



OPEN WORLD

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B1

PRELIMINARY

**STUDENT'S
BOOK WITHOUT
ANSWERS**

with Online Practice

Cambridge University Press
www.cambridge.org/elt

Cambridge Assessment English
www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781108565325

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First published 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in the United Kingdom by Latimer Trend

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-56532-5 Student’s Book without answers with Online Practice

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	Part 1 What you do in your free time Parts 3 and 4 Asking for opinions Stress in questions	Gerunds Verb + <i>to</i> infinitive	Sports verbs People in sport <i>Do/Go/Play</i> + sports and hobbies B2 Phrasal verbs	Using sports facilities on holiday in Greece
	Finding out information	Conditionals Reported speech Modal verbs Relative clauses	Emotions Appearance and personality B2 Compound adjectives Spellings and the /f/ sound	Having a job interview in Tenerife

HOW TO USE THIS BOOK

WELCOME TO OPEN WORLD THE COURSE THAT TAKES YOU FURTHER

Learn about the features in your new Student's Book

8 INTO THE WILD

VOCABULARY
ENVIRONMENTS AND LANDSCAPES

1 In pairs, describe what you see in the photos (A-D). Have you ever been in landscapes like these? Can you guess where the photos were taken?

2 See Paul and Liz are looking for a sports adventure in an exciting environment. Listen and match each part of their conversation with one of the photos.

3 Now complete the sentences from their conversation with the words in the box. Listen again and check.

branches bushes caves cliff glacier icebergs leaves rainforest riverbank sand dunes shore stones waterfall waves

1 Liz: It looks freezing! Is that an _____? I've never seen one. You can go _____ of ice.
2 Paul: I like being _____, but I want to be _____ at all here. And the big _____ would make me feel sick.
3 Liz: Don't you see those beautiful _____? Yeah, but I don't see any trees with _____ that could give us some shade. Those little _____ wouldn't help.
4 Liz: OK, how about a race through the _____, then? If it gets too hot, we could have a shower under the _____.
Paul: Yeah, or we could fall down that _____ or break a leg on those _____.
5 Put the adjectives in the box into three pairs of opposites. Then, with a partner, say which of them could describe the places in the photos.

dense dry empty humid noisy quiet

READING

1 Read the introduction and scan the four texts, paying attention to the sports challenges that Liz and Paul discuss. Find where in the world each one takes place.

2 Read the texts again. Which race do the sentences describe?

1 This is the longest of the four races.
2 Competitors in this race will get very hot and very wet.
3 Speed is not the most important thing in this sport.
4 This race lasts for one week.

3 Underline sentences in the text that give you this information.

1 The Jungles Ultra runners may have breathing problems.
2 Some animals in the Gobi desert may soon disappear.
3 You have to understand the dangers of the natural world if you want to finish the Alaska race.
4 The Volvo Ocean Challenge can also be dangerous for the competitors.

4 Work in small groups and discuss one of the four events. What would be the hardest thing about it? What would be good about it? Would anyone in your group really like to do it?

5 Do you know about any challenging races in your country? Tell the class.

FOUR SPORTS CHALLENGES THAT COULD CHANGE YOUR LIFE

So you think you're sporty, but have you ever pushed yourself to the limit? Have you ever wondered just how far you can go? Here are four ideas for people who want a real challenge.

A The Jungles Ultra runs through 230 kilometres of some of the world's most exciting landscapes, and some of the most dangerous. The race starts in the Amazon rainforest, runs through rivers, and climbs up and down mountain paths. The humid air of the rainforest, and the risk of the people, will be a new challenge. Are you ready for it?

B The Gobi Desert is held in the Gobi desert in Mongolia, and it is one of the '4 Deserts' series. There is sand in the Gobi desert, but there are also rocky paths, and huge areas of grass. The temperatures can be extremely cold as well as extremely hot. This seven-day, 250-kilometre race takes you through many different landscapes and temperatures. You will see camels and wild horses. (You probably won't see a Gobi bear as, like some other animals here, this is an endangered species.) You will need to be determined, and very fit, if that describes you, go for it!

C You don't have to be especially fast for the Alaska Mountain Wilderness Classic – an adventure challenge. All you have to do is complete the course, but only the best people will manage the course. You have to climb mountains, cross glaciers and go down icy rivers. You can carry anything you want, how many heavy things do you want to carry on a 300 or 400 kilometre? One thing that everyone carries is a satellite phone. This is a truly dangerous race, and people sometimes have to be rescued. You will meet many people on the course, but you may see a moose or even a bear. Respect nature! That's the key to completing this amazing challenge.

D You should be an experienced sailor if you want to take part in the Volvo Ocean Challenge. And you need to have quite a lot of time. It takes about nine months to sail around the whole world. What will you see on the way? Four different oceans, storms, waves, whales, sharks, dolphins, endless water and endless skies. This race tests competitors in so many ways. Your family may be very worried about you, and there are good reasons for this. However, you will have the ability to tell them that this was the best

Large images at the start of each unit introduce the topic and get you talking

GRAMMAR ON THE MOVE

Scan the QR codes to watch grammar animations in your free time to learn about each grammar point

PUSH YOURSELF

Learn and practise more challenging language and skills that take you to the next level

VOCABULARY
ANIMALS AND THEIR HABITATS

Tropical forests
Temperate forests
Polar regions

1 Match the photos (A-J) with the words in the box.

arctic wolf griffon green iguana hedgehog kangaroo orangutan penguin polar bear red deer red squirrel

A **B** **C** **D** **E** **F** **G** **H** **I** **J**

2 Work in pairs and discuss in which habitats and countries or continents the animals are found.

Griffons and kangaroos are both grassland animals but you find griffons in Africa and kangaroos in Australia. Yes, and in African grasslands you also find ...

3 Work in groups and talk about animals and their habitats in your country.

In Germany we have a lot of forests, so we have animals like deer and squirrels ...

PUSH YOURSELF B2

VOCABULARY: ANIMALS' BODIES

1 Listen to five people talking about their favourite animal. Which of these animals (A-F) is each person describing?

A **B** **C** **D** **E** **F**

2 Listen again and write the body parts for each animal. Use the words in the box.

antlers beak claws feathers fur hoof mane paw tail trunk tusks whiskers

3 Look at the animal parts and their names. Answer the questions.

1 What animals in the photos have hooves?
2 What types of animal generally have a beak?
3 How many of the animals in the photos have a tail?
4 What covers the skin of a tiger and a deer?
5 What other animals do you know with paws and claws?

UNIT 8 INTO THE WILD 107

DID YOU KNOW?

Learn the differences between British English and American English

GRAMMAR
MODALS OF SPECULATION

1 Read the sentences and then complete the rules with a modal verb.

You weren't scared. You must be a very brave person!
A snake might bite me!
I might not be fit enough.
I may have problems with the temperatures.
You may not be strong enough to keep going.
In a few years, it could be too late.
It can't be a tiger. There aren't any tigers here.

2 When we feel sure that something is true, we use 'must'.
When we think something is possible but we aren't sure, we use 'may' or 'might'.
If we feel sure that something isn't true, we use 'can't'.
We don't have much, can we? or couldn't we when we are speculating.

GRAMMAR REFERENCE / page 214

3 Choose the correct verbs to complete the sentences.

A: When's Tim? I've tried to call him, but I just got his voicemail.
B: I don't know. He might/may be at college.
A: Don't be silly. It's Sunday so he can't/might be at college.
B: Yes, but sometimes they have special weekend projects that they do in the library, so he can/could be there.
A: I really don't think it's open on a Sunday. But he may/might have football training. I think he plays football.
B: Yes, but he told me he can't/might stop playing football because he's tired and he needs to sleep more on weekends.
A: OK, if he's sleeping, he may/might want me to phone him. I'll send him a message. Oh, look, he's online. He must/could be awake now!

