

OXFORD

FINISH FIRST B2

Maximize B2 First exam success

- Targeted B2 learning pathways
- Exam strategies

Cultivate communication skills

- Authentic content
- Active Citizenship
- Global life skills

Extra support for

- *Prove INVALSI*
- *Esame di Stato*

Student Book & Workbook

with Digital Pack

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FINISH FIRST B2



Student Book & Workbook

 Guide for Classroom Presentation Tool

OXFORD
UNIVERSITY PRESS

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Jeremy Bowell
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Helen Wendholt

► Student Book pp.12–147

	Grammar	Vocabulary	Pronunciation
1 The good life pp.12–21	Present simple and continuous Comparatives and superlatives (not) <i>as...as</i> , <i>a little</i> , <i>a bit</i> , <i>slightly</i> , <i>much</i> , <i>a lot</i> , (<i>by</i>) <i>far</i> Present perfect with adverbs	Interests and lifestyle Hobbies Use of English Word families Phrasal verbs with <i>up</i>	Weak forms
2 Art works pp.22–31	Present perfect simple and continuous Present perfect for completed actions <i>for</i> and <i>since</i> <i>so</i> and <i>such</i>	Art and music Books Use of English Negative prefixes Compound nouns	/s/, /z/ or /ɪz/
3 Hitting the headlines pp.32–41	Narrative tenses (past simple, past continuous, past perfect simple, past perfect continuous) Time expressions Articles	Media and celebrity Society Use of English Phrasal verbs with <i>take</i> Phrases with <i>take</i>	Word stress
Units 1–3 Review pp.42–43		▶ Units 1–3 Video lesson pp.44–45	

4 Let's get moving pp.46–55	Verbs of advice and obligation Verbs of permission and ability Quantifiers (with countable and uncountable nouns) (<i>a few</i> and (<i>a little</i>)	Sport and fitness Easily confused words (sport) Use of English Adjective suffixes	/i:/ or /ɪ/
5 The travel bug pp.56–65	Future forms (present simple, present continuous, <i>will</i> , <i>be going to</i>) Future continuous and future perfect (simple and continuous) Future time clauses	Travel and transport Easily confused words (travel) Use of English Phrasal verbs: travel Dependent prepositions (1)	/r/
6 Connections pp.66–75	Verb patterns (Verb + <i>-ing</i> and/or infinitive) Question tags	People and relationships Personal characteristics Use of English Phrasal verbs: relationships Uses of <i>get</i>	/əʊ/ and /aʊ/
Units 4–6 Review pp.76–77		▶ Units 4–6 Video lesson pp.78–79	

► Workbook pp.148–245

► Contents pp.148–149

Unit 1 pp.150–157

Unit 7 pp.198–205

Unit 2 pp.158–165

Unit 8 pp.206–213

Unit 3 pp.166–173

Unit 9 pp.214–221

LANGUAGE COMPETENCES AND EXAM TRAINING

Reading and Use of English	Listening	Speaking	Writing
Part 5: Multiple choice 'Stepping into the spotlight: embracing the unfamiliar' Part 1: Multiple-choice cloze 'Does everyone really need a passion?' Part 2: Open cloze 'From passion to profession'	Part 1: Multiple choice People talking about games	Part 1: Interview Talking about your free time and hobbies Key phrases: Describing likes, dislikes and habits	Part 2: Informal email or letter Giving a friend advice about how to sleep better Key phrases: Giving advice Informal language
Part 6: Gapped text 'Immersing myself in art' Part 3: Word formation 'Looking in from the outside' Part 4: Key word transformation	Part 2: Sentence completion Someone talking about Instagram poetry	Part 2: Individual long turn Comparing photos of different musical performances and different types of art exhibition Key phrases: Describing photos	Part 1: Essay (1) 'Are lessons in the arts just as important as lessons in the sciences at school?' Key phrases: Developing and organizing ideas
Part 7: Multiple matching 'The rise of photojournalism' Part 1: Multiple-choice cloze 'The future of entertainment' Part 2: Open cloze 'The appeal of the fan film'	Part 3: Multiple matching People talking about who they trust online	Part 3: Collaborative task Discussing ways of communicating online and sources of news Key phrases: Asking for opinions, agreeing and disagreeing	Part 2: Story (1) 'Amelia was really glad that she'd got her phone with her.' Key phrases: Descriptive language Time linkers

Part 5: Multiple choice 'Good sports!' Part 3: Word formation 'When is it time to exercise?' Part 4: Key word transformation	Part 4: Multiple choice Two students discussing research into sports team colours and performance	Part 4: Follow-up discussion Discussing the advantages and disadvantages of doing sport at school Key phrases: Giving and justifying opinions	Part 2: Review (1) An event you've been to recently Key phrases: Making positive and negative points
Part 6: Gapped Text 'Travel influencers: revealing the truth' Part 2: Open cloze 'When GPS goes wrong' Part 4: Key word transformation	Part 1: Multiple choice People talking about travel and leisure activities	Part 1: Interview Talking about the area where you live, and travel Key phrases: Expressing preferences	Part 2: Report Planning a school skiing trip Key phrases: Organizing ideas
Part 7: Multiple matching 'Friends: do opposites attract?' Part 1: Multiple-choice cloze 'How to manage conflict' Part 2: Open cloze Text about the 'six degrees of separation'	Part 2: Sentence completion Someone talking about friendships and technology	Part 2: Individual long turn Comparing photos of people who might be described as heroes Key phrases: Speculating	Part 2: Formal email or letter Complaining about a lake activity day Key phrases: Formal expressions Ending a formal email or letter

Unit 4 pp.174–181


Unit 10 pp.222–229


Unit 5 pp.182–189

Unit 11 pp.230–237

Unit 6 pp.190–197

Unit 12 pp.238–245

	Grammar	Vocabulary	Pronunciation
7 Life-long learning pp.80–89	<i>used to, would</i> and past simple <i>be / get used to</i> Modals of deduction: present and past	Education Work Use of English Phrasal verbs with <i>make</i> Collocations with <i>make</i> and <i>do</i>	Connected speech – linking sounds /j/ /r/ or /w/
8 Tech trends pp.90–99	Zero, first and second conditionals <i>unless, as soon as, on condition (that), providing (that)</i> <i>would rather / had better</i> <i>too / (not) enough</i>	Innovation verbs Technology compound nouns Use of English Verb prefixes Noun suffixes (1)	Stress shifting on nouns and verbs
9 The world around us pp.100–109	Defining relative and non-defining relative clauses <i>let, make, have, get</i>	The environment Extreme adjectives Use of English Phrasal verbs with <i>put</i> and <i>out</i> Phrasal verbs with <i>get</i>	Sentence stress
Units 7–9 Review pp.110–111		 Units 7–9 Video lesson pp.112–113	

10 Making money pp.114–123	Reported speech: statements Reported speech: questions Reporting verbs	The manufacturing process Use of English Collocations with <i>say, speak, talk, tell</i> Dependent prepositions (2)	Linking consonants and vowels
11 Feeling at home pp.124–133	Passive forms <i>have / get something done</i>	Homes and living Phrases with <i>home</i> Use of English Prepositional phrases	Connected speech – omitting /t/ or /d/
12 Stay safe pp.134–143	Third conditional (including with <i>might / may have</i>) Mixed conditionals <i>wish / if only</i>	Staying safe online Use of English Compound adjectives Noun suffixes (2)	Chunking
Units 10–12 Review pp.144–145		 Units 10–12 Video lesson pp.146–147	

► Resource Bank pp.246–294

B2 First for Schools Practice Test pp.246–263
 Pronunciation and Punctuation p.275
 Phrasal verb list pp.289–290

Writing Bank pp.264–271
 Irregular verb list pp.276–277
 Idioms pp.291–292

LANGUAGE COMPETENCES AND EXAM TRAINING

Reading and Use of English	Listening	Speaking	Writing
Part 5: Multiple choice 'Education for the teen brain' Part 1: Multiple-choice cloze 'A tricky interview question' Part 4: Key word transformation	Part 3: Multiple matching People talking about mentors	Part 3: Collaborative task Discussing how students should prepare for an exam Key phrases: Suggesting and advising	Part 1: Essay (2) 'Should all secondary school students do one week of work experience during the school year?' Key phrases: Avoiding certainty Linkers of cause and effect
Part 6: Gapped text 'A quantum future?' Part 3: Word formation 'The future is nano' Part 2: Open cloze 'The future of technology'	Part 4: Multiple choice A talk about green technologies	Part 4: Follow-up discussion Discussing the positive and negative sides of social media Key phrases: Expressing degrees of certainty	Part 2: Article (1) The piece of technology you can't live without Key phrases: Engaging the reader
Part 7: Multiple matching 'Unusual weather phenomena' Part 2: Open cloze 'Jungle survival' Part 4: Key word transformation	Part 1: Multiple choice People talking about weather and seasons	Part 1: Interview Answering questions about yourself Key phrases: Answering different question types	Part 1: Essay (3) 'What can people do in your area to protect their local environment?' Key phrases: Presenting problems and solutions

Part 5: Multiple choice 'The psychology of selling' Part 1: Multiple-choice cloze 'Pyramid schemes' Part 4: Key word transformation	Part 2: Sentence completion Someone talking about shops and shopping	Part 2: Individual long turn Comparing photos of different ways of shopping Key phrases: Referring back to your partner's ideas	Part 2: Story (2) 'Jack couldn't believe it when he looked down.' Key phrases: Using direct speech in a story
Part 6: Gapped text 'The journey' Part 1: Multiple-choice cloze 'Feng shui your bedroom' Part 2: Open cloze 'Tiny houses'	Part 3: Multiple matching People talking about biophilic homes	Part 3: Collaborative task Discussing reasons for and ways of keeping your room tidy Key phrases: Evaluating ideas and coming to a decision	Part 2: Article (2) Your dream home Key phrases: Linking ideas Position of linkers
Part 7: Multiple matching 'Cybercrime: it happened to me' Part 3: Word formation Text about the Wannacry cyberattack Part 4: Key word transformation	Part 4: Multiple choice People talking about cyberbullying	Part 4: Follow-up discussion Discussing online habits and staying safe Key phrases: Linking ideas	Part 2: Review (2) An app or online tool Key phrases: Giving recommendations

