



EDEXCEL INTERNATIONAL GCSE (9–1)

# ENGLISH AS A SECOND LANGUAGE

Student Book

Nicky Winder, Laurence Gardner



PEARSON EDEXCEL INTERNATIONAL  
GCSE (9–1)

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Laurence Gardner

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<b>COURSE STRUCTURE</b>	<b>IV</b>
<b>ABOUT THIS BOOK</b>	<b>VI</b>
<b>ASSESSMENT OVERVIEW</b>	<b>VIII</b>
<b>01 READING PREPARATION</b>	<b>2</b>
<b>02 WRITING PREPARATION</b>	<b>36</b>
<b>03 LISTENING PREPARATION</b>	<b>68</b>
<b>04 SPEAKING PREPARATION</b>	<b>106</b>
<b>05 READING PRACTICE</b>	<b>120</b>
<b>06 WRITING PRACTICE</b>	<b>160</b>
<b>07 LISTENING PRACTICE</b>	<b>192</b>
<b>08 SPEAKING PRACTICE</b>	<b>234</b>
<b>GLOSSARY</b>	<b>244</b>
<b>WRITING REFERENCE</b>	<b>245</b>
<b>GRAMMAR REFERENCE</b>	<b>253</b>
<b>AUDIOSCRIPTS</b>	<b>286</b>

UNIT	FOCUS	THEME	AOs	GRAMMAR
Reading Preparation	Reading Part 1 (p. 4)	Places to visit	1A	Countable and uncountable nouns Articles <i>some</i> and <i>any</i>
	Reading Part 2 (p. 15)	Celebrities, fame and entertainment	1B, 1C, 1D	Present simple Present continuous Present simple and present continuous
	Reading Part 3 (p. 27)	History and time	1B, 1C, 1D	Adjectives Comparative and superlative adjectives
Writing Preparation	Writing Part 4 (p. 38)	Food and drink	2A, 2B, 2C	Present perfect
	Writing Part 5 (p. 48)	Colours	2A, 2B, 2C	Past simple Past simple and present perfect
	Writing Part 6 (p. 58)	Speech and communication	2A, 2B, 2C, 2D	Past continuous and past simple <i>would</i> and <i>used to</i>
Listening Preparation	Listening Part 1 (p. 70)	The world of work	3A, 3B	<i>Wh-</i> questions and question tags Inversion
	Listening Part 2 (p. 78)	Pets	3B, 3D	<i>Wh-</i> questions and question tags Inversion
	Listening Part 3 (p. 87)	Games	3C, 3D	Adverbs of frequency Intensifiers
	Listening Part 4 (p. 97)	Shopping	3B, 3D	Passive
Speaking Preparation	Speaking (p. 108)	Fashion	4A, 4B, 4C	Past perfect Past tenses
Reading Practice	Reading Part 1 (p. 122)	Travel and hospitality	1A	Modal verbs (obligation, advice and permission)
	Reading Part 2 (p. 133)	Technology and the future	1B, 1C, 1D	<i>will</i> or <i>going to</i> Future simple and future continuous Future perfect Other ways to talk about the future
	Reading Part 3 (p. 146)	Buildings	1B, 1C, 1D	Conditionals (zero, first, second, third)
Writing Practice	Writing Part 4 (p. 162)	Work and jobs	2A, 2B, 2C	Perfect continuous tenses
	Writing Part 5 (p. 172)	Transport	2A, 2B, 2C	Possessives
	Writing Part 6 (p. 181)	Mind and body	2A, 2B, 2C, 2D	Linking words and phrases Discourse markers
Listening Practice	Listening Part 1 (p. 194)	Sport and fitness	3A, 3B	Modals in the past tense Modals of speculation and deduction
	Listening Part 2 (p. 204)	Science	3B, 3D	Gerunds and infinitives
	Listening Part 3 (p. 214)	People and language	3C, 3D	Relative pronouns and relative clauses Defining and non-defining relative clauses Reported speech
	Listening Part 4 (p. 223)	The environment	3B, 3D	<i>make</i> and <i>do</i>
Speaking Practice	Speaking (p. 236)	The home	4A, 4B, 4C	Tense review

VOCABULARY	EXAM SKILLS	PRACTICE TIME
Adjectives	Skimming and scanning Lexical words Sorting information	Tourist leaflet: 'Honeycomb Hives: the ultimate bee experience!'
Nouns (celebrities and fame)	Selection Identifying synonyms	Newspaper article: 'The shadow side of celebrity'
Phrasal verbs	Verifying information (true, false or not given) Identifying facts, ideas and opinions	Newspaper article: 'Amazing discovery of the Biggest Dinosaur Ever'
Collocations (food and drink)	Understanding register Relevance and word limit	Informal email: cooking a birthday meal
Idioms (colours)	Considering context and purpose Considering audience	Formal letter: school sports day
Verbs (communication)	Finding equivalent expressions Paraphrasing and summarising	Summary (Scientific journal: 'How babies talk')
Nouns (the world of work)	Listening for the overall message Listening for detail	Extracts: restaurants
Collocations (health and training)	Identifying detail Identifying viewpoints (stated and implied)	Dog-training advice
Adjectives and adverbs	Considering statements and implications Identifying facts and opinions	Interview with a writer
Verbs and expressions (shopping) Phrasal verbs (separable and non-separable)	Identifying important information and details	Changes in shopping patterns
Adjectives (fashion)	Speaking skills Pronunciation skills Intonation and stress	Fashion
Compound adjectives	Reflect and evaluate: Reading exam skills	Tourist brochure: 'London with Lonsdale Tours' Holiday leaflet: 'Halliday's Holidays'
Phrasal verbs	Reflect and evaluate: Reading exam skills	Newspaper articles: 'Driverless cars are going to save the world'; 'The Teaching Assistants of the Future?'
Nouns and verbs (buildings)	Reflect and evaluate: Reading exam skills	Website: 'Pyramids' Magazine article: 'Learning about the Leaning Tower!'
Phrasal verbs (work)	Reflect and evaluate: Writing exam skills	Informal emails: part-time jobs
Idioms and expressions (travel)	Reflect and evaluate: Writing exam skills	Report: transport Article: 'My favourite journey'
Collocations (mind and body)	Reflect and evaluate: Writing exam skills	Summaries (Journals: 'Adolescence – a time of challenges'; 'Maintaining emotional health')
Phrasal verbs (sport and fitness)	Reflect and evaluate: Listening exam skills	Extracts: sports venues Extracts: extreme sports
Phrasal verbs (separable and non-separable)	Reflect and evaluate: Listening exam skills	Lecture: moles Class talk: gemstones
Suffixes	Reflect and evaluate: Listening exam skills	Interview with a linguist Dialogue between teachers
Prefixes	Reflect and evaluate: Listening exam skills	Podcast: the wandering albatross School talk: the deep sea
Adjectives (the home)	Reflect and evaluate: Speaking exam skills	The home

# ABOUT THIS BOOK

This book is written for students following the Pearson Edexcel International GCSE (9–1) English as a Second Language specification. It can be used for a two-year course, and can also be used flexibly to suit different classroom requirements.