DID YOU KNOW?

British English speakers say that someone is at college or at school. They only say in the school if they are talking about the school building, e.g. There was a fire in the school. In the USA you can say they're in college to mean she is attending school.

1 Say the sentences in a different way. Use a modal verb. Sometimes more than one modal is possible.

Maybe I'm ready for a challenge alone.
I could/might be ready for an adventure alone.

2 I feel sure that Paul is an exciting country.

3 Maybe I will go there next summer.

4 But I'm sure that the Rights are not cheap.

5 It's possible that we don't have enough money.

6 Maybe I'll ask my parents to pay for the flight.

7 But then it's possible they'll want to come with me.

ELISION

8 Listen to these sentences below. Do you hear the 'in must, might or can't?

It must be true.
It might be true.
It can't be true.

UNIT 8 INTO THE WILD 105

EXAM TRAINING

'Training' exam tasks provide guidance and tips on each part of the exam

EXAM CHECKS

test what you remember about the exam

EXAM FOCUS

Read exam tips and facts and do two complete practice exam tasks after every unit

SPEAKING PART 2 TRAINING

1 Here is a photograph. It shows a man and a yak. Work with a partner and discuss where you think the photograph was taken.

2 014 Listen to an exam candidate describing the photo. Tick what the candidate does.

3 014 When you look at a photo, some things are facts and some are your opinions. Match sentences (1-6) with sentences (a-f). Listen again and check.

4 Work in pairs. Student A, describe one thing in this photo. Student B, speculate about it. Use must, could, may, might and can't. Then swap and respond to your partner's statement.

WRITING PART 2 TRAINING

1 Work in pairs and answer the questions. Use the words in the box for ideas.

2 Write an article you have to think about content and structure. Look at this task.

3 The article needs some adjectives to make it more interesting. With your partner, choose adjectives for the gaps. You can use these words or your own ideas.

4 There are several linking words and phrases in the article about Sardinia. Underline them.

5 Look again at the exam task in exercise 2. Write an article about a beautiful part of your country.

Follow these steps:

- 1 brainstorm ideas (you don't have to use all of them)
- 2 organise the ideas in a plan and write the text
- 3 make sure you answer the three questions in the task
- 4 use some adjectives to make the article more interesting
- 5 use linking words
- 6 make sure to give your personal opinion
- 7 check your spelling and punctuation

A BEAUTIFUL PART OF MY COUNTRY

My favourite part of Italy is Sardinia.

Sardinia is an island, so it has a long coast. You can find 1 cliffs as well as 2 sandy beaches. The landscapes are 3 and you can see 4 wildlife. Although it's popular, Sardinia is not as full of tourists as many parts of Italy.

For me, the best thing to do in Sardinia is swimming in the 5 sea. Then, when you're really hungry, what can you eat 6 fish.

What's more, there are excellent 7 on the coast. At night, you can look at 8 stars over the water and feel very 9.

EXAM FOCUS

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EXAM FACTS

Question 2, you read a notice from an English group magazine or website which is asking students to write an article on a particular topic.

- There are usually about three questions on this topic in the notice.
- You write approximately 100 words.

EXAM TIPS

- Remember to answer all the questions in the notice.
- You can answer the questions in any order, but make sure that the content of your article is presented in a logical order: begin with a general comment or introduction and end with some kind of conclusion.
- Include linking words and phrases to connect your ideas.
- Include adjectives and adverbs to make your writing interesting.
- When you have written your article, read it again to check that grammar, spelling and punctuation are correct.

Do the task.

You see this notice in an English language magazine. Write your article in about 100 words.

Articles wanted!

Wildlife

Tell us about a time when you saw some interesting wildlife! Would you rather see animals in the wild in their natural environment, on a TV documentary, or in a zoo? Why? The best article will win a prize.

• SPEAKING BANK pages 230-231.

REAL WORLD

pages take you outside the classroom and into the real world

REAL WORLD

VISITING A NATIONAL PARK IN ... WYOMING

1 Look at the photos of Yellowstone National Park, in the US. What can you see? What activities do you think are popular in the park? What do you think tourists need to be careful of?

YELLOWSTONE NATIONAL PARK

Keep yourself safe, keep the park safe

Yellowstone Park is sure to amaze you: don't let it kill you! Protect yourself by following a few simple rules.

Stay on the roads

If you're driving, pull off the road to watch wildlife and leave enough space for other cars to pass. Stay with your vehicle if you see wildlife on the road.

Stay on boardwalks

The hot water in Yellowstone's geysers and hot springs has injured more people than any other natural feature in the park. Stay on the boardwalks so you don't get too close to the water.

Keep your distance from animals

The safest way to watch wildlife is from inside your car. Always stand at least 100 yards (91 metres) away from bears and wolves, and at least 25 yards (23 metres) away from bison and deer.

Never feed wildlife

Animals that get used to receiving food from humans may become dangerous. This is bad for people, and also for the animals, as they have to be killed to keep visitors safe. Keep all food and garbage packed away.

Keep an eye on the weather

Calm, sunny mornings in Yellowstone can quickly turn into stormy days. If you see a storm approaching, move away from mountain tops and open places. Forests offer the best protection from lightning.

Take a map

The trails in Yellowstone can be hard to follow. We strongly recommend that if you are hiking, you take a map with you, and make sure you know how to use it.

Learn about bears

Ask at the visitor center about any recent bear activity. Read the information on bears, or ask a park ranger for advice.

Don't drink the water

We recommend that you boil or chemically treat all drinking water. Although water may look fresh, it may not be safe to drink.

Be aware of ticks and mosquitoes

Ticks can attach themselves to your skin and cause infections. Wear tick repellent on your boots, socks and pants. Tuck your pants into your socks and your shirt into your pants. Mosquitoes in Yellowstone do not carry diseases, but they can be annoying, so carry insect repellent.

PHRASES YOU MIGHT HEAR

1 With any luck, they'll go off in the opposite direction.

2 Gradually look off.

3 Move backwards slowly.

4 Quickly run away.

5 I'm sorry that you might not be safe.

6 It's better to be careful and avoid an accident.

7 Some parts of the trail are difficult.

8 Some parts of the trail are beautiful.

9 Stick to the high ground.

10 Avoid going up into the mountains.

11 Stay high up in the mountains.

12 Don't expose any skin.

13 Keep your skin covered by clothes.

14 Don't put repellent on your skin.

15 What do you learn about these things? Make notes.

16 Compare your notes. Then watch again to check your ideas.

17 camping hot springs park rangers

18 bears streams and rivers

WATCH

Scan the QR codes to watch videos of different locations around the world on your mobile phone or tablet

LIFE COMPETENCIES

CREATIVE THINKING, UNDERSTANDING GLOBAL ISSUES

Work in groups to make a poster about how to respect the environment and stay safe in a national park.

Choose a national park and think about:

- the wildlife
- dangerous animals
- hiking
- driving

Make the poster and present it to the class.

UNIT 8 INTO THE WILD 112

REAL WORLD

pages take you outside the classroom and into the real world

INDIRECT QUESTIONS

Indirect questions are a polite way of asking for information. They are often used in formal situations.