Speaking Bank pp.272–274
 Glossary pp.278–288
 Affixes pp.293–294

READING

Motivating texts and topics with scaffolded skills practice

- **Exam tips** for each exam task
- **Exam task** for **Reading and Use of English Parts 5–7**
- Activities to focus on **vocabulary in context**
- Thought-provoking questions to generate **discussion** and develop **key competencies**

2 Art works

2.1 Reading

1. Read the text and answer the questions. Use the text to help you.

2. Read the text and answer the questions. Use the text to help you.

3. Read the text and answer the questions. Use the text to help you.

4. Read the text and answer the questions. Use the text to help you.

5. Read the text and answer the questions. Use the text to help you.

6. Read the text and answer the questions. Use the text to help you.

7. Read the text and answer the questions. Use the text to help you.

8. Read the text and answer the questions. Use the text to help you.

9. Read the text and answer the questions. Use the text to help you.

10. Read the text and answer the questions. Use the text to help you.

Immersing myself in art

1. Read the text and answer the questions. Use the text to help you.

2. Read the text and answer the questions. Use the text to help you.

3. Read the text and answer the questions. Use the text to help you.

4. Read the text and answer the questions. Use the text to help you.

5. Read the text and answer the questions. Use the text to help you.

6. Read the text and answer the questions. Use the text to help you.

7. Read the text and answer the questions. Use the text to help you.

8. Read the text and answer the questions. Use the text to help you.

9. Read the text and answer the questions. Use the text to help you.

10. Read the text and answer the questions. Use the text to help you.

LANGUAGE FOCUS

Practice and expansion of target language from the reading text

- **Grammar** to build B2 language competence
- **Vocabulary** organized by topic

2.2 Language Focus

Present perfect simple and continuous

1. Read the text and answer the questions. Use the text to help you.

2. Read the text and answer the questions. Use the text to help you.

3. Read the text and answer the questions. Use the text to help you.

4. Read the text and answer the questions. Use the text to help you.

5. Read the text and answer the questions. Use the text to help you.

6. Read the text and answer the questions. Use the text to help you.

7. Read the text and answer the questions. Use the text to help you.

8. Read the text and answer the questions. Use the text to help you.

9. Read the text and answer the questions. Use the text to help you.

10. Read the text and answer the questions. Use the text to help you.

Vocabulary

1. Read the text and answer the questions. Use the text to help you.

2. Read the text and answer the questions. Use the text to help you.

3. Read the text and answer the questions. Use the text to help you.

4. Read the text and answer the questions. Use the text to help you.

5. Read the text and answer the questions. Use the text to help you.

6. Read the text and answer the questions. Use the text to help you.

7. Read the text and answer the questions. Use the text to help you.

8. Read the text and answer the questions. Use the text to help you.

9. Read the text and answer the questions. Use the text to help you.

10. Read the text and answer the questions. Use the text to help you.

LISTENING & SPEAKING

Structured skills practice to build your oral competences

- **Exam tips** and **Exam tasks** for Listening and Speaking
- **Key phrases** to improve speaking accuracy
- **Pronunciation** in every unit
- Thought-provoking questions to generate **discussion** and develop **key competencies**

2.3 Listening

1. Read the text and answer the questions. Use the text to help you.

2. Read the text and answer the questions. Use the text to help you.

3. Read the text and answer the questions. Use the text to help you.

4. Read the text and answer the questions. Use the text to help you.

5. Read the text and answer the questions. Use the text to help you.

6. Read the text and answer the questions. Use the text to help you.

7. Read the text and answer the questions. Use the text to help you.

8. Read the text and answer the questions. Use the text to help you.

9. Read the text and answer the questions. Use the text to help you.

10. Read the text and answer the questions. Use the text to help you.

Speaking

1. Read the text and answer the questions. Use the text to help you.

2. Read the text and answer the questions. Use the text to help you.

3. Read the text and answer the questions. Use the text to help you.

4. Read the text and answer the questions. Use the text to help you.

5. Read the text and answer the questions. Use the text to help you.

6. Read the text and answer the questions. Use the text to help you.

7. Read the text and answer the questions. Use the text to help you.

8. Read the text and answer the questions. Use the text to help you.

9. Read the text and answer the questions. Use the text to help you.

10. Read the text and answer the questions. Use the text to help you.

USE OF ENGLISH

Exam-based language input through engaging texts and 'real-world' topics

- **Vocabulary** development through word formation, collocations and phrasal verbs
- **Grammar** to build B2 language competence
- **Exam tips** and **Exam tasks** for **Reading and Use of English Parts 1–4**
- A **debate** in every unit

2.4 Use of English

1. Read the text and answer the questions. Use the text to help you.

2. Read the text and answer the questions. Use the text to help you.

3. Read the text and answer the questions. Use the text to help you.

4. Read the text and answer the questions. Use the text to help you.

5. Read the text and answer the questions. Use the text to help you.

6. Read the text and answer the questions. Use the text to help you.

7. Read the text and answer the questions. Use the text to help you.

8. Read the text and answer the questions. Use the text to help you.

9. Read the text and answer the questions. Use the text to help you.

10. Read the text and answer the questions. Use the text to help you.

Grammar

1. Read the text and answer the questions. Use the text to help you.

2. Read the text and answer the questions. Use the text to help you.

3. Read the text and answer the questions. Use the text to help you.

4. Read the text and answer the questions. Use the text to help you.

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9. Read the text and answer the questions. Use the text to help you.

10. Read the text and answer the questions. Use the text to help you.

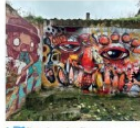
WRITING

Step-by-step approach to writing skills

- **Model text** to analyse structure and language
- **Key phrases** to improve writing accuracy
- **Writing plan** to develop planning skills
- **Exam tip** and **Exam task** for writing
- **Checklist** to develop critical evaluation of own and others' work

2.6 Writing

▶ Writing Part 1 essay (1) ▶ Developing and organizing ideas



1. Choose the questions. Use reasons.

1. Graffiti is a form of art. Do you agree or disagree?
2. Graffiti is a waste of money. Do you agree or disagree?
3. Graffiti is a form of vandalism. Do you agree or disagree?

2. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

3. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

4. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

2.6 Writing

▶ Writing Part 1 essay (1) ▶ Developing and organizing ideas

5. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

6. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

7. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

REVIEW

Summative revision

- Every three units
- Systematic revision and exam training to consolidate language

1-3 Review

▶ Grammar and vocabulary Units 1-3 ▶ Reading and Use of English Parts 1-3

1. Choose the correct answer.

1. The graffiti is a form of art. Do you agree or disagree?

2. Graffiti is a waste of money. Do you agree or disagree?

3. Graffiti is a form of vandalism. Do you agree or disagree?

2. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

3. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

1-3 Review

▶ Grammar and vocabulary Units 1-3 ▶ Reading and Use of English Parts 1-3

4. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

5. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

VIDEO LESSONS

Complete lessons to develop viewing and comprehension skills

- Every three units
- **Documentary-style** videos on contemporary topics
- **Real English** sections to focus on authentic language
- Follow-up activities to develop **speaking** and **writing** skills

1-3 Video lesson

▶ Grammar and vocabulary Units 1-3 ▶ Reading and Use of English Parts 1-3

1. Choose the correct answer.

1. The graffiti is a form of art. Do you agree or disagree?

2. Graffiti is a waste of money. Do you agree or disagree?

3. Graffiti is a form of vandalism. Do you agree or disagree?

2. Read the essay and answer the questions.

1. What is the main topic of the essay?

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3. What are the reasons for the writer's opinion?

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1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

1-3 Video lesson

▶ Grammar and vocabulary Units 1-3 ▶ Reading and Use of English Parts 1-3

4. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

5. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

RESOURCE BANK

- Complete **Cambridge English: B2 First for Schools Practice Test**
- **Writing Bank** with model tasks and example answers, tips and useful language
- **Speaking Bank** with information, tips and useful language for the exam

1-3 Practice for Schools Practice Test

▶ Grammar and vocabulary Units 1-3 ▶ Reading and Use of English Parts 1-3

1. Choose the correct answer.

1. The graffiti is a form of art. Do you agree or disagree?

2. Graffiti is a waste of money. Do you agree or disagree?

3. Graffiti is a form of vandalism. Do you agree or disagree?

2. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

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6. What is the writer's conclusion?

3. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

1-3 Practice for Schools Practice Test

▶ Grammar and vocabulary Units 1-3 ▶ Reading and Use of English Parts 1-3

4. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

5. Read the essay and answer the questions.

1. What is the main topic of the essay?

2. What is the writer's opinion on graffiti?

3. What are the reasons for the writer's opinion?

4. What are the benefits of graffiti?

5. What are the drawbacks of graffiti?

6. What is the writer's conclusion?

What's in the Cambridge B2 First for Schools exam?

Reading and Use of English	Writing	Listening	Speaking
1 hour 15 minutes 7 parts 70 marks	1 hour 20 minutes 2 parts 40 marks	Approx. 40 minutes 4 parts	Approx. 14 minutes (two people) or 20 minutes (three people) 4 parts

Key differences between the digital test and the paper-based test

In the digital test ...	In the paper-based test ...
<ul style="list-style-type: none">• you type onto the computer.• you can make notes on paper in the exam, but you must leave them on your desk at the end.• you can take pens, pencils and water (in a clear, see-through bottle) into the exam room, but you can't take bags or anything electronic.• there's a timer on the screen which tells you how much time you have left.• you can change an answer in any part of the test, either by clicking on a different answer or by deleting and rewriting an answer.	<ul style="list-style-type: none">• you write your answers on an answer sheet (Reading and Use of English, Listening) or in an answer booklet with lines (Writing).• for Reading and Use of English and Listening, you show your answer either by filling in a lozenge, or by writing your answer in capital letters.• for Reading and Use of English and Listening, you can make notes on the question paper in pen or pencil, but you must write on the answer sheet in pencil.• for Writing, it doesn't matter whether you write in capital letters or whether your writing is joined up, but it's important to write clearly so the examiner can read your answers.• if you want to change an answer you should rub it out (Reading and Use of English, Listening) or cross it out (Writing) and replace it with your new answer. Do not try to alter your first answer.

REMEMBER

The exam tasks are exactly the same in the digital test and the paper-based test, but they look different.