English as a Second Language is a course which supports teachers and learners through cumulative language acquisition and practice, and encourages inter- and intra-personal as well as cognitive skills. The course promotes learner autonomy, for example, through the Writing and Grammar Reference materials included.

## Learning objectives

Units and sections are carefully tailored to address key assessment objectives of language building and exam performance, central to the course.

The **Assessment Objectives** listed refer to the skills tested in this part of the exam.

## Preparing the Way

The initial parts of the chapters are divided into **Preparing the Way**, where learners practice relevant language and contextualise, and **Focusing on the Exam / Exam Refreshers** which provide detailed guidance as to what to expect, and how to prepare for the exam throughout.

## Grammar checkpoint / Vocabulary focus

A range of fun activities, including grammar games, provide practice for language points which are carefully picked to be suitable to the theme. An emphasis is placed on word building skills.

214 UNIT 7: LISTENING PRACTICE LISTENING PART 3

## LISTENING PART 3

### PEOPLE AND LANGUAGE

Assessment Objective 3C  
Understand a conversation where information is being negotiated and exchanged

Assessment Objective 3D  
Identify a speaker's viewpoint and attitude, stated and implied

#### LEARNING OBJECTIVES

- Talk about language
- Revise the requirements for Part 3 of the Listening exam
- Practise two Part 3 sample questions
- Evaluate your exam practice
- Build new vocabulary (suffixes)
- Use relative pronouns and relative clauses
- Use defining and non-defining relative clauses
- Use reported speech

#### PREPARING THE WAY

Discuss the questions.

- Is it important to be able to speak more than one language? Why / Why not?
- Is language unique to humans?
- Do you think communication between people from different cultures is easy?
- Can humans communicate with other species?

#### ACTIVITY 1

Match the pictures (a–f) to the descriptions in the word box.

body language   Braille   computer code  
semaphore   sign language   Chinese script

## Skills

Activities and questions practise key 21st-century transferable skills. This allows for a strong focus on particular academic qualities.

34 UNIT 1: READING PREPARATION READING PART 3

#### GRAMMAR CHECKPOINT

GRAMMAR  
See Grammar Reference page 277.

#### ADJECTIVES

##### ACTIVITY 3

- Look again at the text in Activity 2 on page 33. Underline all the adjectives. How many can you find?
- Find a synonym for each adjective that would make the text more entertaining.

EXAMPLE big → large

#### GRAMMAR CHECKPOINT

GRAMMAR  
See Grammar Reference pages 278–279.

#### COMPARATIVE ADJECTIVES

##### ACTIVITY 4

Look at the two pictures and write five sentences using comparative adjectives.

EXAMPLE The dinosaur is bigger than the puppy.

#### GRAMMAR CHECKPOINT

GRAMMAR  
See Grammar Reference pages 278–279.

#### COMPARATIVE AND SUPERLATIVE ADJECTIVES

##### ACTIVITY 5

Copy and complete the table with the correct forms of the adjectives.

intelligent	stupid	lazy	beautiful
near	far	simple	easy
calm	delicate	good	bad
talented			
Adjective	Comparative adjective	Superlative adjective	
hard	harder	hardest	

## Grammar Reference

The thematically-organised Grammar Reference at the back of the book provides further explanations where necessary and can also act as a stand-alone course of revision for students.

## Activities

A wide range of varied activities encourage understanding as an individual, as well as in larger groups to establish cross-peer learning and communication.

The course is structured around the different parts of the examination. Each chapter is built around practice of one part of the examination paper. The course is divided into units: Reading, Writing, Listening and Speaking. The sections in one unit cover all the parts included in the exam – i.e. three parts each for Reading and Writing and four parts for Listening. The Speaking units have one section only.

The course is divided into two ‘cycles’: preparation and practice. In the first cycle, emphasis is placed on familiarising students with exam requirements and exam skills learning and practice. In the second cycle, extra guided exam practice is provided and students are given tips on monitoring and improving their performance.

Audio recordings and extra audioscripts are provided online and in the Teacher Resource Pack. This Student Book is supported by a Teacher’s Book.

**Exam Skills**

Skills needed in the examination are presented and practised.

**Glossary**

Difficult terminology and useful words and phrases are colour coded within the main text. Concise and simple definitions are provided in the glossary at the back of the book, to support understanding of key subject terms.

**Practice Time**

The first part of each chapter prepares students to practise one part of the exam paper.

The collage shows several pages from the Student Book. On the left, a page titled 'UNIT 1: READING PREPARATION' features 'EXAM SKILLS' and 'LEXICAL WORDS' (A01A). It includes a definition of lexical words, 'ACTIVITY 4' (matching words to definitions), 'WATCH OUT!' (advice on looking for different kinds of information), 'SKILLS INTERPRETATION' (with a bee image), and 'ACTIVITY 5' (deleting non-lexical words). Below this is 'SORTING INFORMATION' (A01A) with 'ACTIVITY 6' (researcher task). On the right, another page shows 'EXAMPLE' questions, a table for 'London Zoo' with columns for 'What can people do there?', 'What can people see?', 'Who is it aimed at?', 'How much does it cost?', 'What are the benefits?', and 'Challenges? Disadvantages?'. Below the table are 'EXAM HINTS' and 'READING PART 1 PRACTICE TIME' with a text about 'Honeycomb Hives' and questions A-F.

**Evaluate your Exam Practice**

Continuous learning is an integral part of this course. Students are encouraged to reflect on performance, techniques and challenges, both in the Practice Time tests and in their language learning development. For example, in the end-of-chapter **Self-evaluation** boxes.