1 What time does the train leave?

2 How long have you been here?

3 Do you know the best place to go for lunch?

4 Where do you live?

5 How much does it cost?

6 What time does the train leave?

7 How long have you been here?

8 Do you know the best place to go for lunch?

9 Where do you live?

10 How much does it cost?

UNIT 8 MODALS OF SPECULATION

1 He must be at the airport. He is very late.

2 She can't be home. Her car is in the garage.

3 It might be raining. The sky is cloudy.

4 They could be on holiday. They haven't come back yet.

5 He may have lost his keys. He's looking for them.

6 She mustn't be angry. She's smiling.

7 It can't be true. I don't believe it.

8 They might be waiting for us. We should hurry.

9 He may not be coming. He's not answering his phone.

10 She can't be the winner. She's too young.

UNIT 9 PAST AND PRESENT

1 I was sitting at my desk when I heard a loud noise.

2 She was walking to the bus stop when she saw a dog.

3 They were playing football when it started to rain.

4 He was driving to work when he got stuck in traffic.

5 We were having a picnic when the picnic basket was stolen.

6 She was looking for her bag when she found it.

7 They were talking to the teacher when the teacher came in.

8 He was waiting for the bus when the bus broke down.

9 We were going to the cinema when the cinema was closed.

10 She was looking for her bag when she found it.

HOW TO USE THIS BOOK

Find extra grammar practice, and extra speaking and writing exam practice at the back of your book

EXAM TRAINING

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PHRASES YOU MIGHT USE AND HEAR

Learn and practise phrases you might use and hear when you are using English in the real world

LIFE COMPETENCIES

Develop important skills, knowledge and attitudes that you can use in your daily life

HOW TO USE THIS BOOK

Find extra grammar practice, and extra speaking and writing exam practice at the back of your book

S

PERSONAL PROFILE

VOCABULARY

PERSONAL INTERESTS

- 1 Look at the photos. What interests and activities do they show?
- 2 Read the article and match the words in purple with the photos.
- 3 Work in groups and write down as many personal interests and hobbies as you can in two minutes.

- 4 Read the sentence and complete the rule.

*I really enjoy **listening** to music, but I don't like dancing.*

To say how we feel about an activity, we can use **like/love/enjoy**, etc. and a verb with

- 5 What types of blog are you interested in and why?

TELLING YOUR STORIES, SHARING YOUR TALENTS

Blogs. So many people write them and even more people read them, but why?

Some people write a blog just for their friends and family. Maybe they want to share stories about their hobbies, such as dancing or music. Other bloggers want more readers and choose popular topics. For example, **travel** blogs or blogs about **sports** and fitness are often interesting for a lot of people. For some writers, blogging is a full-time occupation. Many blogs, about **fashion** or cooking for example, appear quickly in online search results and really make money. **Arts and crafts** blogs can also be successful. If you can make things yourself, why not show other people how to do that? A blog is a great way to share your talents!

B

D

C

READING

- 1 Read the blog entry and write the word which best fits in the gap.

every in my of to with

- 2 Work in groups and discuss the questions.

- 1 Do you think Martina's life is unusual?
- 2 Would you like to have her life?

VOCABULARY

HABITS AND ROUTINES

- 1 Look at the vocabulary. Put the words in the correct columns for you.

eat out get up go to school/work/college
hang out with have a shower/bath
have breakfast/lunch/dinner make lunch/dinner
meet up work out

EVERY DAY	MOST DAYS	SOMETIMES
get up	go to college	eat out

- 2 Complete the sentences with the correct form of the phrasal verbs and collocations from exercise 1. You don't need to use all the words.

- 1 George cooks a lot at home, but he when he is on holiday.
- 2 I sometimes wake up early, but I never before nine o'clock.
- 3 Julie her friends all day every Saturday.
- 4 Let's on Friday afternoon. We could go to the cinema or just have a coffee together.
- 5 Lou and Fiona at the gym three times a week.

- 3 Now tell your classmates three 'facts' about your daily or weekly routine. One of them is not true.

I usually get up at five o'clock in the morning.

I eat out with my friends on Friday evenings.

I play ice hockey every weekend.

Your classmates ask questions until they can guess which 'fact' is not true.

Why do you get up so early?

What restaurant do you go to?

Where do you play ice hockey?

A day in the life of a blogger

Hello! I'm Martina, an IT student. I share a nice little flat ¹ some good friends, and I'm a blogger in my spare time.

Lectures at university usually start at nine o'clock, but I get up at five. I make a cup ² coffee and check my emails and all my other messages. Then I start to write. Why do I get up so early? I just love this quiet time. It's half past five now, and I'm sitting at my desk and feeling very happy.

I have a shower and then have breakfast at about eight o'clock. Then I go to university and I forget about my blog until 5 p.m. A lot of young people hang out with their friends ³ the evenings. Not me. I never go out during the week. I have to work! I read and write for the whole evening, but I don't go to bed late.

My friends are always telling me I should go out more, but during the holidays, I'm out all the time. My blog is a travel blog and I go out ⁴ day when I'm travelling.

It's the autumn term now, and I'm not travelling. So what am I writing? I'm creating pages on my blog that give people useful tips. I want ⁵ tell everyone how to have a wonderful holiday in ⁶ favourite places. Eventually, I'd like to be a full-time blogger.



GRAMMAR

PRESENT SIMPLE AND PRESENT CONTINUOUS



GRAMMAR ON THE MOVE

Watch the video



1 Match the sentences (1–3) with the descriptions (a–c), then complete the rules.

- 1 Martina **gets up** early.
- 2 She's **creating** information pages for her blog.
- 3 She's **sitting** at her desk and feeling very happy.

- a It's happening right now.
- b It's a temporary activity.
- c It's a habit.

We use the present ¹ to talk about habits and things that are generally true.

We use the present ² to talk about things that are happening now or around now.

We use the present ³ to talk about temporary activity.

2 Look at Martina's blog on page 9. Find a question in the present simple and a question in the present continuous. Complete the rules.

For questions in the present simple, we use ¹ or

² + **the subject + the main verb**.

For questions in the present continuous, we use a form of the verb

³ + **the subject + the main verb with -ing**.

3 Complete the questions. Use the present simple or present continuous and the verb in brackets.

- 1 What you ? (do)
I'm a student.
- 2 Where Toby ? (work)
In an office in the city centre.
- 3 It's Sunday. Why Sue today? (work)
Because she's preparing for a meeting tomorrow.
- 4 Who Emma coffee with? (have)
She's having coffee with friends.



4 Look at Martina's blog again. Find a negative sentence in the present simple and a negative sentence in the present continuous. Complete these sentences with *isn't* or *doesn't*.

- 1 Martina go to bed late.
- 2 She travelling at the moment.

In the present simple, we use **don't** or **doesn't** to make negative sentences.

In the present continuous, we use **isn't** and **aren't** in positive and negative sentences.

➔ **GRAMMAR REFERENCE** / page 196.

5 Complete the interview with another blogger. Use the present simple or present continuous.



Reporter: Joey, you're 18 and you've just finished school. Are you a full-time blogger now?

Joey: Yes! I ¹ (write) about celebrity sports people.

Reporter: But it's not really a job, is it? How ² (you/earn) money with your blogs?

Joey: It is a job, and I earn money when I recommend sports products, for example. At the moment I ³ (not earn) a lot of money, but I have a plan. I ⁴ (work) on an amazing new blog.

Reporter: Exciting! So, you write about sports celebrities. ⁵ (you/interview) them?

Joey: It's hard to get interviews. Some sports people ⁶ (not/understand) that it's good to talk to bloggers. The blogging world ⁷ (get) bigger and popular blogs are really important nowadays.

6 Discuss in pairs. Is blogging a real job? Do you know anyone who writes a blog?

VOCABULARY

OCCUPATIONS

- 1 Match each photo (A–F) with an occupation in the box and the description of what the person does (1–6).

chef gardener hairdresser mechanic
police officer sales assistant



- 1 She tries to stop crime and make the streets safe.
- 2 He cuts and styles hair.
- 3 She cooks at a restaurant.
- 4 She works in a garden.
- 5 He repairs cars.
- 6 He works in a shop.

- 2 002 Listen to a man talking about his day at work. What do you think his job is?

- 3 Now think of a job. Make some notes and then tell your classmates about your day. They guess your job.

LISTENING

- 1 003 Look at the photos below. Do you know who these people are? Listen and write the first name and surname of the celebrity in each information panel.

