

Students' Book

BBC

# Exam Focus

with MyEnglishLab

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# 2

Preparation for  
**university entrance**

 **Pearson**

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# Exam Focus



## Bringing exams into FOCUS

Welcome to *Exam Focus*, a media-rich course to help you prepare for **success in the University Entrance Exam** while at the same time building your language and communication skills.

The clear lesson structure, exam-style tasks, skills strategies and **authentic videos from the BBC** help you prepare successfully for the university entrance exam.

The Workbook and **Online Area**, including **Live Tutor video lessons** with grammar animations, help you to understand and practise the grammar essentials.

*Exam Focus* offers everything you need to reinforce your learning **at your own pace**, both in school and at home.

**How can *Exam Focus* help you to achieve success in the University Entrance Exam?**

**Let's find out!**

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Right from the start, *Exam Focus* introduces you to **exam-type tasks**, and **exam tips and strategies**.

Exam strategies and tasks familiarise you with the format of the exam.

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Exam-style activities throughout the unit provide you with extensive practice.

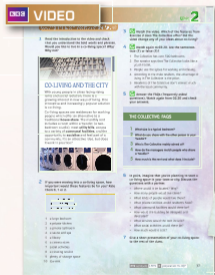
Practise all the exam-type questions in the Extra Practice sections for Reading, Listening and Speaking.

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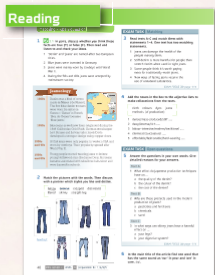
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**BBC culture videos** introduce you to authentic language, real people and a world beyond school!

Use the BBC videos to help you practise real English.



Access a wider world of real experiences through the Reading and Listening texts, which include articles, reviews, interviews, radio programmes and literature extracts.



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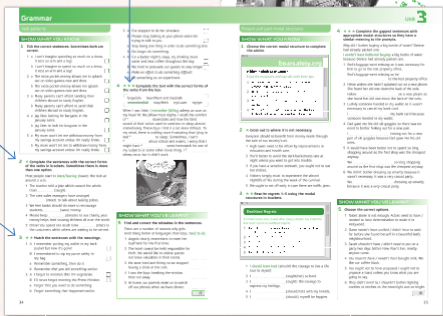




## FOCUS on your own learning

With the Workbook and Online Area you can **consolidate your learning** and prepare for your best performance in the Exam.

Practise at your own pace using the graded activities in the Workbook.



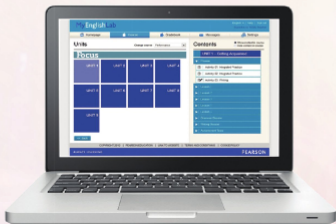
## FOCUS on digital

### Online Area

Review and recycle what you have learned with the extra activities, practice exams, BBC culture videos and Live Tutor.

Go to [www.myenglishlab.com/examfocus](http://www.myenglishlab.com/examfocus) and use the code in your Students' Book to log into the Online Area.

Prepare for your lessons in advance using the Live Tutor video lessons, with grammar animations.



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# 1 Fun and games

Grammar: past tenses – review  
Vocabulary: sport

## SHOW WHAT YOU KNOW


- 1 In pairs, match each verb with a noun to make common collocations.

<b>A</b> beat break come go keep score throw win	<b>B</b> a ball cycling first a goal an opponent a prize a record
--------------------------------------------------------	-------------------------------------------------------------------------

beat an opponent

- 2 Choose three collocations and write three true sentences.

The opponent I like beating most is my brother!

- 3  1.2 Read the joke and choose the correct past tense. Then listen and check. Do you like the joke?

The other day I <sup>1</sup>was *speeding* / *had sped* down a narrow, twisting mountain road on my bicycle. A man <sup>2</sup>had driven / *was driving* very slowly uphill towards me.

As I <sup>3</sup>passed / *had passed* him, he <sup>4</sup>was honking / *honked* his horn and he <sup>5</sup>had shouted / *shouted* at me.

'COW!!' he yelled.

I was surprised because I <sup>6</sup>didn't do / *hadn't done* anything wrong. But it <sup>7</sup>wasn't / *hadn't been* the first time a driver <sup>8</sup>was shouting / *had shouted* names at me, so I <sup>9</sup>ignored / *was ignoring* him and I <sup>10</sup>carried on / *was carrying on*.