**Exam hints**

**Hints** and **After exam checks** draw learners’ attention to potential problems or common pitfalls in the exam, give practical hints about answering questions in the correct format and provide guidance in checking work.

**Authentic texts**

Reading and listening activities, and Practice Time texts, expose students to a variety of real-life texts.

# ASSESSMENT OVERVIEW

The following tables give an overview of the assessment for this course. You should study this information closely to help ensure that you are fully prepared for this course and know exactly what to expect in each part of the assessment.

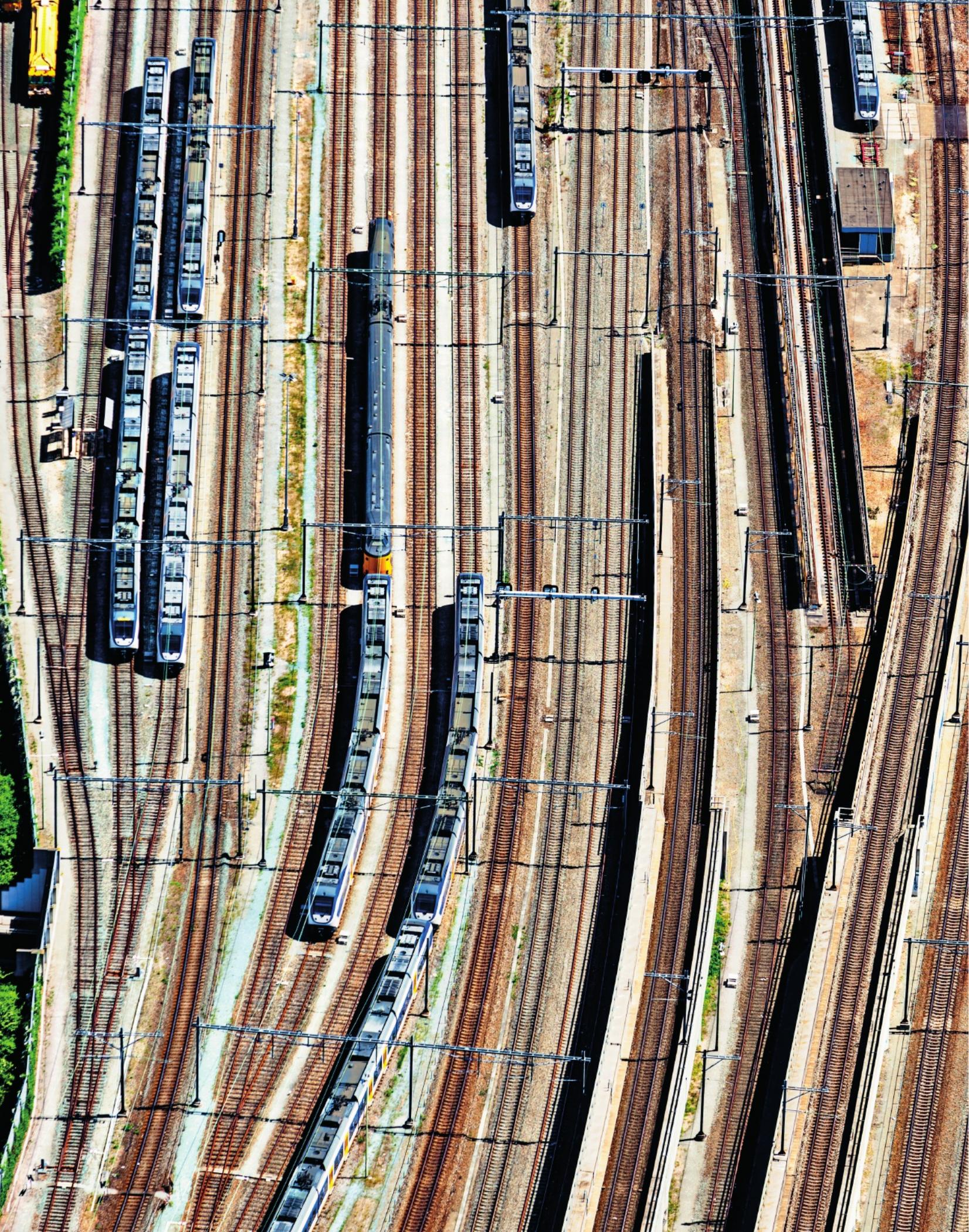
PAPER 1	PERCENTAGE	MARKS	TIME	AVAILABILITY
<b>READING AND WRITING</b> Written exam paper Paper code 4ES1/01 Externally set and assessed by Pearson Edexcel Single tier of entry	62 $\frac{2}{3}$ %	100	2 hours	January and June exam series First assessment June 2019
PAPER 2	PERCENTAGE	MARKS	TIME	AVAILABILITY
<b>LISTENING</b> Written exam paper Paper code 4ES1/02 Externally set and assessed by Pearson Edexcel Single tier of entry	33 $\frac{1}{3}$ %	40	50 minutes	January and June exam series First assessment June 2019
PAPER 3	PERCENTAGE	MARKS	TIME	AVAILABILITY
<b>SPEAKING (OPTIONAL)</b> Exam paper code 4ES1/03 Externally assessed and endorsed separately Single tier of entry	–	40	9–12 minutes	January and June exam series First assessment June 2019

## ASSESSMENT OBJECTIVES AND WEIGHTINGS

SECTION	ASSESSMENT OBJECTIVE	DESCRIPTION	% IN INTERNATIONAL GCSE
READING	A01	Understand and respond in writing to a range of English texts	33 $\frac{1}{3}$ %
		AO1A Understand the overall message of a text	
		AO1B Understand in detail a range of texts, identifying finer points of detail	
		AO1C Distinguish between facts, ideas and opinions	
		AO1D Identify a writer's viewpoint and attitude, stated and implied	
WRITING	A02	Write clear, relevant texts in English on a range of subjects	33 $\frac{1}{3}$ %
		AO2A Demonstrate appropriate use of paragraphing, punctuation and spelling	
		AO2B Write in a range of registers to fit the context and the audience	
		AO2C Demonstrate a control of a range of vocabulary and a variety of grammatical structures	
		AO2D Summarise information provided in text form for a given purpose and audience	
LISTENING	A03	Understand a wide range of recorded material spoken at normal speed	33 $\frac{1}{3}$ %
		AO3A Understand the overall message of a spoken passage	
		AO3B Identify essential and finer points of detail in spoken material	
		AO3C Understand a conversation where information is being negotiated and exchanged	
		AO3D Identify a speaker's viewpoint and attitude, stated and implied	
SPEAKING	A04	Communicate in speech comprehensibly and fluently	Endorsed separately
		AO4A Give information and express opinions on a range of topics at different levels of complexity	
		AO4B Respond to a range of questions on a variety of topics	
		AO4C Use a range of vocabulary, grammar and structures appropriately	