- 2 Can you spell the names? Check with your partner and then with the teacher.

How do you spell ... ?

I think it's ...

- 3 004 Now listen to the profile of each celebrity and write the information. Listen again and check.

- 1 First name:
- 2 Surname:
- 3 Occupation: *gymnast*
- 4 Date of birth:
- 5 Place of birth:
- 6 Nationality: *Belizean and ...*
- 7 Siblings:
- 8 Interests:



- 1 First name:
- 2 Surname:
- 3 Occupation:
- 4 Nationality:
- 5 Date of birth:
- 6 Place of birth:
- 7 Siblings:
- 8 Interests:

- 4 Work in pairs. Write a short profile of a celebrity from your country. Read it to your partner, but don't say the person's name. Can they guess who the celebrity is?

GRAMMAR

ADVERBS OF FREQUENCY



GRAMMAR ON THE MOVE

Watch the video



1 Look at these sentences and answer the questions.

Lectures at university **usually** start at nine o'clock.

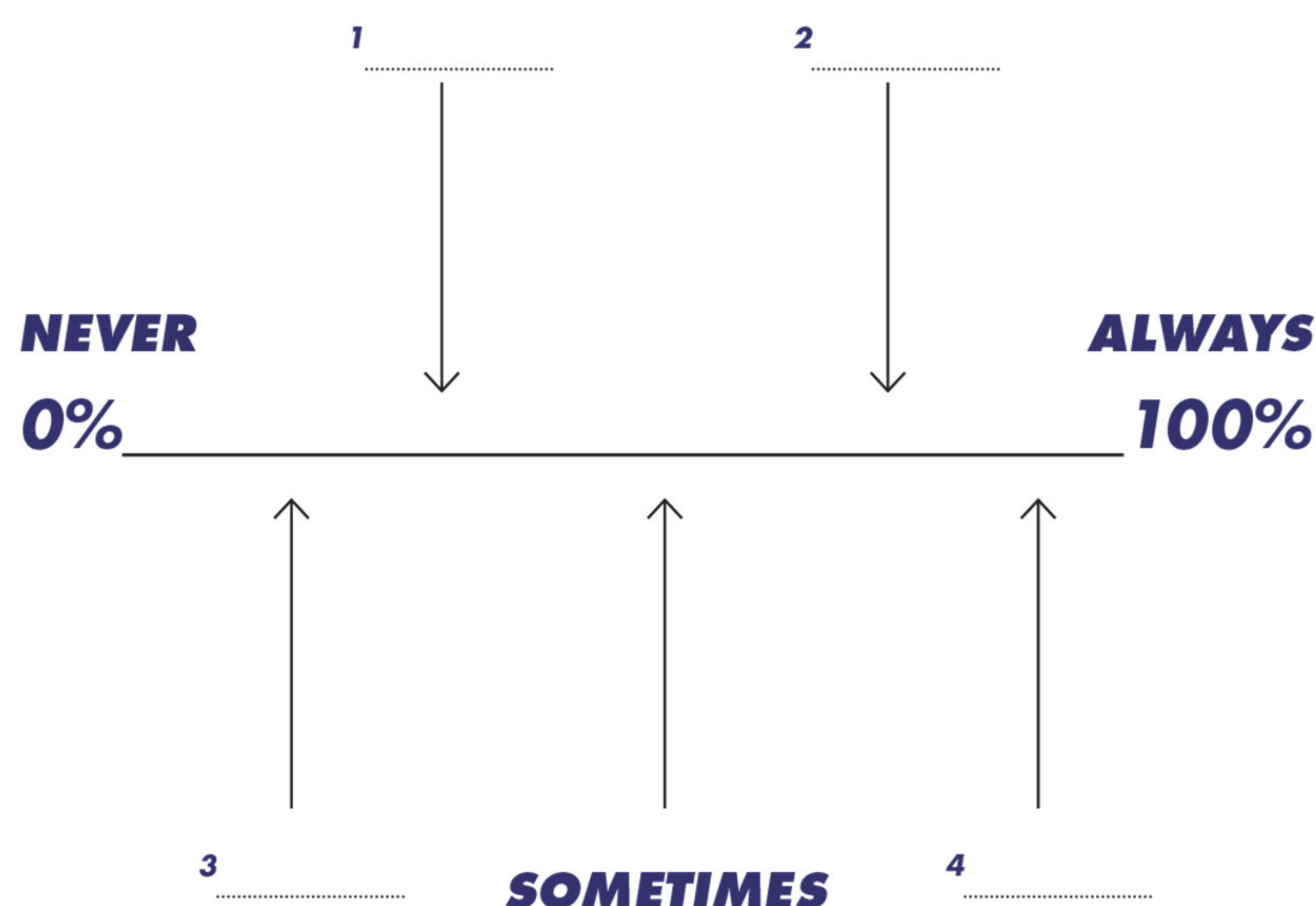
I **never** tell reporters about my plans!

A blogger's life is **sometimes** hard.

- 1 Where does the adverb of frequency usually go in a sentence?
- 2 Where does it go if the verb is *be*?

2 Put the words in the box on the line in the correct order.

always hardly ever never
often rarely sometimes usually



3 What's true for you? Complete the sentences with adverbs of frequency.

- 1 I get up before six o'clock.
- 2 I have breakfast before I go out.
- 3 I go to school/university/work by bus.
- 4 I have time to relax in the afternoons.
- 5 My friends visit me at home.
- 6 We hang out together in the evenings.

4 Work in pairs. Ask three questions each about your partner's habits. Use *How often ... ?* or *When ... usually ... ?*

How often do you usually go to the cinema?

I hardly ever go to the cinema.

PRESENT CONTINUOUS WITH ALWAYS

5 Read the sentences and complete the rule.

Mark is **always** talking about himself.

My friends are **always** telling me I should go out more.

To say that something happens too often, and that we don't like it, we can use the present ¹ with **always**. We put **always** between **be** and the ² with **-ing**.

➔ **GRAMMAR REFERENCE** / pages 197–198.

6 Write sentences using the present continuous and *always*.

- 1 I / always / forget / my telephone number.
- 2 My sister / always / take / my phone.
- 3 Our teacher / always / give / us extra homework.
- 4 He / always / complain / about my work.

7 Tell the class about a person who is always doing something that you don't like.

My brother is always complaining about food.



WRITING

A PERSONAL PROFILE

1 Imagine you are starting to write your own blog. You need to write a short profile of yourself on the *About Me* page.

Include

- your name, age, nationality and occupation
- some information about your everyday routines
- some information about your interests and things you love doing

Begin like this:

Hello! My name Welcome to my blog.

SPEAKING

INTRODUCING YOURSELF

- 1 Work in pairs and discuss the questions.
- 1 When do you introduce yourself with your first name only?
 - 2 When do you tell people your first name and your surname?
 - 3 When do you say 'Nice to meet you'?
 - 4 What are some simple answers to 'How are you'?

- 2 Choose the topics you think are good for small talk when you meet a new person.

your school/university/job
your problems
people you both know
music/TV shows/films that you like
politics
your hobbies

- 3 005 Listen to two women talking at a party and tick the expressions that you hear.

Nice to meet you.
How are you?
Where are you from?
Really?
Me too.
What do you do?
I agree.
Do you like ...-ing?
That sounds interesting.

Intonation is the way our voices go up and down when we speak. If your intonation is very flat, you don't sound interested.

4 P INTONATION 006

You will hear three short dialogues twice. In which dialogue does the second speaker, Sam, sound interested? Tick *a* or *b*.

- 1 **Karen:** I go swimming every morning.
Sam: Really?
a ☐ *b* ☐
- 2 **Karen:** I think everyone should have a hobby.
Sam: I agree.
a ☐ *b* ☐
- 3 **Karen:** I love watching winter sports on TV.
Sam: Me too.
a ☐ *b* ☐

- 5 Work in pairs. You and your partner are at a party. You don't know each other, but you want to start talking. Role-play the conversation. Begin like this:

Hi! I'm What's your name?



