide range of (6) ..... most of all.

According to Steve, the only people, besides tourists, in the region were working at a (7) .....

Steve says that empty (8) ..... are the only evidence of fishing in earlier times.

Cruise ships are forbidden to get rid of (9) ..... in the Antarctic.

Steve says it's important that the (10) ..... isn't disturbed by tourists.

- 3 Do you approve of tourists being allowed to go to unspoilt areas of the world? Would you go to Antarctica if you had the opportunity?

### Exam spot

In Paper 4 Part 2, each candidate is given a pair of photos to talk about on their own. The task will involve comparing the two photos, rather than just describing each one.

- 1 Work in pairs. Student A look at photos 1 and 2, and Student B at photos 3 and 4.

Student A Who would enjoy these types of holiday?

Student B What are the advantages and disadvantages of these types of holiday?

Now talk about the following questions in pairs.

- Which of the holidays in the photos would you choose? Why?
- If you had a lot of time and money, where in the world would you most like to go on holiday? Why?

### Exam spot

In Paper 3 Part 2, you will be asked to complete some sentences. You will need to write a word or short phrase and you will hear the recording twice. The words you write down are in the order you hear them. There is no need to make any changes to these words.

## Vocabulary

### Topic set – travel and holidays

- 4 If you write down new words in categories, it will help you remember them. With a partner, put the words in the box into the following categories:

Transport      Seaside      Accommodation  
Movement      People

airline   backpacker   bed and breakfast  
campsite   caravan   cliff   coach   coast  
crew   ferry   flight   harbour   holiday-makers  
hostel   journey   landing   shore   travel agent  
voyage   yacht

What other words could go in each category?

### Phrasal verbs

- 5 The phrasal verbs *in italics* are to do with travel. Match each phrasal verb in sentences a–h with one of the meanings 1–8 below.
- When we got to the hotel we went to the reception to *check in*.
  - Paolo decided he really needed to *get away* to somewhere hot where he could rest and relax.
  - The plane is supposed to *get in* at about 10.00.
  - Dr Lee *set off* from his house around 6.00 this morning in order to catch his flight.
  - When we fly to Japan we usually *stop over* in Delhi.
  - When the family went to the travel agency, the travel agent *booked* them *into* a hotel on the coast for two weeks.
  - All hotel guests must *check out* by midday.
  - Please go to Gate 14 as the plane to Lisbon is due to *take off* in about 30 minutes.
- to arrive at a destination
  - to leave the ground
  - to pay and leave accommodation
  - to stay somewhere for a short time when you are going somewhere else
  - to arrange for someone to stay in (a hotel)
  - to go on holiday
  - to register at your accommodation
  - to begin a journey

Now, in pairs, talk about your last holiday using vocabulary from the exercises above.

EXAMPLE:

A: Where did you travel to?

B: I went to Australia. I caught a plane and had to set off very early in the morning.

## Collocations

- 6 Link the verbs in box A with suitable nouns in box B. There is sometimes more than one answer. Do the same words go together in your language?

A

take   book   catch   board   get   go

B

skiing   trip   sightseeing   ship  
plane   tan   hotel   flight

- 7 The task below is similar to, but simpler than, the one you will have in the Reading and Use of English paper. Decide which answer, A or B, best fits each gap.

## The history of airports

The earliest aircraft takeoff and landing (1) ..... were in fields or on dirt tracks. When it came to landing, a plane could (2) ..... at any angle, depending on wind direction. However, fields and tracks only functioned well in dry conditions. In order to (3) ..... year-round landings, concrete surfaces would be necessary.

The word 'airport' (4) ..... in a *New York Times* article in 1902, where it was (5) ..... that New York was expected to be the main world 'airport' within twenty years. However, there was competition for this title as a number of other airports such as Bremen Airport in Germany and Rome Ciampino in Italy began to open in the 1920s.

Today, the world's busiest airport is Hartsfield-Jackson Atlanta International, which is (6) ..... in the United States. The airport has 151 (7) ..... and 28 international gates, and two terminals where passengers (8) ..... for their flights.

- |              |            |
|--------------|------------|
| 1 A sites    | B spots    |
| 2 A reach    | B approach |
| 3 A let      | B allow    |
| 4 A arrived  | B appeared |
| 5 A stated   | B told     |
| 6 A set      | B located  |
| 7 A home     | B domestic |
| 8 A check in | B take off |