READING AND USE OF ENGLISH

The Reading and Use of English paper takes 1 hour and 15 minutes and consists of seven parts. Parts 1 to 4 test knowledge of grammar and vocabulary through shorter texts or sentences. Parts 5 to 7 test reading comprehension skills through longer texts.

Task type	Number of questions and marks	What you do	What it tests
Part 1 Multiple-choice cloze	8 questions • 1 mark each	Fill the gaps in a short text by choosing one word from four options.	Mainly vocabulary knowledge, such as idioms, phrasal verbs and collocations.
Part 2 Open cloze	8 questions • 1 mark each	Fill the gaps in a short text by writing one word for each gap.	Mainly grammatical knowledge, but also some focus on vocabulary.
Part 3 Word formation	8 questions • 1 mark each	Fill the gaps in a short text by putting a given word into the correct form.	Word-building skills, including prefixes, suffixes and compound words.
Part 4 Key word transformation	6 questions • 2 marks each	Complete a gapped sentence with two to five words including a given 'key' word, so that it means the same as the lead-in sentence.	Accurate use of grammatical structures, vocabulary and collocations.
Part 5 Multiple choice	6 questions • 2 marks each	Read a long text and choose the best answer from four- option multiple-choice questions.	Understanding of main idea, specific information, opinion, attitude, tone, purpose and text organization.
Part 6 Gapped text	6 questions • 2 marks each	Complete a text by putting removed sentences into the gaps. There is one extra sentence that you do not need.	Understanding of text structure, including cohesion and coherence.
Part 7 Multiple matching	10 questions • 1 mark each	Match ten prompts to several short texts or paragraphs in a long text.	Ability to find details or specific information, including opinions.

WRITING

The Writing paper takes 1 hour and 20 minutes and consists of two parts. Part 1 is a compulsory essay question. In Part 2, there is a choice of three questions. In the *Cambridge English: First for Schools Exam*, the choice of task types may include: articles, formal or informal emails/letters, reviews and stories. In the *Cambridge English: First Certificate*, there is a report task instead of a story. Both parts of the paper carry equal marks.

Task type	Number of words and marks	What you do	What it tests
Part 1 Essay (compulsory)	140–190 words • 20 marks	Write an essay based on given instructions and notes.	Ability to discuss ideas and support them in a well-organized essay, using a range of accurate grammar and vocabulary and appropriate formality.
Part 2 One task from a choice of three	140–190 words • 20 marks	Write a text chosen from one of the three given questions. Task types may be: • an article • a formal or informal email/letter • a review • a story	Ability to write a clear text in an appropriate style for the given task, using a range of accurate grammar and vocabulary.

LISTENING

The Listening paper takes approximately 40 minutes and contains four parts. The recordings contain monologues (e.g. lectures, presentations and talks) and conversations between two or more speakers (e.g. discussions and interviews). Speakers will have a variety of accents. Candidates have time to read the questions before they listen to the recordings. They hear each recording twice. There is additional time after the listening for candidates to check their answers in the digital test (two minutes) and transfer their answers to the answer sheet in the paper-based test (five minutes).

In the paper-based test, for Parts 1, 3 and 4 you show your answer by filling in a lozenge on the answer sheet. For Part 2, you write your answer in capital letters on the answer sheet.

Task type	Number of questions and marks	What you do	What it tests
Part 1 Multiple choice	8 questions • 1 mark each	Listen to eight short, unrelated extracts (monologues or dialogues) and choose one of the three options for each question.	Understanding of detail, gist, topic, speaker feeling, attitude, opinion and purpose.
Part 2 Sentence completion	10 questions • 1 mark each	Listen to a three- to four- minute monologue and complete the sentences with words that you hear.	Ability to listen for specific information and opinion of the speaker.
Part 3 Multiple matching	5 questions • 1 mark each	Listen to five short extracts (monologues) and match a sentence to a speaker. There are eight options to choose from.	Ability to listen for main points, detail, speaker feeling, attitude and opinion.
Part 4 Multiple choice	7 questions • 1 mark each	Listen to a conversation or interview with seven three- option, multiple-choice questions.	Ability to listen for the main idea, specific information, attitude and opinion.

SPEAKING

The Speaking paper takes approximately 14 minutes and consists of four parts. Normally, there are two candidates and two examiners. Only one examiner will speak with the candidates, and the other will listen. Occasionally, there will be three candidates; in this situation, the time increases to approximately 20 minutes. Examiners assess candidates' speaking in four main areas:

- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication.

The examiner who speaks with the candidates gives a separate mark for 'global achievement'.

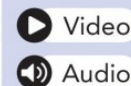
Task type	Timing	What you do	What it tests
Part 1 Interview	2 minutes	Answer the examiner's questions about yourself.	Ability to interact in general social situations.
Part 2 Individual long turn	4 minutes	Talk about two given photographs for about 1 minute. Then answer a question about your partner's photographs after they have spoken.	Ability to talk for an extended period, and to express opinions, describe and compare.
Part 3 Collaborative task	4 minutes	Have a conversation with your partner about a discussion question and written prompts. Then reach a decision with your partner about the prompts.	Ability to manage a discussion, ask for and give opinions, and justify them, and negotiate with a partner in order to agree on a decision.
Part 4 Follow-up discussion	4 minutes	Answer the examiner's spoken questions relating to the Part 3 topic.	Ability to express and justify opinions, speculating, agreeing and disagreeing.

REMEMBER

It doesn't matter what accent you use, but it's important to speak clearly so the examiners can hear you. And if you don't understand an instruction or a question, it's OK to ask the examiner to repeat it. If you don't know or can't remember a word, try to think of a different way of saying what you want to say.

1

The good life



1.1 Reading

1 CRITICAL THINKING Discuss the questions.

- 1 When was the last time you did something new? What was it? How did you feel before and after?
- 2 Is it a good idea for people to try new things? Why/Why not? Think about interest, what you learn and who you meet.
- 3 What challenges come with trying new things, e.g. fear?

Reading and Use of English Part 5

► EXAM TIP Reading for general meaning

First, get the 'gist' of the text, i.e. the general meaning. Then read the questions carefully, so you know exactly what to look for in the text. Read the options when you are ready to answer.

2 Read the tip. Then try gist reading techniques 1–5 in the article. Which best helps you to identify the general meaning of the text in a short time?

- 1 Move your eyes down the middle of the text, picking out key words and chunks of words.
- 2 Read the title, and the first and last line of each paragraph.
- 3 Read the title, first and last paragraph.
- 4 Speed read all of the text, covering what you've read with your hand to avoid re-reading anything.
- 5 Read the title and multiple-choice questions (but not the options).

3 Read the questions in exercise 4, but not the options. Underline the words that tell you what information you need to find.

4 Read the article and find the information you identified in exercise 3. Read the options. For questions 1–6, choose the answer (A, B, C or D).

- 1 What is the purpose of the description in paragraph A?
 - A to motivate readers to attempt something new
 - B to present the physical effects of a performance
 - C to provide an example of a challenging experience
 - D to highlight the necessity of personal growth
- 2 According to the writer, what was the reason for her pre-performance anxiety?
 - A She worried about having sufficient courage.
 - B She feared that the audience would not accept her.
 - C She was underprepared for her time on stage.
 - D She expected perfection from her performance.
- 3 What is the writer's main point about the need for people to challenge themselves?
 - A It is vital to push themselves as far as possible.
 - B It leads to personal growth of some kind.
 - C It makes life more interesting for them.
 - D It is something that should happen often.
- 4 What do we learn about the fight or flight response?
 - A It can positively affect performance.
 - B It stops us from achieving our best.
 - C It happens only when we attempt too much.
 - D It can be prevented from happening.
- 5 What does 'It' refer to in line 37?
 - A a fast heartbeat
 - B a feeling of pressure
 - C the fight or flight response
 - D a person's comfort zone
- 6 How does the writer feel about performing in the future?
 - A She is scared of making silly mistakes.
 - B She is uncertain of where to perform next.
 - C She is excited by the support of her friends.
 - D She is confident she can deal with failure.

Stepping into the spotlight: embracing the unfamiliar

A I'm standing at the side of the stage. My heart is racing and my hands are wet and clammy. As the curtains slowly open, the audience becomes quiet, and the silence is filled by the sound of my heartbeat growing louder and louder. The venue owner
5 breezes onto the stage to announce the first act. Me. My legs immediately turn to jelly. I try to take a step forward and finally manage it after what feels like an eternity. It's strange. I feel as if I'm having an out-of-body experience. I watch myself walk to the bright circle of light shining in the middle of the stage,
10 reach for the microphone, take a deep breath and begin.

B Moments like these, where we find ourselves outside of our comfort zones, are key moments in our lives. They can define us and the way we choose to live. Our comfort zones are areas of safety, where we can comfortably manage our anxiety,
15 and stepping out of them can be frightening. Our reasons for avoiding stressful situations like this are many. We may have high expectations and not want to harm our self-confidence by failing, or perhaps we dislike feelings of uncertainty. In my case, I was secure in my ability to remember my script due to
20 my extensive practice, but I was concerned that people would laugh at me and not with me. Or worse, they wouldn't laugh at all, and would reject me as a performer.

C It would be so easy to stick to what we know and love, but it is important to leave our comfort zones on occasion. That's
25 because, whether we take a giant jump or small, careful steps, it helps us to develop our skills. We become better at problem-solving and creative thinking. We learn to overcome challenges, adapt to change and become stronger. Of course, it can also make life more engaging and rewarding too, as new
30 challenges are certainly never boring.

D So, how do we push ourselves out of our comfort zones in a way that is not too frightening? Interestingly, the physical reactions to a stressful situation, such as a fast-beating heart and damp hands, may feel unwanted, but are part of a normal
35 flight or fight response. When a person feels under pressure, their body prepares them to either run away as fast as they can, or stay and fight. It may feel like it's preventing them from performing well, but in fact, it can actually help all of us to focus and perform better. So, we can take small, manageable
40 steps into the unfamiliar and recognize that we will feel stressed, but this stress can actually help us to achieve our goal. It's all about knowing exactly where our comfort zone is and how much we can move outside of it.

E Am I glad that I pushed myself and performed? You bet. Will
45 I be the next big comedian? My friends were very kind, but I don't think so. I do feel quite sure that I'll be able to do it again at local events without making a fool of myself, though. And if I mess it up? Well, it's all part of the experience. I'll just pick myself up, dust myself off and try again.