1


GETTING AWAY

VOCABULARY

HOLIDAY ACTIVITIES

1 What are the people in the photos doing? Match the photos (A–D) with the activities in the box.

buying souvenirs hiking sightseeing
sunbathing taking photos

2  **007** Listen to some people talking about holiday activities. Which photo is each person talking about? There is one photo you don't need.

3 How many of these things do you do when you are on holiday?

4 Do the quiz.

5 Ask your partner the questions from the quiz, then ask some of your own questions. Are you the same kind of holidaymaker?

What kind of places do you like to explore on holiday?

Quiz: What kind of holidaymaker are you?

- 1** When you're packing to go on holiday, what do you like to take?
 - a** a good book to read
 - b** plenty of party clothes
 - c** strong walking shoes
- 2** What's your ideal way of spending time when you're on holiday?
 - a** lying next to the swimming pool
 - b** playing games or sports with friends
 - c** discovering exciting places
- 3** Where do you like to eat when you're on holiday abroad?
 - a** at your hotel
 - b** in a lively café
 - c** at a restaurant which serves unusual local dishes
- 4** In most of your holiday photos, what are you doing?
 - a** sunbathing
 - b** dancing
 - c** exploring

➔ Turn to page 192 to find out what kind of holidaymaker you are!



B

14



C



D



A

READING PART 2

TRAINING

- 1** Read about two friends, Lauren and Abby, and think about the three things which they want in **orange**. Then look at the phrases in **orange** in the descriptions of the six holiday destinations (A–F). Which holiday best matches what the friends want?



ANSWER: E

- 1** Lauren and Abby love to **relax on the beach** when the weather is hot. They also enjoy **shopping for clothes**. When it gets dark, they want to **go somewhere they can dance**.

Options B, C and D each have only one of the things that Lauren and Abby want. Only option E has all three things. Now read about a couple called Birgit and Oscar, and look at the texts with the words in **blue**.



ANSWER:

- 2** Birgit and Oscar are fond of the **countryside** and like to **go hiking** when they are on holiday. They also want to **find** some interesting **souvenirs**.

Do you think the correct answer is B, D or F? Or another option? Why? Which option has everything that they want? Underline the phrases in this option which have the same meanings as the **blue** words in the text above.

Now answer questions 3 and 4. Underline the three things which the people want, and for each question, choose the correct answer.

- 3** Tomasz and Marta are interested in sightseeing. They want to go somewhere that's suitable for their small children and where they can buy food to cook their own meals.



ANSWER:

- 4** Ricardo and Paolo would like to do some watersports and meet new people. They're also keen to try some typical dishes from the region.



ANSWER:

- 2** Which of these people are most similar to you? Which people like to do the same things as you on holiday?

HOLIDAY DESTINATIONS BY THE SEA



A St Lucy's Bay

This pretty spot is popular with painters, photographers and anyone who loves nature, and the green hills and valleys around the bay are ideal for walkers. Don't forget to visit the artists' shops on the waterfront where you can buy food, drinks and some unusual gifts to take home made out of local rocks and stones.

B Blackstowe

Anyone who likes being active on holiday will love it here. There's something for everyone – sailing, windsurfing and waterskiing on the sea, and **hiking**, cycling and horseriding up on the cliffs. If you like **dancing** and getting to know new people, there's a party every night on the beach.

C Westhaven

The beach club here is a great place to make friends from all over the world, and both children and adults can learn how to surf, windsurf and dive with the club's qualified instructors. Or, if you prefer, you can **just relax on the sunny beach**. The restaurants here are famous for their traditional local cooking – not to be missed!

D Helmston-on-Sea

This village has everything you need, including a café, a grocery store selling local fruit, vegetables and fresh fish, and another **shop where you can get beach clothes**, watersports equipment, and some great **souvenirs**. The beach is quiet and safe for all the family. It's also the perfect spot for exploring the castles and interesting historic places in the area.

E Capstone Cove

If you're looking for fun, this is the place for you. **The nightlife and music are fantastic, with nightclubs and discos open until the early hours**. In the daytime, why not go and **sunbathe on the soft sand by the edge of the sea**? There's also a market where you can buy food and drink, as well as all **the latest fashions**.

F Swanmouth

This 17th-century town on the coast is the ideal destination for culture lovers. Take a sightseeing trip around the historic centre, and then relax at one of the waterside cafés and taste the delicious fish dishes that this region is famous for. The surrounding **countryside** is also well worth a visit.

GRAMMAR

COMPARATIVES AND SUPERLATIVES



GRAMMAR ON THE MOVE

Watch the video



1 008 Listen to a couple, Emma and Tim, talking about travelling from London to Edinburgh. How are they going to travel?

2 008 Listen again. Which type of transport is:

- 1 the fastest?
- 2 the slowest?
- 3 the cheapest?
- 4 the most expensive?
- 5 the greenest?

Superlatives

Use **-est** with short adjectives and adverbs of one syllable, e.g. **slow/fast → the slowest/the fastest**

Use **the most** with adjectives and adverbs of more than one syllable, e.g. **expensive/slowly → the most expensive/the most slowly**

3 Choose the correct words to complete these sentences.

- 1 Tim thinks it is *easy/easier* to drive than to go by public transport.
- 2 It is *more/most* expensive to buy two train tickets than to drive.
- 3 You can travel more *quickly/quicker* by train than by car.
- 4 Emma says it's *better/best* for the environment to go by train than by car or plane.

Comparatives

Use **-er** with short adjectives and adverbs of one syllable, e.g. **quick/fast → quicker/faster + than**

Use **more** with adjectives and adverbs of more than one syllable, e.g. **expensive/quickly → more expensive/more quickly + than**

4 Complete these sentences. Use a comparative or a superlative of the adjective or adverb in brackets.

- 1 Milan is than Edinburgh. (big)
- 2 What's city in your country? (large)
- 3 Can you speak please? (slowly)
- 4 That's car journey I've ever had. (bad)
- 5 I prefer this car to the other one. It's (comfortable)
- 6 Our hotel was than the others in the town. (good)
- 7 Please talk I'm trying to work. (quietly)
- 8 Pietro plays tennis than I do. (well)

5 Look at the sentences below and choose the correct option to complete the rules (1–3).

*The journey by car is **less expensive than** the journey by plane.*
*The journey by car is **not as expensive as** the journey by plane.*
*The journey by car is **as long as** the journey by train.*

- 1 We use **less ... than** to say something is a smaller amount/ the same.
- 2 We use **not as ... as** to say something is a different amount/ the same.
- 3 We use **as ... as** to say something is a different amount/ the same.

➔ **GRAMMAR REFERENCE** / pages 199–201.

REVIEWS

We spent three great days in Salzburg. **Although** the train journey was quite expensive, it was fast **and** comfortable. Our hotel was comfortable, **too**. The castle is so interesting, and it is **also** good value for money. **What's more**, there's a beautiful view from it. **As well as** visiting the castle, Mozart's birthplace and the Mirabel Gardens, we went to Salzburg Zoo. It's a long way from the city centre, **but** it is definitely worth a visit. We'd really recommend Salzburg to anyone who likes lively historic cities. Take warm clothes, **though**. It can be cold in Austria!

●●●●○ 5,853 reviews



WRITING

A REVIEW

- 1 Read a review of a trip to Salzburg. Did the reviewer enjoy the trip?
- 2 Look at the words and phrases in **purple** in the text. Which ones add more information, and which ones show a contrast?
- 3 Complete the sentences using the linking words in the review.