## RELATIONSHIP OF ASSESSMENT OBJECTIVES TO UNITS

UNIT NUMBER	ASSESSMENT OBJECTIVE			
	A01	A02	A03	A04
PAPER 1	33 $\frac{1}{3}$ %	33 $\frac{1}{3}$ %	0%	–
PAPER 2	0%	0%	33 $\frac{1}{3}$ %	–
PAPER 3	–	–	–	Endorsed separately
TOTAL FOR INTERNATIONAL GCSE	33 $\frac{1}{3}$ %	33 $\frac{1}{3}$ %	33 $\frac{1}{3}$ %	Endorsed separately



# UNIT 1

# READING PREPARATION

## Assessment Objective 1A

Understand the overall message of a text

## Assessment Objective 1B

Understand in detail a range of texts, identifying finer points of detail

## Assessment Objective 1C

Distinguish between facts, ideas and opinions

## Assessment Objective 1D

Identify a writer's viewpoint and attitude, stated and implied

This unit prepares you for the Reading section of Paper 1 Reading and Writing. In these parts of the exam, you need to show that you can understand and respond to a range of texts in English.

The unit contains three parts, which correspond to the three parts of the Reading section. You will need to use different types of reading skill in the different parts:

- Part 1: skimming and scanning skills
- Part 2: read for both gist and detail
- Part 3: read for both gist and detail, follow a line of argument or discussion and identify attitudes and opinions in the text.

Texts in the Reading section of the exam will be taken from a variety of sources, including fiction, and may include factual information, explanation, opinions and biographical writing.

In Parts 1–3 of the exam, you need to meet the Assessment Objectives A01A, A01B, A01C and A01D. The AOs that will be tested in the exam are indicated at the beginning of the corresponding part of this unit. Note you can also gain marks for Reading in Part 6 of the Writing section of the exam.

The unit focuses on the core reading skills that you need. Working through these lessons and activities will help you develop these skills.

# READING PART 1

## PLACES TO VISIT

### Assessment Objective 1A

Understand the overall message of a text

### DO YOU AGREE?

- 1 Disagree strongly
- 2 Disagree a little
- 3 Agree a little
- 4 Agree strongly



### SKILLS → PROBLEM SOLVING



### LEARNING OBJECTIVES

- Talk about learning languages
- Prepare for Part 1 of the Reading and Writing exam
- Skim and scan for information
- Recognise lexical words
- Sort information
- Build new vocabulary (adjectives)
- Use articles
- Use countable and uncountable nouns, and *some* and *any*

### PREPARING THE WAY



Working in pairs, rank the statements from 1 to 4 based on how much you agree with them. You must both agree on the numbers!

- English is an easy language to learn.
- The best way to learn a language is to travel to a country where people speak it.
- It is easier to read in another language than to speak it.
- People today can learn languages extremely easily because of the internet.

### ACTIVITY 1

- 1 Look at the picture on the left. Write three sentences using numbers to describe what you can see.
- 2 Show your sentences to your partner. Together, write three more sentences, this time commenting on shape and colour.

### FOCUSING ON THE EXAM

- Part 1 (Reading and Writing) is worth 10 marks.
- It is based on a collection of short texts, e.g. an advert, timetable or leaflet.
- You need to select and/or match information.

## EXAM SKILLS

## A01A

## SKIMMING AND SCANNING

Two important skills for Reading Part 1 are **skimming** and **scanning**. Skimming means reading a text quickly to find the key points and overall message. Scanning means reading a text quickly to find specific details.

## ACTIVITY 2

- 1 Skim the leaflet and note down the overall topic.
- 2 Scan the leaflet and note down details about people, dates and times.

## HONEYCOMB HIVES

*An un-bee-lievable success story*

Popular specialist bee centre Honeycomb Hives celebrates its first anniversary today. The centre opened on 1 June last year and has received over 10 000 visitors. Dave Chandler, one of the centre's tour guides, told us, 'Honeycomb Hives is a great place to work. It has a fantastic atmosphere. The place is always buzzing!'

Honeycomb Hives is the most popular tourist attraction in the region. It is open all year round from 10 a.m. until 5 p.m. and many visitors return for a repeat visit.

One reason for the centre's popularity is the range of activities on offer. Manager Scott Sterling said, 'People love Honeycomb Hives. The bees are very interesting and there is a lot to learn. We have activities for people of all ages. There really is something for everyone.'

## ACTIVITY 3



- 1 What is the difference between skimming and scanning? Discuss in pairs.
- 2 Which of the following are examples of skimming, and which are examples of scanning?
  - a Flicking through a catalogue to get ideas for a friend's birthday present
  - b Looking up a word in a thesaurus
  - c Looking at a section of an instruction booklet to see how to do something
  - d Checking the time of a TV show you want to watch
  - e Reading a film review to decide whether to watch the film
  - f Picking the website you want from internet search options



## EXAM SKILLS

A01A

## LEXICAL WORDS

**Lexical words** are the key words that give meaning in a sentence. Identifying lexical words helps you to understand the main ideas in the different paragraphs in a text. This can help you in Reading Part 1.

## WATCH OUT!

You should get used to looking for these different kinds of information in the exam texts.

## ACTIVITY 4

Match each type of lexical word to the correct definition.

**Lexical word**

adjective

adverb

noun

verb

**Definition**

a word that describes an action

a person, place or thing

an action

a word that describes a person, place or thing

## SKILLS INTERPRETATION



## ACTIVITY 5

Read the sentence below and delete all the words that are not lexical words.

*The small and striped bee smelled the flower, which was bright red, and flew quickly towards the plant.*

What do you notice about the remaining words?