5 Find words or phrases in the article which mean these things:

- 1 a strong belief about how well something should happen (B)
- 2 belief in yourself and your abilities (B)
- 3 the state of being unsure (B)
- 4 certain or safe (B)
- 5 a great amount of repeating the same activity (B)
- 6 continue doing something (C)
- 7 successfully deal with new or difficult tasks (C)
- 8 in a situation where we no longer feel comfortable (D)
- 9 anxious about something you have to do (D)
- 10 doing something stupid that makes other people think I'm not clever (E)

6 Complete the sentences with a word or phrase from exercise 5.

- 1 It's better to _____ things I know than try new things so that I avoid _____ in front of others.
- 2 It's easier to push ourselves _____ in some situations than in other situations.
- 3 Nobody should refuse to try something new when they are in a safe and _____ space and there is little _____.
- 4 It's difficult, but when we _____ we develop and learn new skills.
- 5 Doing new things is the best way to build our _____. If we do _____, we get better, too.
- 6 We are motivated to work harder when we feel _____, not when we're relaxed.
- 7 Everyone should set _____ for themselves, rather than low ones.

7 **ORIENTAMENTO** Decide how much you agree or disagree with each statement in exercise 6 and why. Use your own experiences to help you decide.

8 Share your ideas from exercise 7. Give reasons and examples.

GRAMMAR

Present simple and continuous

- 1 Read the social media post. Have you ever tried or would you ever try this activity?

danithemani06
 103
 2

I 'don't spend much time out of my comfort zone, but today I'm being a bit braver than normal. I'm roller skating! It's much more difficult than it looks and I'm constantly falling over. I'll be a lot happier when I can stay on my feet as it hurts as badly as you'd imagine. I'm clearly no @mery_munoz, but I 'am skating a little more confidently and I 'think I kind of like it.

#streetskating #trying something new #justforfun

- 2 Match verb forms 1–6 in exercise 1 to the uses of the present tenses A–F in the grammar box.

Present simple and continuous

Use the present simple to describe:

- A** a habit or repeated action; a permanent situation or fact
B a state involving likes, sense, opinions and feelings (stative verbs)

Use the present continuous to describe:

- C** an action happening now or around now
D a temporary action
E a changing situation
F an annoying habit or repeated action

→ Grammar reference p150

- 3 Complete the social media posts. Put the verbs in brackets in the correct present form.

Alessia

I ¹ _____ (stand) on a platform at the top of a tree, about to throw myself down a zip line. For someone who ² _____ (hate) heights, I ³ _____ (feel) pretty brave right now.

Liam

My parents ⁴ _____ (always / try) to get me to cook for myself and now that they ⁵ _____ (work) away this week, I ⁶ _____ (have) no choice. It ⁷ _____ (get) hot here in the kitchen!

- 4 Talk about activities you typically do and activities you are doing these days.

Comparatives and superlatives

- 5 Find five comparisons in the post in exercise 1. Does each one describe a big difference, a small difference or no difference?
- 6 Match each comparison in exercise 5 to its pattern 1–5 in the grammar box.

Comparatives and superlatives

Follow these patterns to form comparatives and superlatives:

- 1 Add *-er* or *-est* to one-syllable adjectives or adverbs
- 2 Omit the *-y* and add *-ier* or *-iest* to adjectives ending in *-y*
- 3 Add *more/less* or *most/least* before adverbs ending in *-ly*
- 4 Add *more/less* or *most/least* before adjectives of more than two syllables
- 5 Use *(not) as* + adjective or adverb + *as* to say something is (not) the same as something else

To describe small differences, use *a little*, *a bit*, *slightly* before a comparative. To describe big differences, use *much*, *a lot*, *far* before a comparative and *by far* before a superlative.

→ Grammar reference p150

- 7 Complete the sentences about Alessia's experience. Put the words in brackets in the correct comparative or superlative form. Add other words as necessary.

- 1 Zip lining was far _____ I expected. (scary)
- 2 It felt like I travelled _____ I've ever travelled! (quick)
- 3 I screamed _____ anyone else on the zip line. (loud)
- 4 It wasn't as _____ I thought it might be. (terrible)
- 5 It was _____ experience of this year so far. (enjoyable)

- 8 Describe an activity you have tried. Say how it was similar or different to what you expected. Use comparatives and superlatives.

- 9 Write comparisons from the prompts.

- 1 Outdoor activities / lot / interesting / indoor activities
- 2 Activities alone / much / boring / activities with friends
- 3 Being creative / by far / satisfying free-time activity
- 4 Cooking / bit / hard / it looks in videos
- 5 Making online videos / not as / easy / looks

- 10 Discuss whether your sentences in exercise 9 are true or false for you and why. Do you have similar or different ideas?

VOCABULARY

Interests and lifestyle

1 Read the quiz heading. What do you think your activities say about you?

2 Complete the quiz with the words in the box.

artistic binge-watching gigs musicals
streaming virtual reality volunteer

QUIZ: What your free-time activities say about you!

Answer the questions by ticking the correct box.

1 Do you love ¹ _____ **activities** such as painting and drawing? Or creating things such as designing apps, web pages or TikTok videos?

Yes ☐ No ☐

2 Do you love doing individual sport or fitness, team sports or sports that involve a bit of danger?

Yes ☐ No ☐

3 Do you love storytelling, whether it's through reading books, going to the cinema, ² _____ **TV**, playing ³ _____ **games** or creating your own stories?

Yes ☐ No ☐

4 Are musical activities such as ⁴ _____ **music** with friends, **going to** ⁵ _____ or festivals or **watching** ⁶ _____ at the theatre important to you?

Yes ☐ No ☐

5 Do you enjoy belonging to a community group, or being a **community** ⁷ _____ of some kind?

Yes ☐ No ☐

3 Do the quiz. Then share your answers with a partner. Explain which answers you chose and why. Use the phrases in bold in the quiz.

4 Read the category number(s) for which you ticked 'Yes' to get your results. Do you agree with the results?

1 You have a creative and open mind. You often pay attention to details that others do not notice.

2 You ¹**lead an active life**. You're motivated and can overcome challenges. You may be ²**a risk-taker** who loves to ³**live life to the full** or ⁴**a thrill-seeker** looking for their next ⁵**adrenalin rush**.

3 You love exploring new worlds, although you may prefer to ⁶**keep to yourself** in the real world.

4 You enjoy connecting with others and believe it allows you to have deeper, more positive experiences and ⁷**a sense of well-being**.

5 ⁸**A good social life** may be important to you, or you may have a strong sense of duty and a kind and caring character.

5 Match the phrases in bold in exercise 4 to the definitions.

- 1 a positive feeling of general health and happiness
- 2 someone who does something that involves danger
- 3 be always busy doing things
- 4 a strong feeling of energy caused by a risky situation
- 5 not to do activities with others
- 6 always try new activities and challenges
- 7 someone who is keen to take part in exciting activities
- 8 doing a lot of activities with others for pleasure

6 How important do you think it is to have or be each of the things in bold in exercise 4?

I think it's really / quite / not very important to (lead an active life) because ...

Hobbies

7 Complete the article with the words in the box.

collecting do coding do martial arts
do photography knitting lifting weights
make models

Hobbies: going against the stereotype

Tell someone online that you're into ¹ _____, and they'll immediately picture you as an old woman making socks for the grandkids. But there's a new generation of people who love creating things with wool. And they're not only female, like Nigerian Ola Ogunlolu, who's been using his hobby to promote social messages since he was 18. Then there's powerlifter Karenjeet Kaur Bains. Not a huge man who's always at the gym ² _____, but a female British powerlifting champion who holds the record for lifting her own weight 42 times in one minute.

Hobby stereotypes might feel like a bit of fun, but they're dangerous. People who ³ _____ on their devices or who ⁴ _____ of aeroplanes aren't all nerds. People who enjoy ⁵ _____ things don't care more about objects than people. People who ⁶ _____ aren't all ready for a fight, and people who ⁷ _____ don't just view the world through a camera lens. Such lazy stereotypes harm our society and need to go.

8 **CRITICAL THINKING** Discuss the questions.

- 1 Who do you know who enjoys the hobbies in the article? Do they fit the typical stereotype described in the article? Why/Why not?
- 2 What is the writer's main point in the article? Do you agree with it? Why/Why not?

1 Look at the photo and discuss the questions.

- 1 What type of games do people play? Make a list.
- 2 Which of these games do you most enjoy? And least enjoy? Why?
- 3 How competitive are you when playing games? Why?



Listening Part 1

► EXAM TIP Predicting content

Part 1 consists of eight extracts of people talking in different, unrelated situations. The first sentence of each question describes the context, so read it carefully. Think about the kind of information and language you might hear in that context.

- 2 Read the tip. Then read the first sentence of each question in exercise 4. Predict the kind of information and language you might hear in each situation.
- 3 001 You will hear people talking in eight different situations. Listen and check your predictions in exercise 2.

4 001 Listen to the eight situations again. For questions 1–8, choose the best answer (A, B or C).

- 1 You overhear two friends planning a games night. What do they disagree about?
 - A how to organize groups
 - B where to have the event
 - C who provides the games
- 2 You hear a boy telling a friend about a computer game. What annoys the boy about the game?
 - A It is uninteresting to play.
 - B It wastes too much time.
 - C It is impossible to succeed.
- 3 You hear two friends talking about an escape room game. How did they feel about it?
 - A annoyed that a few tasks were silly
 - B unhappy that they were in a group
 - C grateful that they were successful

- 4 You hear an interview with a board game creator. What is he doing?
 - A giving advice on creating board games
 - B promoting his latest game for sale
 - C celebrating a game anniversary
- 5 You hear a teacher talking to her new class about a reward system. What does the teacher say about the system?
 - A The prizes are worth quite a lot of money.
 - B Only the best quality work is rewarded.
 - C Everyone has a chance to win points.
- 6 You hear a girl talking about playing chess. The girl has improved her ability
 - A to plan things better in her life.
 - B to remember things for longer.
 - C to focus for long periods of time.
- 7 You hear two podcasters talking about a mobile game. Why are they talking about the game?
 - A to review it
 - B to advertise it
 - C to criticize it
- 8 You overhear a boy telling a friend about a board game he played. The boy is unhappy that his sister
 - A chose to end the game early.
 - B won most of their games.
 - C cheated during the game.