The flight to New York was very long, ¹b..... we watched a couple of movies, so it wasn't too boring. ²A..... the city is very large, the transport system is cheap ³a..... reliable. ⁴W....., you can get a city card, which gives you a discount on museum entry and city transport. ⁵A..... visiting all the famous sights in New York, we did lots of shopping and watched a show on Broadway, ⁶t..... . The clothes shops are great and they are ⁷a..... cheaper than at home. I didn't like some of the cafés, ⁸t..... . The tea and coffee were a bit weak.

- 4 Now write a review of a trip you have made. Use these linking words and phrases in your review.

VOCABULARY

EASILY CONFUSED TRAVEL WORDS

Let's talk about our **trip** to Edinburgh next month.

I really want to take a **tour** of Edinburgh castle.

What about **transport**? How shall we go?

Air **travel** costs a lot.

The **journey** will take us at least seven hours.

- 1 Look at the speech bubbles and use the words in bold to complete these sentences.

- 1 Would you rather go on a weekend to a city or to the countryside?
- 2 What's the best type of to use to get across your city?
- 3 When you visit a new place, would you rather take an organised or explore it by yourself?
- 4 What's the longest that you have ever been on?
- 5 Would you like to have a job which involves some foreign ?

- 2 Work in pairs and discuss the questions in exercise 1.

GRAMMAR

SO AND SUCH, TOO AND ENOUGH



GRAMMAR ON THE MOVE

Watch the video



1 Read these online reviews of three hotels. Which has the best food? Which is the smallest? Which has the worst service?

2 009 Listen to Emma and Tim talking about hotels. Which one of the reviewed hotels will they choose? Why?

3 Read the sentences and complete the rules with *too*, *enough*, *so* and *such*.

*If we book early **enough**, we can get cheaper tickets.*

*I hate it when you can't get **enough** sleep at night.*

*I guess it's not **so** important.*

*We shouldn't stay anywhere that's **too** far from a station.*

*The city centre has **such** great places to eat.*

so and such

Use ¹ (a/an) before an adjective + noun and ² before an adjective without a noun.

too and enough

Use ³ before an adjective without a noun and ⁴ before a noun or after a verb or adjective.

➔ **GRAMMAR REFERENCE** / page 201.

4 Choose the correct words to complete these sentences.

- 1** I'm *enough/so* excited about going on holiday!
- 2** They decided not to drive because it was *such/too* a long journey.
- 3** Did you have *enough/such* time to visit the museum?
- 4** If it's warm *such/enough* we can go swimming in the sea.
- 5** Our bags won't be *too/enough* heavy to carry.
- 6** It was *such/too* far to walk.

5 Complete the sentences about the hotel reviews using *so*, *such*, *too* and *enough*.

- 1** Guests say that the food at Campbell House is good.
- 2** Visitors think that Campbell House is noisy to stay in.
- 3** Visitors think that Drumcraig Lodge is a friendly hotel.
- 4** The service isn't good at Hotel Glenross.
- 5** The Hotel Glenross is far for guests to walk to from the city centre.



Hotel Glenross

10 km from city centre 42 rooms

Comfort ★★★★★ Service ★★ Food ★★★★★

It's really comfortable here. The food's nice, but it's a shame the service isn't very good.

●●●●○ 853 reviews

Campbell House

1 km from city centre 75 rooms

Comfort ★★★ Service ★★★★★ Food ★★★★★

The food is fantastic, and the service is good, too. Unfortunately it's on a busy road so you can hear the traffic.

●●●●○ 573 reviews

Drumcraig Lodge

3 km from city centre 20 rooms

Comfort ★★★★★ Service ★★★ Food ★★

This is a friendly hotel, and it's also lovely and quiet. We were disappointed with the food, though.

●●●○○ 763 reviews

6 When you go on holiday, do you like to stay in hotels? Why? / Why not?

7 **P** **TOO AND TO** 010

Listen to these words. Do they sound the same or different?

too to

8 **P** 011 Now listen to this sentence. Which word is shorter when it's in a sentence – *too* or *to*?

It's too far to drive.

9 **P** 012 Listen and repeat these sentences. Pay attention to the correct pronunciation of *too* and *to*.

It's too small to stay in. Do you want to go by car?
It's too far from the city centre. That's not too bad.

LISTENING

- 1 What do you know about the island of Madagascar? Look at the photos (A–C) and match them with the landscapes.

rainforest
high and mountainous
dry and rocky

A



- 2 Work in pairs. What do you think tourists can do there? What do you think the weather is like?

- 3 013 Listen to a student talking about her trip to Madagascar. Match the photos with the different parts of the island in the box. There is one you don't need.

the south the northwest
the centre the east

- 4 013 Listen again and decide if the sentences are true or false.

- 1 The island has three seasons.
- 2 The climate in Madagascar varies according to which part of the island you're in.
- 3 It's warm and wet in the south of the island.
- 4 It's very cold in the northwest.
- 5 There are lots of rainforests on the east coast.
- 6 The centre of the island has got mountains.

- 5 Work in pairs. Would you like to go to Madagascar? Which part would you like to go to? Why?

B



C



VOCABULARY

WEATHER

- 1 Match the words in the box with the meanings below.

breeze chilly climate cool damp
dull fine humid lightning showers

- 1 not so warm
- 2 short periods of rain
- 3 a light wind
- 4 the weather conditions that an area usually has
- 5 not sunny
- 6 hot and slightly wet weather or air
- 7 pleasant and dry
- 8 a sudden flash of light in the sky during a storm
- 9 quite cold
- 10 rather wet conditions that are cold or unpleasant

- 2 Complete the sentences with five of the words from exercise 1.

- 1 In the afternoon, there are storms with thunder and
- 2 There are also heavy in the afternoon.
- 3 The most interesting thing about Madagascar's is the incredible variety.
- 4 Because the weather is so, there are thick rainforests in this part of the island.
- 5 It's fairly between May and September, with temperatures falling to around 15 or 16°C.

- 3 Complete the weather forecast below with the other five words from exercise 1.

And now for tomorrow's weather forecast for the Auckland region of New Zealand. It's going to rain heavily in the early hours, so there'll be a ¹ start to the day. There's also going to be a cold wind, so it'll feel quite ², with temperatures of only around 5 or 6°C. The clouds are going to be around all morning, which means that it will stay rather grey and ³ until around midday. But after that, the sun's going to come out, and it's going to be a ⁴, bright afternoon. Those cold winds will change to just a gentle ⁵, and it will feel quite pleasant for the time of year.

- 4 What is the weather like where you are today?

VOCABULARY: ENVIRONMENT

- 1 What global problems can be caused by travel and tourism? Do you know what 'green tourism' is?
- 2 Read this text about green tourism, and then complete the sentences below using the words in green.

GREEN TOURISM

How can you see the world without damaging the environment?

Here are some tips on being an eco-tourist:

Travelling:

Try to keep your **carbon footprint** small by avoiding unnecessary air and car travel.

This helps to:

- reduce the amount of **fossil fuels** burned
- limit the level of **climate change**

At your destination:

- buy products that are locally produced and **environmentally friendly**
- support the **conservation** of the local environment
- try to limit the amount of **waste** that you leave behind

- 1 Gas, coal and oil are types of
- 2 Things which don't harm the planet are
- 3 is a way of protecting nature.
- 4 Unwanted things which we throw away are
- 5 A person's is the amount of CO₂ produced by their lifestyle.
- 6 is the way that the Earth's weather is changing.

- 3 Work in pairs and discuss the questions. Do you try to be an eco-tourist? Do you think they are good tips? Can you think of more?

DID YOU KNOW?

British English speakers say **holiday** to talk about long summer breaks and enjoyable trips away from home. American English speakers say **vacation**. They use the word **holiday** only to talk about days off work or school for celebrations such as Christmas and Independence Day.