## EXAM SKILLS

A01A

## SORTING INFORMATION

Once you have skimmed and scanned a text (using lexical words to help), you should know the overall message and the key points of the text. The next important step is to sort the information into categories. This approach will help you to answer the questions in Reading Part 1.

## ACTIVITY 6

Imagine that you are a researcher for a travel company. Think of a well-known place that people visit. You need to find as much information as you can about the place and what visitors can experience there. Think of different categories for the information you need to know, like the ones in the word box.

activities

costs

opening hours

souvenirs

transport

Choose at least three categories and write different questions to help you find information.

## EXAMPLE

Category: Activities

- 1 What can people do there?
- 2 What can people see?
- 3 How is the visit/event organised?
- 4 Who might be interested in visiting?
- 5 What are the good points?
- 6 What are the bad points?

Research your chosen place on the internet. Look for articles, blog posts and travel websites. Skim, scan and sort the information you find to answer the questions you have written with your notes, perhaps by organising them into a table.

## EXAMPLE

London Zoo

What can people do there?	What can people see?	Who is it aimed at? Are activities for particular groups?	How much does it cost?	What are the benefits?	Challenges? Disadvantages?
Walk around, looking at animals	Different mammals/birds/fish/reptiles being fed	Good for families Special tours for children		Seeing animals close up	

## EXAM HINTS

- Remember to skim and scan to look for the information you need.
- Highlight the lexical words.
- Use the lexical words to help you with paragraphs you find difficult. Don't guess answers!
- Look for clues about the categories of information in the wording of the text and the questions.
- Be familiar with the layout of the exam.

## READING PART 1

## ▼ PRACTICE TIME

Read the leaflet below about Honeycomb Hives, a specialist bee centre, and answer Questions 1–10.

### Honeycomb Hives: the ultimate bee experience!

- A** Take a look at a range of high-tech hives and see how technology is rapidly changing the way we keep bees in the 21st century. These elaborate hives have been carefully created by the best designers in the business!
- B** Visit our award-winning museum where you can view a wide range of bee-keeping equipment from different periods in time and find out for yourself how beekeeping has developed through the ages. 5
- C** Try on an authentic beekeepers' outfit, complete with protective headgear, gloves and boots. See how it feels to move safely among the bees without getting stung!
- D** Enter the Map Zone and see how bee populations have changed over time in different parts of the world. Select a particular location to learn how its bee community has developed over the previous centuries and what types of bee can be discovered there, including some very rare varieties. 10
- E** What do bees really look like? We have magnified photographs of bees hundreds of thousands of times so you can see them in great detail. What does a wing look like under the microscope? How about the stinger? This room is full of fascinating, poster-size images which are really interesting. You'll discover things about bees you never knew before! 15
- F** For those of you who are a bit more energetic, there are also guided tours of our very own swarms of bees. At certain times of day, you can visit our hives and watch our own beekeepers at work as they take care of the bees and harvest the honey. The Honeycomb Trail Tour takes 45 minutes and starts at 11 a.m., 2 p.m. and 5 p.m. every day. 20



**AFTER EXAM CHECK**

- Make sure you double-check your answers to ensure they are in the correct box(es).
- Make sure you have answered all the questions (questions with no answers score zero).
- More than one answer to any question will score zero unless you cross the second answer out.

- 5 Which paragraph refers to specially-designed clothing? (1)  
**A B C D E F G H I J**
- 6 Which paragraph refers to Honeycomb Hives' own bees? (1)  
**A B C D E F G H I J**
- 7 Which paragraph refers to purchasing tasty treats? (1)  
**A B C D E F G H I J**
- 8 Which paragraph refers to the world as a bee sees it? (1)  
**A B C D E F G H I J**
- 9 Which paragraph refers to activities for younger visitors? (1)  
**A B C D E F G H I J**
- 10 Which paragraph refers to looking after bees in the past? (1)  
**A B C D E F G H I J**

(Total for Questions 1–10 = 10 marks)  
 (Total for Part 1 = 10 marks)

**SKILLS** SELF-MONITORING

**HOW DID YOU DO?**

- Check your score. What went well?
- Could you have done better? If so, how?

**VOCABULARY AND GRAMMAR**

**VOCABULARY FOCUS**

**ADJECTIVES**

**ACTIVITY 1**

Match the adjectives in the Honeycomb Hives leaflet on pages 7–8 to the correct definitions.

**EXAMPLE** having lots of small parts put together in a complicated way elaborate

- 1 using the latest technology \_\_\_\_\_
- 2 not fake \_\_\_\_\_
- 3 intended to prevent harm or danger \_\_\_\_\_

- |   |       |
|---|-------|
| 4 unusual                                 | _____ |
| 5 extremely interesting                   | _____ |
| 6 active and keen to do things            | _____ |
| 7 made for a particular need or situation | _____ |
| 8 very modern                             | _____ |
| 9 relaxing and warm                       | _____ |

## ACTIVITY 2

Match the adjectives from Activity 1 to the correct **synonyms**. You can use a dictionary to help.

- |                            |                  |
|----------------------------|------------------|
| <b>EXAMPLE</b> detailed    | <i>elaborate</i> |
| 1 genuine                  | _____            |
| 2 preventative             | _____            |
| 3 tailored to              | _____            |
| 4 technologically advanced | _____            |
| 5 up-to-date               | _____            |
| 6 uncommon                 | _____            |
| 7 captivating              | _____            |
| 8 comfortable              | _____            |
| 9 dynamic                  | _____            |

## ACTIVITY 3

Circle the correct words.

- 1 These hats are really **cutting edge** / **protective** in design. They use a new **high-tech** / **energetic** fabric invented in Japan.
- 2 We live in this **cutting edge** / **authentic** fisherman's cottage built in 1850. It was inhabited by fishermen's families until the 1950s. It's not very big or **elaborate** / **protective**, but it's very **cosy** / **fascinating**.
- 3 Do you know where I can buy a **specially-designed** / **rare** pair of walking boots? My old ones have lost their **protective** / **authentic** layer and my feet get wet every time it rains!
- 4 Andrea is a police officer and always has a lot of **cosy** / **fascinating** things to say about her job. She has to be so **energetic** / **rare** every day.

## GRAMMAR CHECKPOINT

## GRAMMAR

See Grammar Reference page 256.

## COUNTABLE AND UNCOUNTABLE NOUNS

## ACTIVITY 4

Sort the words into the correct columns.