Pronunciation: weak forms

5 002 Listen to sentences 1–3 and decide if statements A–C are true or false.

- 1 We **can** get everyone **to** bring **a** game **and** spread **them** out on **the** floor.
 - 2 It's **a** shame it **was** just us two.
 - 3 Me neither, **but** I downloaded it **at** your request to discuss today.
- A The words in each sentence are stressed equally.
 - B The highlighted words are important in helping the listener to understand the meaning of the sentence.
 - C The highlighted words are unstressed and pronounced in their weak forms.

6 CRITICAL THINKING Discuss the questions.

- 1 What skills can players develop from playing the different types of games you listed in exercise 1? Think about physical and mental skills.
- 2 In what other ways can games be beneficial? Think about relationships, well-being, leisure, etc.
- 3 Do you think it is good to be competitive? Why/Why not?



1 Look at the photo. What do friends of your age typically do when they hang out together?

2 003 Listen to two people answering a question. Which question are they answering?

- 1 Do you usually go out or stay in with your friends?
- 2 How do you and your friends spend time together?

3 003 Listen again and complete the sentences with the phrases you hear.

- 1 We _____ go out for walks ...
- 2 We're _____ bubble tea at the moment ...
- 3 I'm particularly _____ the chocolate flavour.
- 4 A couple of my friends _____ playing video games.
- 5 Personally, I'm _____ of games ...

4 Add the phrases in the gaps to the key phrases box.

Key phrases Describing likes, dislikes and habits

Describing things you like

I (really) like / love / enjoy ...

We're (quite / ¹ _____)

_____ ... (at the moment).

I'm a big fan of ...

I'm (quite / really) ² _____ of ...

Describing things you dislike

I can't stand / can't bear / hate ...

I'm not really into ... (very much)

We're not (very) keen on ...

I'm ³ _____ of ...

... isn't really my / our thing.

Habits

We usually / often / sometimes ...

I ⁴ _____ (not) _____ (go / do / watch) ...

They ⁵ _____ (going / doing / playing) ...

→ Speaking Bank p273

5 Answer the questions in exercise 2. Use phrases from the key phrases box when possible.

Speaking Part 1

► EXAM TIP Preparing for possible questions

In Part 1, the examiner will ask you to give information about yourself on topics such as daily routines, free time activities and entertainment. Think about what these questions might be and how you would answer them, but avoid preparing long rehearsed speeches that may not answer a question appropriately.

6 Read the tip. Think of five possible questions for the topics in the Exam tip using the beginnings below.

Do you ever go to concerts?

What kind of films do you dislike?

- Do you ever ... ?
- What kind of ... do you like/dislike?
- Do you enjoy ... ?
- How often do you ... ?
- Where / Who do you ... ?

7 With a partner, take turns to ask and answer your questions. Use phrases from the key phrases box.

8 004 Student A, listen and answer the questions. Student B, listen to Student A's answers. Which language from the key phrases box does your partner use?

9 004 Repeat exercise 8. Swap roles.

10 Discuss how well you did these things:

- Listen to the question
- Give an appropriate answer to the question
- Express likes, dislikes and habits using phrases from the key phrases box.

11 Discuss the questions.

- 1 Are there enough places for people of your age to hang out where you live? Why/Why not?
- 2 How might you improve the entertainment facilities in your area? What new facilities might you add?

VOCABULARY

Word families

- 1 What kinds of things are you passionate about in life? Why?
- 2 005 Listen to a set of street interviews. What passion does each speaker 1–6 have?
- 3 006 Complete the table with words from the interviews. Listen and check.

Noun	Verb	Adjective
1 _____	—	passionate
neighbour / 2 _____	—	neighbourly
organization	3 _____	organized
4 _____	socialize	social
5 _____	expect	expected
disappointment	6 _____	disappointed / disappointing

4 Choose the correct words in the sentences.

- I've lived in the same **neighbour / neighbourhood** all my life.
 - I'm not a very **organization / organized** person.
 - I try never to **disappoint / disappointed** people.
 - I like to **socialize / social** a lot.
 - I'm more **passion / passionate** about artistic activities than physical ones.
 - There is an **expect / expectation** that I will do well at school.
- 5 Are the statements in exercise 4 true or false for you? Why?

Phrasal verbs with up

- 6 007 Complete the phrasal verbs in the sentences with the words in the box. Then listen and check.

coming doing gave live
pick speak standing took

- I try to _____ new words **up** wherever I can ...
- I love _____ my room **up**.
- I like _____ **up with** new ways to organize ...
- _____ **up for** equal rights is really important ...
- If I notice any inequality... I always _____ **up**.
- I'm a huge basketball fan. I _____ it **up** when I was 13.
- I _____ it **up** last year after I finished school.
- I shouldn't try to _____ **up to** other people's expectations of me.

- 7 Match the phrasal verbs in bold in exercise 6 with their meanings A–H. Which one does not need an object? Which can have the object between the verb and particle?

- | | |
|------------------------|-----------------------------|
| A decorate | E defend / support |
| B be as good as | F say what you think freely |
| C find or produce | G start to do something |
| D learn without trying | H stop doing something |

- 8 Complete the topics below with a phrasal verb from exercise 6 in the correct form. Then choose three topics and tell your partner about them.

- a good idea you've _____ in the past
- an English word you've _____ from the internet
- a place you've _____ and improved
- a film that didn't _____ your expectations

Reading and Use of English Part 1

► EXAM TIP Learning whole phrases

In Part 1, as well as choosing between words with similar meanings, you will have to choose words which form phrasal verbs, collocations and linking phrases. It's important to learn these and their meaning as a whole, rather than just individual words.

- 9 Read the tip. Then for 1–8 below, read the text and decide which answer (A, B, C or D) best fits each one.


Does everyone really need a passion?

You'll find millions of articles online telling you how important having a passion is. They even provide tips on how to find one, like ¹ _____ up with a list of things that interest you and keeping a journal. They make it seem like without a passion we can't live our lives to the ² _____. But I think this idea can only ³ _____ people. We all feel passion differently. For some people, ⁴ _____ with their friends and family, or binge-watching a TV series gives them a quiet purpose in life. So don't feel that you need to live ⁵ _____ to the expectations of these articles by ⁶ _____ up hobby after hobby to find the one that excites you, or by ⁷ _____ overseas to experience a thrilling life. It can be enough to just do all the things that you enjoy in the ⁸ _____ where you live.

- | | | | |
|-----------------|--------------|-----------------|----------|
| 1 A standing | B giving | C coming | D going |
| 2 A whole | B good | C big | D full |
| 3 A disappoint | B expect | C overcome | D fail |
| 4 A socializing | B organizing | C getting | D doing |
| 5 A on | B for | C of | D up |
| 6 A picking | B taking | C making | D being |
| 7 A existing | B surviving | C crossing | D living |
| 8 A population | B space | C neighbourhood | D part |

GRAMMAR

Present perfect with adverbs

- 1  How easy do you think it is to turn a passion into a job and earn money from it? Why?
- 2 Read the forum comment. Is a side job common among your friends? Why/Why not?

Have you turned your passion into a side job **yet**? If not, you may be one of the few people I know who haven't. Several of my friends have **already** earned money from their hobbies alongside their full-time studies, and one has **just** decided to give it a try. Personally, I've **never** had a hobby that I really love, and because I **still** haven't found the kind of passion my friends have for their free-time activities, I haven't had a side job **yet**. But maybe it doesn't need to be a passion project. Has anyone here **ever** made money on the side from something they weren't particularly passionate about? Let me know!

Present perfect with adverbs

Use the present perfect simple with indefinite time adverbs *already, just, ever, never, still* and *yet* to talk about finished events, or unfinished but expected events, at an unspecified time before now.

→ Grammar reference p151



- 3 Read the grammar box. Then match the adverbs in bold in exercise 2 to their meanings 1–5. One meaning matches two adverbs.


- 1 a short time ago
- 2 before now and sooner than expected
- 3 not happened up to now, but expected to happen
- 4 at any time up to now
- 5 not at any time up to now

- 4 Answer the questions about the exercise 2 adverbs.

- 1 Which adverb is used only in questions?
- 2 Which adverbs are used in negative sentences?
- 3 Which adverb comes in an end position?
- 4 When adverbs sit in the middle position, how does their position change in positive and negative sentences?

- 5 Make sentences from the prompts.

- 1 I / speak in my own language. (just)
- 2 I / have / most of my lessons for today. (already)
- 3 I / not find / a hobby I love. (yet)
- 4 I / have / a passion project. (never)
- 5 I / not finish / my homework for tomorrow. (still)

- 6  Say if the sentences in exercise 5 are true or false for you.

Reading and Use of English Part 2

- 7 Read the text in exercise 8. What is it about?

EXAM TIP Choosing one word

Part 2 tests grammar words, like auxiliary verbs, and also parts of phrasal verbs and other expressions. You must not put more than one word in each gap.

- 8 Read the tip. Then for questions 1–8, read the text and think of the word which best fits each gap. Use only ONE word in each gap.

From passion to profession

An increasing number of young people have ¹_____ had a traditional 9–5 job. Instead, they have turned their passion projects into businesses. For example, take Ben Pasternak. He developed a passion for software creation at school and created a number one mobile game app. His social network for young people was even ²_____ popular and sold for millions, but that hasn't stopped Ben from developing new ideas. ³_____ pressure to do more good in the world, his current company is coming up ⁴_____ techniques and recipes designed to make ⁵_____ tastiest plant-based meat substitute products possible, without harming animals. Adwoa Owusu-Darko was a teenager with a passion for fashion. When she realized that she could sell her unwanted clothes online, she did just that. Now she has an online store, which has ⁶_____ sold over 3,500 items and will continue to sell more. She ⁷_____ always looking for ways to help others, too. She's ⁸_____ recently started to give workshops to young people to help them develop their talents.