MAKING SUGGESTIONS, ASKING FOR OPINIONS, AGREEING AND DISAGREEING

- 1 Where do people go for weekend breaks in your country? What kind of things can visitors do there?
- 2 014 Listen to two candidates discussing the most suitable place for a weekend trip away for teenagers. Answer the questions.

- 1 Do the candidates sound interested? Why?
- 2 Does the woman make suggestions?
- 3 Does the man respond to the woman's ideas?

- 3 014 Listen to the conversation again and tick the phrases you hear.

.....
I think they'd enjoy going to ...	What do you think?	Yes, you're right.	Sorry, but I don't agree (with you).
I think they should go to ...	What's your opinion?	I agree (with you).	Do you think so?
Perhaps they could go to ...	Do you agree?	That's true.	Really?
I think the ... is the best place for them to go.		I think that's a great idea.	I'm afraid I disagree (with you).
They might like going to ...			

- 4 Put the headings below in the correct column in exercise 3.

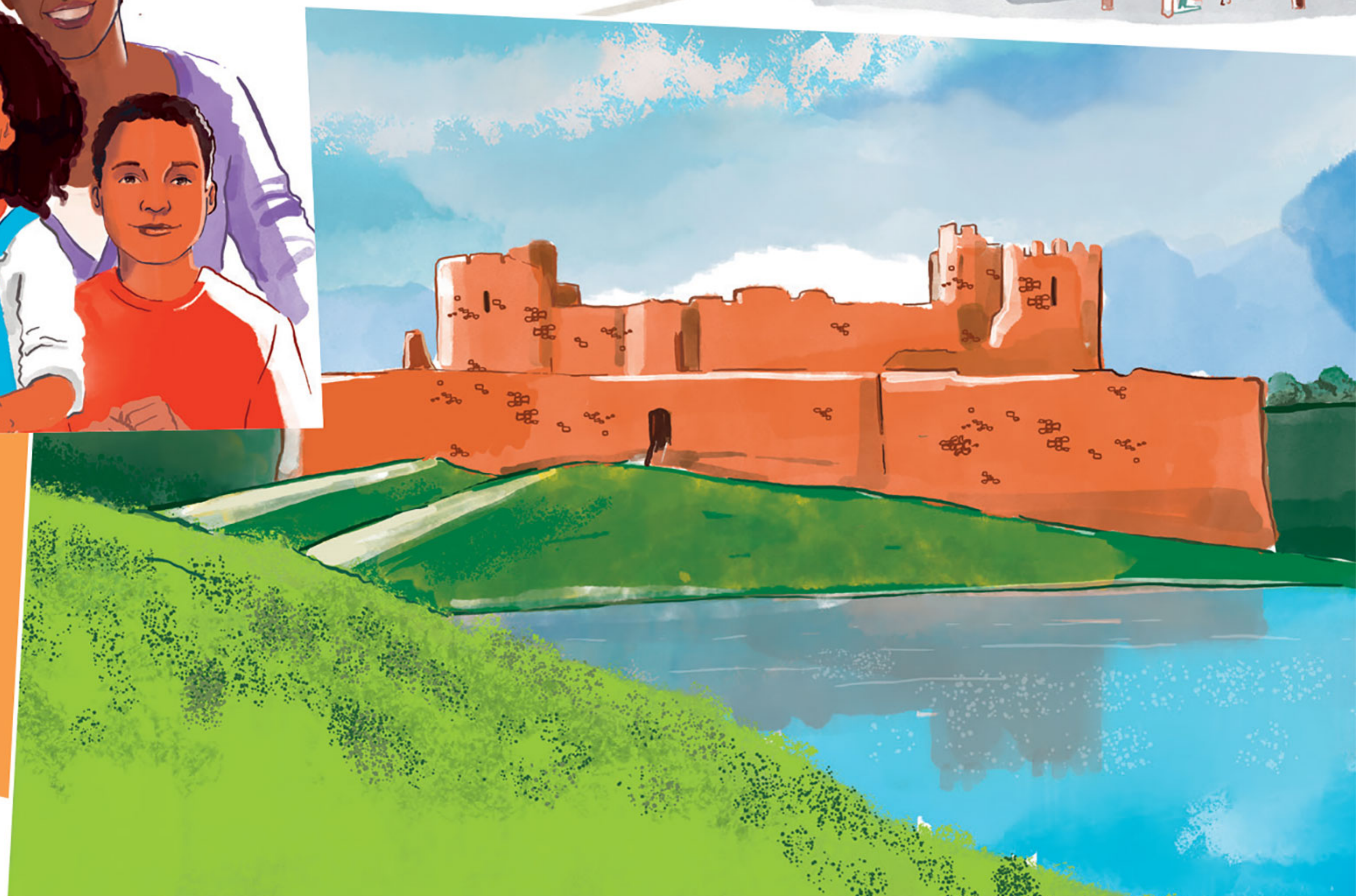
agreeing asking for an opinion
disagreeing making a suggestion

- 5 Complete the sentences using words in exercise 3.

- 1 They like going to the city.
- 2 I'm afraid I don't with you. I think cities are too noisy for young children.
- 3 I think that's They'll love swimming in the sea.
- 4 I think the countryside is the best place for them to go. Do ?

- 6** A family with two children want to go away for a weekend trip. Here are some places they could go to. Talk together about the different places they could go, and say which would be most suitable for them.

Make sure you give reasons for your opinions, and use some of the phrases from exercise 3 during the conversation.



SPEAKING PART 4 TRAINING

In Speaking Part 4 the examiner will ask you some questions on the same topic as Part 3.

- 7** 015 Match the questions with the candidate answers and reasons. Then listen and check.

QUESTIONS	ANSWERS	REASONS
1 Do you like holidays in the city or at the seaside?	I'd rather go on holiday with my family than with my friends	because I love shopping and visiting museums.
2 What's your ideal holiday destination?	I prefer holidays in the city	because I really enjoy dancing.
3 Do you prefer to go on holiday with your family or with friends?	Autumn is my favourite time of year to go on holiday	because the weather might be cold and wet.
4 What time of year do you like to go on holiday?	I like the countryside, but I'd rather stay in a hotel than a tent	because I prefer cooler weather and there aren't so many people.
5 What do you think about camping holidays in the countryside?	My ideal holiday destination is somewhere lively that has good nightlife	because we have a lot of fun together.

- 8** Now work in groups of three. One of you is the examiner and the other two are candidates. Take turns to ask and answer the questions below.

*Do you enjoy holidays at the seaside or in the mountains?
 What's your favourite holiday destination?
 Who do you like to go on holiday with?
 What time of year would you rather go on holiday? Why?
 What kind of accommodation do you prefer to stay in? Why?*

EXAM FOCUS

READING PART 2

For each question, choose the correct answer.

The people (1–5) below are going to visit Paris, and are looking for a guidebook to the city.

Below are reviews of eight guidebooks (A–H).

Decide which guidebook would be the most suitable for the people.