~~gift~~ furniture bread advice hive honey tour  
shop clothing museum

Countable nouns	Uncountable nouns
<i>gift</i>	

## ACTIVITY 5

The letter below contains 12 mistakes (not including the example) with countable and uncountable nouns. Read it and correct the mistakes.

Dear Klaus,

Thank you for your letter asking me about my recent holiday to Penang. The best part was my visit to Penang National Park. The information online ~~aren't~~ *isn't* very reliable, so I will tell you all about it here. Many peoples come to visit the park and there are tour in many languages. Generally, in Malaysia there are many bilingual people compared to other countries. Everyone are also very friendlies!

There are some good advice I can give you if you are planning to go and visit the nature park. I recommend going early in the morning because then there are less crowd. You will see much fine views so remember to take your camera!

There is a tea room and café where you can buy delicious Malaysian snack. There are also an excellent gift shop, if you want to do some shoppings. I bought a really cute poster of a monkey eating some breads.

I hope you found my informations helpful. Come to visit soon!

Best wishes,  
Hilda

## SKILLS CREATIVITY

## ACTIVITY 6

Klaus has written to you asking for advice about visiting your country. Write a reply giving him your opinion about the best places to visit and the best local activities. Use at least five countable nouns and five uncountable nouns in your letter.



## GRAMMAR CHECKPOINT

## GRAMMAR

See Grammar Reference pages 254–255 (Articles) and 256–257 (Partitives).

## ARTICLES

## ACTIVITY 7

Tick the correct sentences.

- 1 a What were you doing the last night?  
b What were you doing last night?
- 2 a Do you have a umbrella?  
b Do you have an umbrella?
- 3 a The France is a beautiful country.  
b France is a beautiful country.
- 4 a I would like to visit the Canary Islands.  
b I would like to visit Canary Islands.
- 5 a The zoo has two bears: a brown one and a black one.  
b The zoo has two bears: the brown one and the black one.
- 6 a Do you watch lots of films?  
b Do you watch the lots of films?
- 7 a Where's the hat I gave you earlier?  
b Where's a hat I gave you earlier?
- 8 a I play the lot of video games.  
b I play a lot of video games.
- 9 a I go to a university near here.  
b I go to an university near here.
- 10 a Bears live in forests.  
b The bears live in the forests.
- 11 a Next week there is a Honey Festival at Honeycomb Hives.  
b The next week there is a Honey Festival at Honeycomb Hives.
- 12 a Thanks for the help.  
b Thanks for help.
- 13 a I need the help.  
b I need help.
- 14 a I don't like the dogs normally, but this one is nice.  
b I don't like dogs normally, but this one is nice.
- 15 a This class lasts an hour.  
b This class lasts a hour.

## ACTIVITY 8

- 1 Read the news article extract about an unusual experience. Fill in the gaps using *a*, *an*, *the* or no article (-).

Visitors to <sup>1</sup> \_\_\_\_\_ specialist bee centre, Honeycomb Hives, had <sup>2</sup> \_\_\_\_\_ unusual experience earlier today, when <sup>3</sup> \_\_\_\_\_ bear was seen entering <sup>4</sup> \_\_\_\_\_ centre, perhaps in <sup>5</sup> \_\_\_\_\_ search of <sup>6</sup> \_\_\_\_\_ honey. <sup>7</sup> \_\_\_\_\_ bear was described as 'brown', 'medium-sized' and 'exceptionally hungry'.

- 2 Read the interview with Honeycomb Hives tour guide, Dave Chandler. Fill in the gaps using *a*, *an*, *the* or no article (-).

**Reporter:** Please, Mr Chandler, tell us what happened.

**Dave:** Well, it was <sup>1</sup> \_\_\_\_\_ three o'clock and I was at <sup>2</sup> \_\_\_\_\_ work – I'm <sup>3</sup> \_\_\_\_\_ tour guide at Honeycomb Hives – when suddenly I saw <sup>4</sup> \_\_\_\_\_ bear come in from <sup>5</sup> \_\_\_\_\_ woods opposite <sup>6</sup> \_\_\_\_\_ Honeypot Tea Room and start sniffing <sup>7</sup> \_\_\_\_\_ hives. At first I thought I was crazy. I mean, this is <sup>8</sup> \_\_\_\_\_ England! What's <sup>9</sup> \_\_\_\_\_ wild bear doing here?

**Reporter:** And why was <sup>10</sup> \_\_\_\_\_ bear there?

**Dave:** Apparently, it had escaped from <sup>11</sup> \_\_\_\_\_ wildlife park near here. Luckily, <sup>12</sup> \_\_\_\_\_ bear's keepers were able to come and catch it before anyone was hurt.

**Reporter:** How long did that take?

**Dave:** About <sup>13</sup> \_\_\_\_\_ hour.

**Reporter:** So, where is <sup>14</sup> \_\_\_\_\_ bear now?

**Dave:** Back at <sup>15</sup> \_\_\_\_\_ wildlife park, I hope!

- 3 Listen to the interview and check your answers.



## GRAMMAR CHECKPOINT

## GRAMMAR

See Grammar Reference page 256.

## SOME AND ANY

## ACTIVITY 9

Read this conversation between visitors to the Honeycomb Hives gift shop. Fill in the gaps using *some* or *any*.

**Ali:** I'd like to buy <sup>1</sup> \_\_\_\_\_ honey. These pots will make great presents.

**Rebecca:** I agree. I'd also like <sup>2</sup> \_\_\_\_\_ of this orange-flavoured one! But I haven't got <sup>3</sup> \_\_\_\_\_ money!

**Ali:** I don't have <sup>4</sup> \_\_\_\_\_ with me either. Don't you have <sup>5</sup> \_\_\_\_\_ cash?

**Rebecca:** No. Ah – I do have my card.

**Ali:** If we buy <sup>6</sup> \_\_\_\_\_ beeswax candles as well, we can probably pay by card.

**Rebecca:** Great idea. Let's get <sup>7</sup> \_\_\_\_\_ of those too, then!

## SELF-EVALUATION

Tick the relevant boxes.