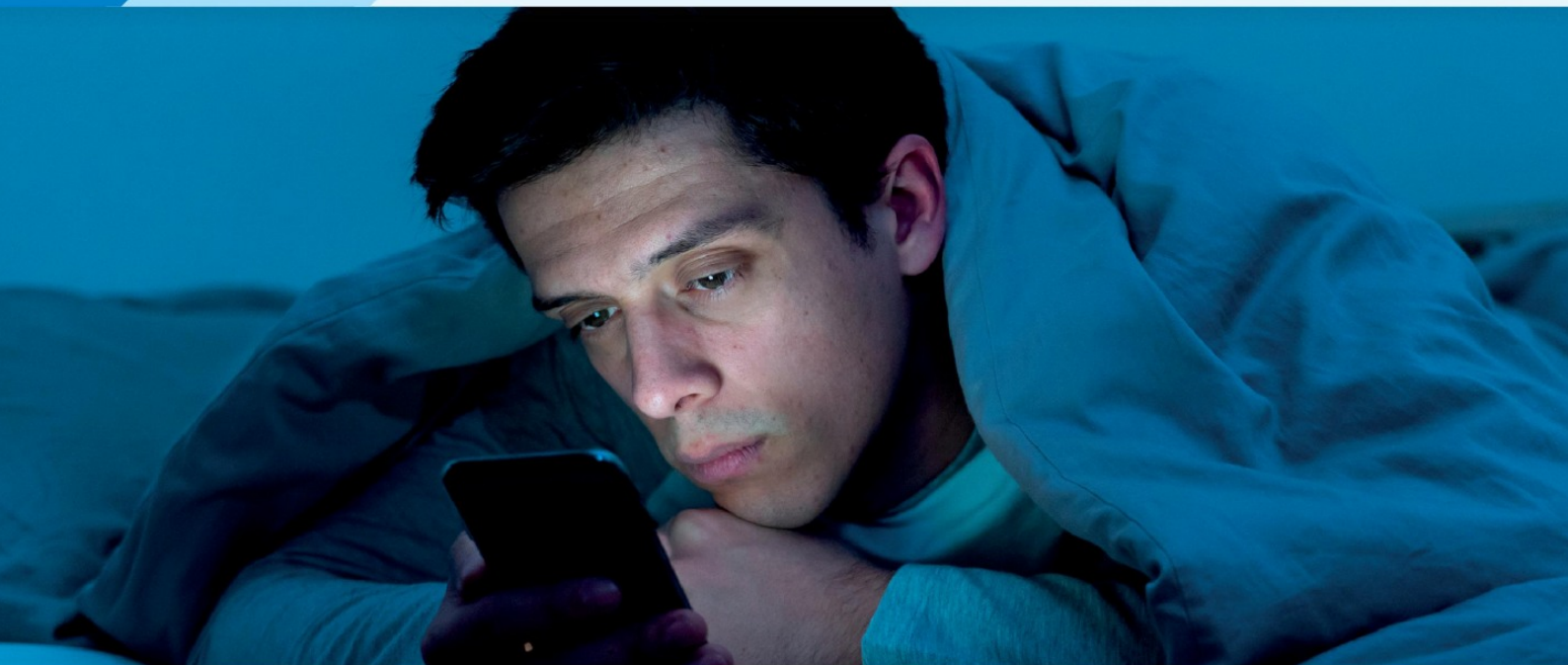
- 9 Look at the answers in exercise 8. Match each one to what it tested A–F. You can use one option more than once.

- | | |
|----------------------|------------------------------|
| A A comparative form | E An adverb |
| B A superlative form | F Part of a fixed expression |
| C A phrasal verb | |
| D An auxiliary verb | |

- 10 **DEBATE** Split into halves A and B. A, prepare to argue for the statement below. B, prepare to argue against it. Make notes on your ideas.

'Turning your passion into a job has more benefits than drawbacks.'

- 11  Have your debate.



1 Read the definition and discuss the questions.

- 1 Is doomscrolling something you've experienced?
- 2 What advice might you give to someone who finds themselves doing this?

doomscrolling n /'du:mskrəʊlɪŋ/ the action of scrolling through (=moving down through text on a screen) and reading depressing news on a news site or social media

2 Read the end of an email and the reply. What is Lin's problem? What is Jakob's advice?

I seem to have got into the habit of spending all my free time reading negative news stories on my mobile phone. How can I get rid of this habit? What can I do instead?

Write soon!

Lin

Hey Lin,

- ¹ How are you doing? Thanks for your email. I'm really sorry that you've found yourself reading lots of miserable news stories. It's a good idea to break the habit if you can. I got into that bad habit last year and it made me pretty depressed. I haven't completely stopped doing it yet, but here are a few tips that have worked for me.
- ² You ought to turn off all your social media notifications. Then you won't be tempted to click and read them. Also, why don't you set a timer when you start scrolling? That way, you won't get lost in time and suddenly realize that hours have gone by. It's so easily done!
- ³ And why not try and look for happy news stories? Lots of positive things happen in the world. We just don't tend to see those stories as often. You could actively look for them. And lastly, how about trying to organize an activity to do each day that doesn't involve your phone? That'll help too!
- ⁴ Anyway, those are a few ideas. Let me know if they help.

Keep in touch,
Jakob

3 Look at Jakob's email again and answer the questions.

- 1 How does Jakob greet Lin?
- 2 How do both Lin and Jakob sign off their emails?
- 3 In which paragraph (1–4) does Jakob do these things?

A Give advice on alternative activities ☐

B State the purpose for writing ☐

C Say he hopes the advice is helpful ☐

D Give advice about how to break the habit ☐

Language tip Informal language

In an informal email or letter, we use informal language such as less formal vocabulary, contractions and exclamation marks to emphasize a point. For example, *Hi Tom*, not *Dear Tom* and *That's great news!* not *That is great news*.

4 Read the language tip. Then find the words or phrases in Jakob's email which he uses to:

- 1 say hello
- 2 ask how Lin is
- 3 sympathize with Lin's problem
- 4 emphasize that something will be helpful to Lin
- 5 change the subject
- 6 ask for feedback on the tips

5 Which phrases from the key phrases box does Jakob use? What verb forms follow each one?

Key phrases Giving advice

There are a variety of phrases we can use to give advice.
 You should / ought to ...
 Why don't you / Why not ... ?
 (Perhaps) You could (try) ...
 If I were you, I'd ...
 Personally, I wouldn't ...
 How / What about ... ?
 It's a good idea to ...
 The best thing to do is ...
 Have you thought about ... ?

6 Make advice from the prompts.

- 1 how about / use / time-limiting app
- 2 why don't / get / offline hobby
- 3 personally / wouldn't / look / news / mornings
- 4 ought / find / positive people / follow online
- 5 I / were / you / find / happy news sites
- 6 thought about / turn off phone / sometimes

Writing Part 2: Informal email or letter

Plan and write

► EXAM TIP Reading the task carefully

Read the task carefully so that you are sure who you are writing your email or letter to, and what information to include.

7 Read the tip. Then read the exam task and answer the questions. Share your ideas.

- 1 Who is writing to who?
- 2 Why are they writing?
- 3 What two things do they want you to write about in your reply?
- 4 How can you answer these questions?
- 5 How many paragraphs will your reply have? What information could you put into each one?

You have received an email from an English-speaking friend. Write your email in 140–190 words.

I need some advice. I tend to chat a lot to my friends online at night, and it means I'm too tired to enjoy my free time the next day. How can I make sure I sleep better so I can make the most of my free time? How can I avoid upsetting my friends?

Let me know!

Giovanni

8 Complete the plan below. Make brief notes on what you will include in each paragraph of your email.

Paragraph 1:

Thanks for email, sympathize with problem, purpose for writing

Paragraph 2:

Tip 1 – Turn on 'Do not disturb' + why

Tip 2 – _____

Paragraph 3:

Tip 3 – _____

Tip 4 – _____

Paragraph 4:

Hope tips help, sign off

9 Write your email. Use your plan in exercise 8 and the key phrases box in exercise 5 to help you.

Check your work

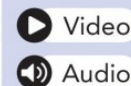
10 Read your email and check that it includes these things:

- ✓ an appropriate greeting and sign-off
- ✓ paragraphs with one clear focus for each one
- ✓ answers to both of Giovanni's questions
- ✓ informal, friendly language
- ✓ phrases for giving advice
- ✓ an appropriate end to the email
- ✓ appropriate and accurate grammar
- ✓ appropriate vocabulary, spelling and punctuation
- ✓ 140–190 words

Make changes where necessary.

2

Art works



2.1 Reading

1 CRITICAL THINKING Discuss the questions.

- 1 When was the last time you went to a museum or an art gallery? Why did you go? What was it like?
- 2 What do you think are the main purposes of art galleries today?
- 3 How do you think art galleries can attract more younger people?

Reading and Use of English Part 6

EXAM TIP Understanding the main ideas

In Part 6, six sentences have been removed from the text. Read through the text before looking at the removed sentences. It is important to understand the text well so you understand the ideas that connect the removed sentences to the text.

2 Read the tip. Then read the blog post about immersive art shows quickly. Match paragraphs A–E to the topics below.

- 1 Why they are popular
- 2 The writer's opinion
- 3 What they are
- 4 Negative views on them
- 5 An early experience of an art gallery

3 Read paragraph A of the blog post again and look at gap 1. Then read sentences A–G in exercise 4. Which sentence do you think fits the gap? Think carefully about the topic of the paragraph and the tenses used.

4 Read the blog post about immersive art shows. Six sentences have been removed from the text. Choose from the sentences (A–G) the one which fits each gap (1–6). There is one extra sentence you do not need to use.

- A They have taken art out of galleries and into exciting new spaces and made it accessible and enjoyable to many more people.
- B They focus too much on creating an experience for the visitor and not enough on the art itself.
- C However, when we eventually got inside, I was just really bored.
- D It's a great way to interact with art and to share it with friends later.
- E During the past ten years, these shows have grown in popularity and have attracted huge audiences.
- F But I also think they can bring art alive and make it more relevant and meaningful for people of my generation.
- G Instead of looking at paintings on a wall, they use audio visual technology and virtual and augmented reality to immerse you in the artwork.