I turned the corner and promptly crashed into a cow.


- 4 Read the REMEMBER THIS box. Complete the cartoon caption with the correct verb forms. Use each past tense only once.

### REMEMBER THIS

- Past Simple** = describing the main events of a story; completed past actions
- Past Continuous** = setting the scene; an activity in progress around a time in the past
- Past Perfect** = clarifying, if necessary, that one past event happened before another



<sup>1</sup> ..... (I/play) chess with my friend. <sup>2</sup> ..... (we/play) several games when he said 'Let's find a way of making this game more interesting.' So <sup>3</sup> ..... (we/stop) playing chess.

- 5  1.3 Complete two more jokes with appropriate past tenses. Listen and check. Do you like the jokes? Why/Why not?

**A** I've got a good joke about football. The FA Cup Final dinner and dance <sup>1</sup>..... (take place) in London. The party <sup>2</sup>..... (already/start) when three men <sup>3</sup>..... (arrive). They <sup>4</sup>..... (forget) their tickets, but they told the bouncer, 'It's all right, we're friends of the referee.'

So the bouncer said, 'I've never heard of a referee with three friends,' and <sup>5</sup>..... (throw) them out.

**B** A man <sup>1</sup>..... (ride) a tandem when a police officer <sup>2</sup>..... (stop) him. 'What's the matter, officer?' asked the rider.  
'You clearly haven't noticed sir, but your wife <sup>3</sup>..... (fall off) your tandem a couple of kilometres back ...'  
'Oh, that's a relief,' said the rider – 'I <sup>4</sup>..... (think) I <sup>5</sup>..... (go) deaf!'

- 6 Complete the sentences with a verb in the box. Use the most appropriate past tense.

never beat break not bring score  
skate train

- Tom slipped on the ice and broke his leg when he .....
- It was 2–2. Then Joe ..... the winning goal in injury time.
- Beth couldn't do PE because she ..... her PE kit.
- Jack was ecstatic. He ..... his brother before.
- Tess couldn't believe she ..... the school record!
- Lucy ..... for a triathlon when she twisted her ankle.

- 7 In pairs, put the underlined verb into the Past Perfect. Discuss how this changes the meaning. Are any of the sentences true for you?

- I started walking when I was eighteen months old.  
I had started walking when I was eighteen months old.
- When I was four, I learn how to ride a bike.
- I had swimming lessons when I started primary school.
- When I started playing for the school, they didn't win a game.
- At 7 o'clock this morning I left my house.
- This lesson start when I got to class.

## 2 Going away

Grammar: future tenses – review  
Vocabulary: holidays

### SHOW WHAT YOU KNOW


- 1 In pairs, match the words from box A and box B to make compound nouns related to types of holidays.

A	beach	camp		B	break	cruise
	city	world	+	holiday	hostel	
	youth	ski		resort	site	

- 2 Tell a partner which holiday options in Exercise 1 you would like to do most.

- 3 Read the emails. Make a list of the plans and arrangements for each person. What problems do they predict?

Hi Megan,  
Thanks for the ideas!  
I'll look up that website you mentioned. As for my 18th birthday present, mum's decided we're going to go on a Mediterranean cruise




- how good is that? She's **booking** the tickets this evening but she **probably won't** tell dad until a month before we go because he hates travelling. Anyway, we'll **be visiting** over eight different countries. I'm so excited! Must go! I'll call you tomorrow.

Nigella xx

Hey there Mark,  
How are things? Did I tell you I'm **going**\* camping with some friends? We're **meeting** this weekend to talk about what to take. I hope that by this time next week we **will have arrived**, put up the tent and suffered our first camp fire meal! We **definitely won't** be going to any restaurants, we're all broke. And the weather **is going to** be terrible. Apparently, it always rains a lot in the north of France.

What **are** you **doing** this summer? Send me your news.

Bradford



- 4 Read the REMEMBER THIS box. Find examples of each tense in Exercise 3, then complete the cartoon caption.