I now feel confident about...	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
▶ TALKING ABOUT LEARNING LANGUAGES				
▶ SKIMMING AND SCANNING FOR INFORMATION				
▶ SORTING INFORMATION				
▶ RECOGNISING LEXICAL WORDS				
▶ USING NEW VOCABULARY (ADJECTIVES)				
▶ USING COUNTABLE AND UNCOUNTABLE NOUNS				
▶ USING ARTICLES				

If you ticked 'disagree' or 'strongly disagree' you need to revise these parts.

# READING PART 2

## CELEBRITIES, FAME AND ENTERTAINMENT

### Assessment Objective 1B

Understand in detail a range of texts, identifying finer points of detail

### Assessment Objective 1C

Distinguish between facts, ideas and opinions

### Assessment Objective 1D

Identify a writer's viewpoint and attitude, stated and implied



### SKILLS INTERPRETATION



### LEARNING OBJECTIVES

- Talk about fame and celebrities
- Prepare for Part 2 of the Reading and Writing exam
- Select relevant detail from the text
- Identify synonyms
- Build new vocabulary (nouns: celebrities and fame)
- Use the present simple
- Use the present continuous

### PREPARING THE WAY



Discuss the following questions.

- What are the advantages of being a celebrity? What are the disadvantages?
- Have you ever seen a celebrity?
- Do celebrities deserve privacy?
- Who do you think is the most well-known celebrity of all time?

Imagine you are having a party. Make a list of five celebrities (living or from the past) to invite. Write two sentences explaining your reasons for choosing each celebrity.

### ACTIVITY 1



Listen to the Ridgefield United Press Conference and answer the questions.

- 1 Did Ridgefield United win their game?
- 2 Did the opposition score a goal?
- 3 Did Fred Sandilands play today?
- 4 Does José want to talk about the present or the future?
- 5 Why?
- 6 How much money are Ridgefield United offering to pay for a player from another team, according to the reporter?

## FOCUSING ON THE EXAM

- Part 2 (Reading and Writing) is worth 15 marks.
- It is based on a long text, e.g. extracts from leaflets, adverts or articles.
- You need to complete two or three different tasks. These can be: multiple choice, short-answer questions, true / false / not given, note completion, sentence completion, diagram completion or summary completion.
- You need to distinguish between facts, ideas and opinions.
- You need to identify details in the text(s).
- You need to identify the writer's viewpoint and attitude, stated and implied.

## EXAM SKILLS

## SELECTION

An important skill for Reading Part 2 is the ability to identify and select information from a range of text types.

You need to identify:

- factual information (facts) about people, places or times
- abstract information, such as feelings or ideas.

There will be clues to help you. The wording of the question will tell you whether to look for facts or ideas. Sometimes, but not always, the wording might include 'opinion' words, e.g. *What does the writer think about ...*, *He thinks ...*, *She felt ...*, *Her hope was ...*

## A01B

## ACTIVITY 2

- 1 Read the email from the personal assistant of a celebrity, Rachel Ritz, to a music studio manager.

**SEND** Save Now Discard

**TO** manager@studio.com

Add Cc Add Bcc

**SUBJECT** Arrangements for Rachel Ritz

Attach a file

B / U A |

Dear Sir or Madam,

I am writing to you because I am Rachel Ritz's personal assistant. Ms Ritz is going to perform at your venue this evening. As you know, Ms Ritz is the most popular and beautiful singer of our generation. There are a number of items which Ms Ritz feels are essential to her comfort and security. I am sure your studio will do everything to make Ms Ritz's stay at the studio as pleasant as possible.



Ms Ritz requires the attention of a personal hair stylist and make-up artist before she appears on stage. They must arrive at least 3 hours before the performance. Ms Ritz also requires three large rooms for her entourage before and after the show. These must be entirely light blue. This is Ms Ritz's favourite colour and it helps her to relax before a show. Please paint the walls, the ceiling and the floor light blue. Please make sure the curtains and all the furniture is light blue too. Please also provide honey-scented candles and a fruit basket with a selection of healthy, fresh fruit in her room. Ms Ritz has radiant skin because of all the fresh fruit she eats. She also needs access to a light blue swimming pool (28°C).

We require at least 25 security guards on duty in the stage area and dressing rooms. This is very important, because Ms Ritz gets headaches when she feels unsafe.

We trust you will make the arrangements and we look forward to seeing you later.

Yours sincerely,

Joe Dimarco

- 2 Answer the questions and make notes about the different types of information.
  - a What are the main demands from the celebrity? Highlight the key words.
  - b What do you think about Rachel Ritz? Are there any phrases or sentences which are about personality, ideas and feelings?
- 3 Use your notes with the selected information to write a 50-word email from the studio manager to their staff. Explain Rachel's requirements.

## EXAM SKILLS



## IDENTIFYING SYNONYMS

To help select the right information, you need to think about synonyms when you are reading. Synonyms are words that have the same meaning. Look for words in the text that are synonyms of words in the exam question.

For example:

- the question refers to 'enjoyment'
- the text includes the word 'pleasure'
- the sentence or paragraph containing the word 'pleasure' should help you to answer the question.

## ACTIVITY 3

Look again at this paragraph, taken from the text in Activity 2.

I am writing to you because I am Rachel Ritz's personal assistant. As you know, Ms Ritz is going to perform at your venue this evening. As you know, Ms Ritz is the most popular and beautiful singer of our generation. There are a number of items which Ms Ritz feels are essential to her comfort and security. I am sure your studio will do everything to make Ms Ritz's stay at the studio as pleasant as possible.

- 1 Working in pairs, find synonyms for the underlined words in the text.
- 2 Answer the questions, using the synonyms to help.
  - a What is the name of the celebrity's employee?
  - b Where is Ms Ritz going to sing?
  - c Why is this email important?

#### ACTIVITY 4

Make a list of ten lexical words. Working in pairs, find synonyms for each one. You can use a dictionary or thesaurus to help.

#### EXAM HINTS

- The questions will follow the order of information presented in the texts and all information required in the answers will be found in the text.
- Look for key words and phrases in the text. These help to identify which paragraph contains the information you need for each answer.

#### READING PART 2

#### ▼ PRACTICE TIME

Read the article on celebrities and answer Questions 11–25.