5 Look at the highlighted words and phrases (a–h) in the text. Choose the correct definition for each word.

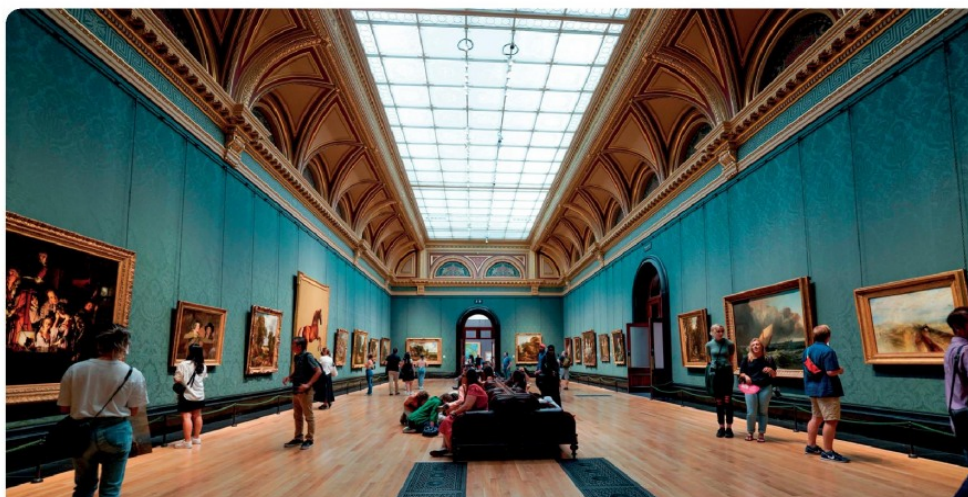
- a the best of an artist's work / very old paintings
- b moved slowly from side to side / fell over
- c coming together / attracting your attention
- d people who dislike something / people who write opinions about the qualities of something
- e what you can see or hear in a work of art / the situation in which something happens
- f only thinking about yourself / having a good understanding of yourself
- g easy to see or understand / reasonable and true
- h get to know or find out about / see for the first time

6 Complete the sentences with the highlighted words from the text.

- 1 If you want to understand a painting, it's important to know the _____ in which it was painted.
- 2 I think it's _____ that immersive art shows are more popular than traditional ones.
- 3 The talk that the museum guide gave us was _____ and also really informative.
- 4 The problem with Jack is he's so _____ and unable to think about how anyone else feels.
- 5 The best way to _____ an artist's work is to spend time looking at their paintings.
- 6 The problem with _____ is they aren't interested in what is popular.
- 7 The Vatican Museums contain _____ by some of the world's most famous artists.
- 8 The tall trees in the park _____ in the strong winds.

7 CRITICAL THINKING Discuss the questions.

- 1 Would you prefer to visit an immersive art show or visit a gallery and see the original artworks? Why?
- 2 Do you think it's fair to say that immersive art shows are 'fun but meaningless'? Explain your answer.
- 3 Why do you think immersive art shows have been described as art for the self-centred and the selfie generation?



Immersing myself in art

A I remember when I was a kid, my grandparents took me to the National Gallery in London. The queue to get in was long, but my grandma told me it would be worth it to see paintings by some of the world's most famous artists like da Vinci, Botticelli, 5 Van Gogh, Monet and Picasso. ¹ It was an old building full of old people looking at old ^amasterpieces in silence! That was my experience of art galleries until this year when I went on a school trip to Van Gogh: The Immersive Experience.

B Over the past few years, immersive art exhibitions have 10 changed the way people appreciate art. ² At the Van Gogh show, we walked into a large room where animated paintings were projected on the walls and floor, and soundscapes played through speakers. Clouds rolled by, fields of wheat ^bswayed in the wind and moonlight danced on the water. As well as Van 15 Gogh, artists like Monet, Frida Kahlo, Klimt and Picasso have all had successful immersive art shows touring cities around the world. And in London, a permanent immersive show, Frameless, has been welcoming visitors since 2022.

C It's hardly a surprise that they have become so successful. 20 Immersive art shows are ^cengaging, interactive and great fun for families. ³ Rather than standing in front of an exhibit, in immersive art shows, you step into the artwork. Instead of looking at art, you become part of the art. I found that really powerful and memorable.

D 25 But not everyone is a fan. Some art ^dcritics say that they take the artwork out of its original ^econtext and turn it into something fun but meaningless. They say that instead of making you think, immersive art shows just make you go 'Wow!' ⁴ In other words, when audiences become a central part of the artwork, they 30 become uninterested in thinking about it and the feelings and experiences of the artist who created it. Immersive art shows have even been described as art for the ^fself-centred and the selfie generation. It's ^gfair to say that everyone at the Van Gogh show I went to was taking selfies. But what's so bad about that? ⁵ 35 My photos from the show got over one hundred likes on Insta!

E Personally, I love immersive art shows, and since going to the Van Gogh experience, I've been to two more immersive shows. I can understand that they are more about entertaining than educating people. ⁶ And if that means more people 40 ^hbecome familiar with artists like Pablo Picasso, Frida Kahlo and Claude Monet, surely that's a good thing, isn't it?

GRAMMAR

Present perfect simple and continuous

1 Discuss the questions.

- How do you listen to music?
- Have you or your friends ever bought a vinyl record? Are there any vinyl records in your house?
- Why do you think people like buying records instead of streaming music?



2 Listen to a section of a podcast about why people buy vinyl records. What reasons do they give? Did they mention any of your ideas?

3 Match sentences 1–5 from the listening to uses of the present perfect A–E in the grammar box.

- I've just bought them from the local record store.
- I've never been to that shop.
- I've been reading an article about it.
- Did you know that since 2010, sales of vinyl in the UK have increased every year?
- I've been collecting records for the last five years ...

Present perfect simple and continuous

We use the present perfect when we want to link a past event with the present time. We use the present perfect simple:

- A** to talk about recently completed actions and states.
- B** to talk about completed actions in an unfinished time period.
- C** to talk about life experiences with *ever* or *never*.

We use the present perfect continuous:

- D** to talk about an action that started in the past and is still happening.
- E** to talk about the length of time of an action.

→ Grammar reference p158



4 Complete with the present perfect simple or continuous form of the verbs in brackets.

Armita: What ¹ _____ (you/do), Oscar?

Oscar: Not a lot. I ² _____ (listen) to some music.

Armita: How do you listen to music?

Oscar: I stream everything. I ³ _____ (have) a subscription to a big streaming site for a few years now.

Armita: ⁴ _____ (you/ever/buy) a vinyl record or CD?

Oscar: No, I haven't.

Armita: But doesn't your sister work in the local record store?

Oscar: Yes, she ⁵ _____ (work) there since January. I sometimes go in there, but I ⁶ _____ (never/buy) anything.

5 Find examples of *for* and *since* in the dialogue in exercise 4. Then complete the language tip.

Language tip *for* and *since*

Remember, in present perfect sentences, we use ¹ _____ to describe the length of an action or state and ² _____ to refer to when it started.

Present perfect for completed actions

When we want to talk about an action that has recently finished but is still important now, we use: **the present perfect simple** when we are interested in the result of the action.

I've just listened to the most amazing album.

the present perfect continuous when we are interested in the action.

I've been listening to music all afternoon.

→ Grammar reference p158



6 Read the grammar box above. Then listen and complete the dialogues below with the present perfect simple or continuous form of the verbs in the box.

eat paint play repair

1 A: What are those colours in your hair?

B: I _____ a mural on the ceiling.

2 A: Why aren't there any chocolates in the box?

B: I'm really sorry, but I _____ them all!

3 A: Is my record player OK now?

B: Yes, it is. The woman in the shop _____ it for you.

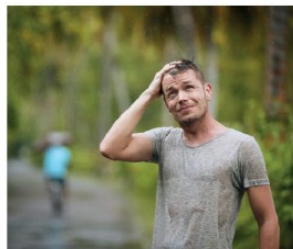
4 A: You don't look very well.

B: I've got a headache. Tom _____ loud music all afternoon!

7 Look at the photos. Make short dialogues for each one about what has happened / has been happening.

A: Why are you so wet?

B: It's been raining all day!



VOCABULARY

Art and music

1 Look at the album covers and discuss the questions.

- Do you recognize any of the albums? Which ones?
- From the cover, what kind of music do you think the album will be?
- Which cover do you like the best? Why?



2 Read the article about record cover art.

The art of the album cover

In the 1910s and 1920s, the first records were sold in brown envelopes and later in large leather books, which looked a bit like photo albums. (This is where the word 'album' comes from). All that changed in 1938 when Columbia Records appointed Alex Steinweiss as Director of Art. He started putting **artwork** on the paper covers of new **releases**, and the album cover was born. One of the first albums that featured artwork and caught the public's attention was Nat King Cole's *The King Cole Trio* album, which topped the US music **charts** in 1945.

During the 1950s, modern jazz was the coolest sound around. The stylish music was matched beautifully with **abstract** cover designs featuring the work of both modern artists and photographers. For the first time, the album was more than just a collection of **tracks**. It had become an important cultural icon that could be both played on a **turntable** and **exhibited** in a gallery.

In the 1960s, musicians began to become more **inspired** by modern art. In the UK, the Beatles worked with the artist Peter Blake while in the USA, Andy Warhol created the cover for the Velvet Underground's first album. The cover (a bright yellow banana on a white background) is now regarded as a masterpiece in its own right.

Since then, album cover art has become an important way for musicians to express their creativity and artistic **vision**. Artists from Pink Floyd and Stevie Wonder to Kendrick Lamar and Lady Gaga have created covers that communicate visually who they are, as well as providing fans with an insight into their imagination and humour.

3 Match the highlighted words in the text to the meanings below.

- recorded songs
- pieces of music that are made available to the public
- a collection of songs on a record, CD or online
- lists of songs or albums that people have bought, streamed or downloaded in a week
- given the idea for something
- not representing things in a realistic way
- an idea or picture in your imagination
- a device used to play vinyl records
- works of art
- shown in a public place

4 Work in pairs. Complete the questions with the correct form of the highlighted words from exercise 2. Then discuss them together.

- Do you like _____ art, or do you prefer a more realistic style?
- When you listen to music, do you prefer listening to individual _____ or whole _____?
- Have you ever been _____ to listen to a single or an album by the _____ on the cover?