- A SEE PARIS** This is a great guidebook if you want tips from local people about where to eat out and go shopping, as well as helpful information about places suitable for disabled visitors. And with its clear descriptions of the contents of famous museums and art galleries, it is especially good for lovers of culture.
- B PARIS ... AND MORE** If you're going to Paris for only a few days, but don't want to miss anything, this guidebook is ideal. There are tours suitable for everyone, including families and children, as well as the elderly. You'll also find restaurant suggestions – however much or little you want to spend. And for those with more time, there are also ideas for trips outside the city.
- C PARIS: A VISITOR'S HANDBOOK** This guidebook contains some excellent walking tours, together with information about the city's history and information on when to visit its attractions at a discount or for free. There's also a section with basic words and phrases to help you communicate in French, as well as some detailed maps.
- D GUIDE TO PARIS** Whatever recommendations you need – restaurants, concert halls or clothes stores – you'll find them here. And anyone who needs to travel around Paris, on foot, by public transport or car, will find this book very helpful. There's also useful information about places to visit in the areas surrounding Paris.
- E PARIS FOR EVERYONE** The author of this guide is a travel writer who uses a wheelchair, so there's plenty of information for visitors who want to know which locations they can access, including tips on accommodation, transport and sightseeing. And for anyone who wants to practise speaking with locals, the book includes some excellent language tips.
- F TRAVELLERS' PARIS** This guidebook is highly recommended, whether you're visiting Paris to buy designer clothes, look at famous paintings, eat fine food, learn the French language, or just walk around looking at the sights. It also includes some useful advice about driving in the city centre.
- G PARIS, CITY OF LIGHTS** Written by an architecture expert, this will tell you everything you need to know about Paris from ancient Roman times up to the present. There are suggestions of tours taking in all the main sights, suitable for the longest or the shortest of trips, along with tips to help you find good food, good music and all the latest fashions.
- H ALL ABOUT PARIS** You'll find everything you need to know here about getting around by bus and underground (metro). There are suggestions for activities for every age group. It also has lots of information about where to stay, from simple student hostels to the finest hotels – there's something for everyone.

✓ EXAM FACTS

- You read five descriptions of people (Questions 1–5).
- You also read eight descriptions of places or things (Options A–H).
- You have to match each question with one of the eight options.

! EXAM TIPS

- Read the questions carefully, and underline all the different things that the people require. Each person will have three requirements.
- Read the options quickly and look for words and phrases which have the same meaning as those which you have underlined or highlighted.
- For each person/profile, find the option which matches all their requirements. Remember that this option will probably not have the same words as the question. It will contain the same information, but will use different words and phrases.



- 1** Jack is a student, so he wants to spend as little money as possible in Paris, and would like to explore the city on foot. He's also keen to learn a little French to speak to local people.



- 2** Emily is looking for things to do in Paris with her six-year-old daughter. She needs to choose some accommodation, and would also like to know how to use the city's public transport.



- 3** Ray wants to visit Paris with his wife Carole, who uses a wheelchair. They want a guidebook that recommends good restaurants as well as giving details about well-known paintings on display.



- 4** Ali wants to know about driving in Paris and about making trips outside the city. He'd also like suggestions about the best places to listen to music.



- 5** Katarina wants to see as much as possible of Paris in just two days. She'd like to discover about the history of the city, and also wants some ideas on where to buy stylish clothes and shoes.

SPEAKING PART 3

EXAM FACTS

- The examiner describes a situation to you and shows you some pictures.
- You have to discuss your views and opinions with another student.
- You will need to make suggestions and reply to the suggestions which the other student makes.

EXAM TIPS

- Look at and talk to the other student, not the examiner.
- Show interest in what the other student says, and respond to his or her ideas.
- At the end of the conversation, you should either agree or agree to disagree with the other student.

A group of students are on holiday together and they want to spend a day in the countryside. Here are some things which they could do. Talk together about the different activities they could do, and say which would be most interesting for them.

➔ **SPEAKING BANK** / pages 241–242.

SPEAKING PART 4

EXAM FACTS

- The examiner asks you questions about the same topic as in Part 3.
- You need to talk for about three minutes.

EXAM TIPS

- Don't worry too much about making mistakes.
- Remember you don't always need to tell the truth – just try to keep talking and give reasons for your answers.

In pairs, ask and answer the questions below. Take turns.

- 1 Do you like spending time in the countryside?
- 2 If you go into the countryside, what do you like doing there?
- 3 Do you prefer to relax or be active when you're on holiday?
- 4 What sports do you like doing when you're on holiday?
- 5 Are there any sports or outdoor activities which you would like to try?
- 6 Do you think it is important for young people to do sports and outdoor activities in their free time?

➔ **SPEAKING BANK** / page 243.



HOW WAS IT?

Gave it a go



Getting there



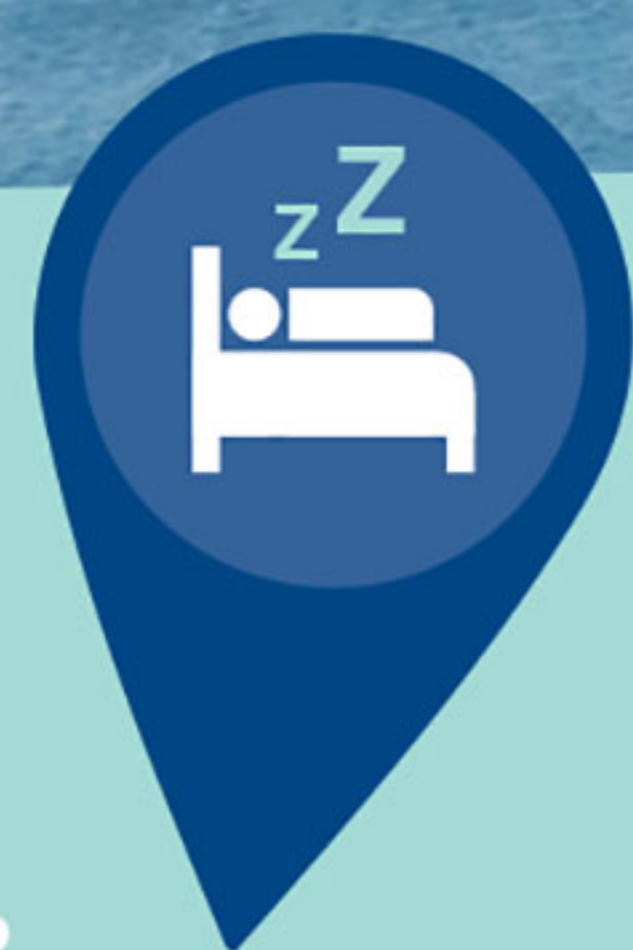
Aced it!



WHERE CAN I STAY IN ... AUCKLAND?

1 Who do you usually go on holiday with? What kind of accommodation do you usually stay in when you are away? What are the advantages of this kind of accommodation?

2 Look at the photos of types of accommodation in New Zealand and read the tourist information text. Match five of the types of accommodation with the photos.



PLANNING YOUR STAY: ACCOMMODATION TYPES IN NEW ZEALAND

HOSTELS

This kind of accommodation is great value if you just want a bed for the night. Hostels often provide information about their area, and are usually happy to book activities for you. Some hostels have **single** and **double** rooms, but most have just **dormitories**.

MOTELS

Motels are more common than hotels in New Zealand. Most rooms have a small kitchen and the rooms are usually **en suite**. They're a good place to stay if you're travelling by car, and you don't usually need to book ahead.

HOTELS

There aren't as many hotels in New Zealand as other countries, but you'll find something for all tastes, including luxury, boutique and historic hotels. Most offer single, double and **twin** rooms.

CAMPSITES

Campsites are an inexpensive way to stay in a place overnight, and they get you right into the beautiful landscape. Most places have shared kitchen and bathroom facilities, and there are usually barbecues too. A few even have swimming pools. Some campsites also have cabins or lodges to stay in if you don't have a tent.

BED AND BREAKFASTS AND HOMESTAYS

These allow you to see how the local people live, often staying in very comfortable houses with extremely nice gardens. Breakfast is always included in the price, and many homestays also offer home-cooked evening meals with the family.

DOC HUTS

The Department of Conservation (DOC) looks after hundreds of huts in the countryside. You can stay in a basic hut for free, but some huts with more facilities charge a fee. They certainly aren't luxury accommodation – there aren't usually bathrooms or places to cook, bed sheets or even hot water. But you are close to nature. Booking is usually required.

APARTMENTS

Normally only available for a week at a time, not for single nights, you can really live and feel like a local person on holiday. They're great if you want a base to really explore an area, and you can also save money by cooking your own meals.