#### The shadow side of celebrity

Many people dream of becoming famous actors, singers or athletes. The idea of living a millionaire lifestyle can seem like a dream come true. We imagine stars wearing expensive clothing brands, eating delicious food every day in exclusive restaurants and, best of all, taking luxurious holidays to exotic locations. But celebrities also face many problems that other people don't have – like constant media attention from the paparazzi. 5

Paparazzi are journalists who follow celebrities around, take photos of them and then sell the photos to newspapers and magazines. Understandably, not everybody enjoys all this attention! Can you imagine being followed everywhere you went with people trying to take your picture – even if you didn't want them to? Elizabeth Olsen, an actress used to media attention from a relatively early age, isn't keen on the idea, saying: 'No, I wouldn't want the paparazzi ever following me in my life.' 10

Sometimes paparazzi photographs are flattering. However, photographs of celebrities looking unglamorous are often sold for far more money. The paparazzi don't care about privacy for the celebrity. Sometimes they even take photos of people inside their own houses, or hack into their phones to obtain private pictures. Telephoto lenses, which make it possible to take pictures (even close-ups) from a distance, have made the paparazzi's job a lot easier – and celebrities' lives more complicated. 15 20

There are many well-documented examples of celebrities attempting to control the paparazzi without success. Popular gossip site BuzzFeed claimed that Beyoncé's publicist emailed them and requested the removal of some unflattering photos of the singer taken during the Super Bowl's half-time show. BuzzFeed did not take the photos down, but posted the email on their website along with the pictures. This article has received well over 2 000 000 views! 25

Some celebrities develop unusual methods for dealing with the paparazzi. Daniel Radcliffe, star of the Harry Potter films, spends months wearing the same outfit every day – the same jacket and the same hat. This means that the paparazzi photographs always look identical, so the magazines are not interested in publishing the photos. He says that 'There's nothing better than seeing the paparazzi get really frustrated.' 30

Andrew Garfield and Emma Stone, stars in the film ‘The Amazing Spider-Man’ (2012), have a different technique for dealing with the paparazzi. If photographers are waiting for you outside a restaurant, write the names of a list of charities on some pieces of card. Then, as you leave the restaurant, hold the cards up in front of your face so that the pictures generate free publicity for the organisations. This certainly puts the media’s high level of interest to good use! 35

While some celebrities work out ways to frustrate the paparazzi, not everyone manages to do so. The so-called ‘paps’ can be very determined in their pursuit of pictures. Imagine what it must feel like to know that there is someone waiting to take pictures of every ‘bad-hair day’ and that every terrible photo of you will exist permanently. It’s not just the paparazzi, either. Many people now have smartphones, so it’s increasingly easy for members of the public to snap unflattering shots of celebrities whenever they’re out and about. Such photos are later sold, or simply uploaded to social media sites that make sure they never disappear. 40

It’s easy to imagine the positives of being a celebrity. There is an argument that those who enter the entertainment world nowadays know about the potential difficulties, but perhaps more people should remember that fame is not without its share of problems. 45

Tom Robbins,  
National Report 50

SKILLS INTERPRETATION

A01B

Questions 11–20

Answer the following questions. For each question write no more than THREE words taken from one point in the text. DO NOT write full sentences.

- 11 What problem do celebrities have to face that others don’t? (1)  
.....
- 12 What did Elizabeth Olsen experience when she was young? (1)  
.....
- 13 What types of photograph often attract high fees? (1)  
.....
- 14 How do some famous people cope with interest from the media? (1)  
.....
- 15 What is a characteristic of photographs of Daniel Radcliffe? (1)  
.....
- 16 Daniel Radcliffe enjoys annoying a certain group. Who? (1)  
.....
- 17 When was ‘The Amazing Spider-Man’ released? (1)  
.....

18 How can charities benefit from Andrew Garfield and Emma Stone's method of coping with stardom? (1)

.....

19 What do members of the public use to take photos of celebrities? (1)

.....

20 What feature of celebrity life is it easy to imagine? (1)

.....

(Total for Questions 11–20 = 10 marks)

SKILLS INTERPRETATION

A01D

EXAM HINT

Make sure you only mark a cross in one box for Questions 21–25. If you make a mistake, put a line through the wrong answer as shown in the instructions.

WATCH OUT!

Use key words in the questions as well as in the text to help you locate your answers.

Questions 21–25

Identify which of the options given for Questions 21–25 accurately completes the given statements by marking a cross for the correct answer ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

21 Which of these do people see as the biggest advantage of a millionaire lifestyle, according to the writer? (1)

- A Buying designer clothes
- B Taking holidays in exclusive locations
- C Going to top restaurants
- D Eating delicious food

22 What does the writer think about the paparazzi? (1)

- A They have a difficult job.
- B They have a useful job.
- C They make life difficult for celebrities.
- D They improve the daily life of a celebrity.

23 According to the writer, what is the worst thing about telephoto lenses for celebrities? (1)

- A Paparazzi can use them to take close-ups.
- B Paparazzi can use them to take pictures from a distance.
- C Paparazzi can use them to take photos indoors.
- D Paparazzi can use them to take pictures the celebrities don't want them to take.

24 What did Andrew Garfield and Emma Stone use to help charities? (1)

- A The media's curiosity
- B The media's interest in them
- C The media's desire to help charities
- D Payment from the media

## AFTER EXAM CHECK

Spelling is not assessed in this part of the exam. However, you are still advised to spell accurately. You can copy the correct spellings from the source text.

25 How long does the writer say that bad photos will last? (1)

- A A few years
- B They disappear if they are not sold
- C Forever
- D Until they're deleted

(Total for Questions 21–25 = 5 marks)

(Total for Part 2 = 15 marks)

## SKILLS SELF-MONITORING

## HOW DID YOU DO?

- Check your score. What went well?
- Could you have done better? If so, how?

## VOCABULARY AND GRAMMAR

## VOCABULARY FOCUS

## SKILLS CRITICAL THINKING



## NOUNS: CELEBRITIES AND FAME

## ACTIVITY 1



- 1 Listen to the celebrity interview and answer the comprehension questions in three words or less.
  - a What is the name of the interviewer?
  - b What does Rachel think of her admirers?
  - c How does Rachel describe herself?
  - d Where did the interviewer hear about Rachel's new record deal?
  - e What does Rachel hope to be in her new career?
- 2 Listen again and circle the ten words or phrases you hear from the list.
 

round of applause	social media
talent	privacy
paparazzi	TV drama
a piece of gossip	publicity
introvert	incompetence
a fact	extrovert
stardom	reality TV