Books

5 Read the article about the history of book covers and complete it with the words in the box.

bestsellers classics editions iconic illustrated
novelist paperback poet published

Judging a book by its cover

Before the late 19th century, book covers were usually made of leather and were there to protect the book. When a book was ¹_____ with a distinct cover, it tended to be decorative rather than meaningful. New printing technology in the 1890s, combined with the invention of paper dust jackets on hardback ²_____, meant that book covers could be used to engage readers and promote the books. Different fonts were used for the title and the name of the ³_____, ⁴_____ or writer, and covers were often ⁵_____ with colourful artwork. Many modern ⁶_____, such as *The Great Gatsby*, benefitted from having ⁷_____ covers that are still admired today.

With the arrival of mass-market, cheap ⁸_____ novels in the 1940s and 50s, it became essential for publishers to produce attractive covers to advertise the content and help create ⁹_____.

6 Discuss the questions.

- How do you think book covers are used to 'engage readers and promote the books'?
- Have you ever chosen a book because of its cover?

- 1 Tick the statements that you agree with or are true for you. Then compare and explain your answers with your partner.

- 1 Poetry is just something you have to study at school.
- 2 Most poetry is written in a way that people can't understand.
- 3 Poetry is a great way to express yourself and understand your emotions.
- 4 I've got some poetry books at home.
- 5 I sometimes read poetry online.

- 2 010 Listen to a student, Grace, talking about Instagram poetry. Which statements from exercise 1 does she discuss? What does she say about them?

Listening Part 2

► EXAM TIP Predicting missing information

You will have about 45 seconds to read the questions before you listen. In Part 2, use this time to think about what information is missing. To help you, underline the key words around the gaps. Sometimes, you might be able to predict possible answers.

- 3 Read the tip. Then read the summary of what Grace says below. Try to predict the type of information that will complete the gaps. Think about the information and the type of word, e.g. noun, adjective, verb. Make notes.
- 4 010 You will hear a student called Grace talking about Instagram poetry. For questions 1–10, complete the sentences with a word or short phrase.

Instagram poetry

Grace doesn't understand why people don't want to ¹ _____.

In the world of pop music, she feels that older people complain that new pop stars are unable to ² _____. With the artist Banksy, she says that ³ _____ said his work wasn't serious.

Rupi Kaur was the Instagram poet that Grace first ⁴ _____. She was attracted to her ⁵ _____ and simple drawings. Because her poems were ⁶ _____ and only about one idea, Grace found them accessible.

Soon afterwards, she found out about more ⁷ _____. She thought it was great that any person could ⁸ _____ on social media.

Some people think that Instagram poets only write poems to ⁹ _____. She also recognizes that in short poems, the poets can't ¹⁰ _____. But Grace thinks that anything that gets more people reading poetry is a good thing.



Pronunciation: /s/, /z/ or /ɪz/

- 5 011 Read and listen to the sentences from the listening. Are the underlined sounds pronounced /s/, /z/ or /ɪz/?

'When every new generation of pop stars arrives on the scene, older generations complain ...'

'Because of that, there were more diverse voices s.'

'You could share your thoughts s and comments s about the poems s with the poets s and other fans s.'


- 6 012 Complete the box with /s/, /z/ or /ɪz/. Then listen and check.

1 _____	2 _____	3 _____
voices, watches, loses, relaxes, finishes	thoughts, comments, poets, sleeps, hits, works	stars, arrives, generations, poems, fans



- 7 **CRITICAL THINKING** Discuss the questions.

- 1 What do you think is the main point of poetry?
- 2 Have you heard about or read any Instagram poetry? If so, what? If not, would you be interested in reading any? Why/Why not?
- 3 Do you know any other short forms of poetry?
- 4 Read this famous Japanese haiku by the poet Matsuo Bashō. What do you think it means? How does it make you feel?

Even in Kyoto
Hearing the cuckoo,
I long for Kyoto.

- 1  Look at the photos. Which experience would you prefer? Why?



- 2  013 Listen to a student describing and comparing the photos. Does he share your opinion?
- 3  013 Listen again and complete the key phrases.

Key phrases Describing photos

Describing what you see

The first / second photo ¹ _____ ...
 In the background / foreground, we ² _____ ...
 In the ³ _____ / top / bottom corner of the photo ...
 It looks ⁴ _____ a ...

Describing what you think you see

I'd ⁵ _____ that ... but I ⁶ _____ exactly.
 They seem to be ...
 I'd say that the crowd ⁷ _____ excited ...

Comparing and contrasting

Both of these photos ⁸ _____ ...
 Neither ... nor ... shows ...
 Similar to ... , this photo ...
 In ⁹ _____ , ...
¹⁰ _____ to the first photo ...

→ Speaking Bank p273

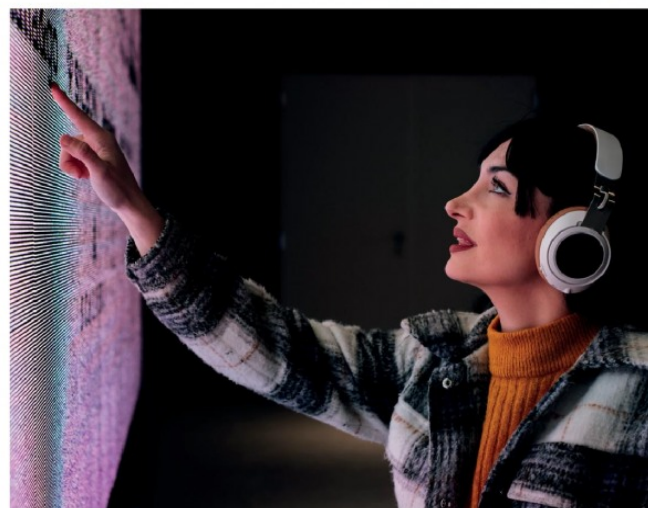
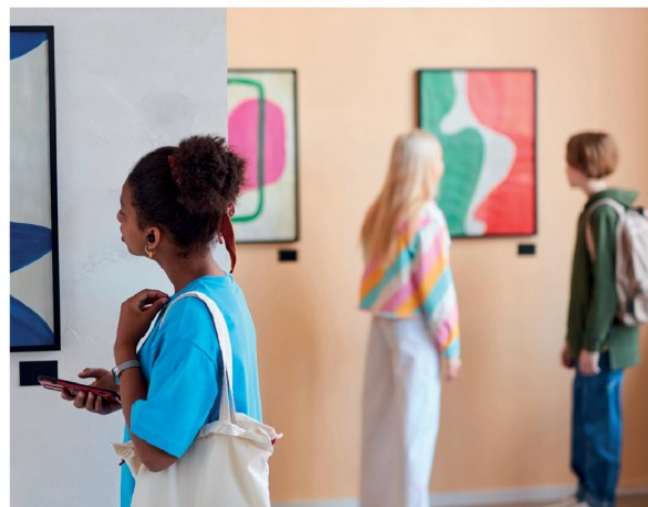
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
► EXAM TIP Managing your time

In Part 2, start by describing the pictures, but make sure you have enough time to compare and contrast them, and give your opinion. Remember to answer the written question and give reasons.

- 4 Read the tip. Then look at the two new photos below. Think of different ways to describe what you can see and what you think you can see in these photos.

What might the people in each gallery enjoy about the experience?




- 5  014 Listen to the examiner. Then take turns with a partner at answering the question. Listen to your partner and make notes about what they say.

- 6 **COLLABORATIVE LEARNING** Give feedback to your partner. Did they:

- compare the photos and contrast the photos?
- use any phrases from the key phrases box?
- give their opinion about the photos?
- answer the examiner's question?


VOCABULARY

Negative prefixes

- 1  Describe the photo and answer the questions.

- What do you think it is?
- What is your opinion of it?
- Is it art?



- 2  015 Listen to a short talk about the photo. Were any of your answers correct?


- 3  015 Complete the sentences from the listening with prefixes in the box.

dis- il- im- in- ir- un-

- These ___ credible and ___ regular structures were built by Simon Rodia, an Italian immigrant construction worker, in his back yard.
- It's almost ___ believable to think that Rodia spent nearly every day for 33 years between 1921 and 1954 building the structures.
- It sounds ___ possible that he built them on his own, with no special equipment ...
- And on many occasions, ___ obeying orders from the authorities to pull down the ___ legal construction.

- 4 Add the correct prefix from exercise 3 to each word in the box.

agree appear believable correct
credible legal logical mature necessary
obey patient perfect pleasant possible
regular relevant responsible visible

- 5  Write four sentences with words with a negative prefix from the box in exercise 4. Then say if the sentences are true for you.

To me, The Watts Towers are incredible structures.

Compound nouns

- 6 Match the words to make compound nouns. Which are one word and which are two words?

- | | |
|---------------|------------|
| 1 performance | a single |
| 2 song | b teller |
| 3 hit | c colour |
| 4 sound | d writer |
| 5 oil | e ground |
| 6 under | f track |
| 7 story | g art |
| 8 water | h painting |

- 7 Complete the sentences with the compound nouns from exercise 6.

- I didn't like the film very much, but I loved the _____. It featured music by my favourite _____.
- She's a fantastic writer and a great _____.
- We have three _____ paintings and one _____ by an artist from our city.
- I don't really understand _____. It's just people doing stupid things, isn't it?
- Her new record was a great song, but surprisingly, it wasn't a _____.
- Artists who work in the _____ tend to avoid exhibiting their work in large galleries.

Reading and Use of English Part 3

▶ EXAM TIP Reading for a general understanding

Part 3 tests vocabulary and word building. However, it is important to understand what the text is about, so read the whole text to get a general understanding before trying to do the questions.

- 8 Read the tip. Then read exercise 9. How are outsider artists different to other artists?

- 9 For questions 1–8, read the text again. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Looking in from the outside

Outsider art is artwork produced by artists who did not go to art school, and who work ¹_____ from the established art world.

DEPENDENT

Unlike ²_____ artists, whose work intentionally attacks or rejects ³_____ trends, outsider artists are often driven by an impulse and usually produce work for ⁴_____ instead of for an audience. They tend to use ⁵_____ materials rather than oil or watercolour paints.

GROUND

ART

THEM

CONVENTION

Once this term was used by the art world to look down on a particular type of art, but now many more artists identify as outsiders. However, there are still some ⁶_____ about the term. If someone is ⁷_____ producing outsider art, they are clearly aware of their place in the art world.

AGREE
ACTIVE

Finally, is it ⁸_____ for an artist with some formal training to call themselves an outsider?

HONEST