### REMEMBER THIS

- **Present Continuous** = future arrangements often with a time or date
- **Be going to infinitive** = future intentions already decided or predictions based on what you can see or know, \*to go can be omitted after going
- **Will** = future predictions, often with *definitely/probably* or spontaneous decisions, often contracted 'll
- **Future Continuous** = actions which will be in the process of happening in the future
- **Future Perfect** = actions or situations which will be completed before a certain time in the future



- A: 1..... you ..... (go) to the beach again this August?  
B: Not this summer, it 2..... (definitely/be) too hot. By this time next month, I 3..... (walk) in the Alps.  
A: Great idea! Looking at the forecast the temperature 4..... (go) be over 40 degrees. I should take my holidays in the Alps, too.  
B: I 5..... (meet) a friend this evening who goes there every summer. Why don't you join us?  
A: I 6..... (come) along. Thanks.

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- 5 Complete with a future form and the verb in brackets. More than one form may be possible.

- By the time I'm 25, I'm sure I ..... (find) a job.
- The sky's turned dark. I think it ..... (rain).
- I don't think people ..... (have) holidays on the moon in the next 50 years.
- I've decided I ..... (not go) skiing this winter.
- I ..... (study) at university by this time next year.
- I ..... (see) my best friend after school this evening.
- I ..... (live) in another country in five years' time.
- I ..... (finish) all my exams by the beginning of June.

- 6 In pairs, write questions for the sentences in Exercise 5. Then ask the questions.

Do you think you will have found a job by the time you are 25?

# 3 Visitors from space

Grammar: modal verbs for speculation  
Vocabulary: science

## SHOW WHAT YOU KNOW

- 1 In pairs, write down the noun forms of these verbs. Include any nouns that refer to people. Underline the stressed syllables.

analyse conclude destroy evolve explore  
investigate observe preserve research

analyse = *analysis, analyst*

- 2 In pairs, discuss which of the three things governments should spend most money on:

- preservation of planet Earth
- space exploration
- medical research

- 3 Read the REMEMBER THIS box and choose the correct options in the cartoon captions.

### REMEMBER THIS

- \*must + infinitive/perfect infinitive\*** = you're sure something is/was true
- \*might/may/could + infinitive/perfect infinitive** = you think it's possible something is/was true
- \*might not/may not + infinitive/perfect infinitive** = you think it's possible something isn't/wasn't true
- \*can't + infinitive/perfect infinitive** = you're sure something isn't/wasn't true
- \*Perfect infinitive = have + Past Participle**

We *\*must / can't* be alone in the universe, it's too big – there *\*must / can't* be other life somewhere.

There *\*must / can't* be – there's no evidence to prove it.

There *\*might / might not* be life on other planets but they *\*may / may not* be as advanced as we are.



Aliens *\*could / must* be watching us right now, or they *\*may / may not* have observed us and decided not to get in touch!

- 4 Replace the underlined verb structures with *can't, could, may, might* and *must* and/or infinitive or perfect infinitive.

## IS ANYBODY OUT THERE?

According to a recent UK survey, many people still believe that aliens *'have possibly visited'* Earth. When people report sightings of Unidentified Flying Objects (UFOs), they usually describe strange lights and shapes. Other people say aliens *'definitely haven't approached'* our planet because otherwise there would be some proof. They believe that all 'sightings' of UFOs *'are definitely'* either natural weather events or man-made, i.e. aircraft, Chinese lanterns or even hoaxes. But certain government officials think that aliens *'have possibly been to'* Earth for military reconnaissance, scientific research or tourism and *'will possibly continue'* to visit in future.

- 5 Choose the correct meaning of the underlined forms, a or b.

- Space exploration might lead to the discovery of other life forms.
  - It's possible.
  - It's certain.
- She's a top scientist. She must be very intelligent.
  - It's compulsory.
  - It's my opinion.
- Many explorers may not have understood the significance of their discoveries.
  - I don't know if they understood or not.
  - They didn't understand.
- Early computer analysts can't have imagined how important the Internet would become.
  - I'm sure about this.
  - I'm not sure about this.
- It must have been a very interesting documentary.
  - I watched it.
  - I didn't watch it.

- 6 Rewrite the comments using the modal verb in capitals.

- I'm sure you're very pleased. **MUST**
- It's possible that she is sleeping. **MIGHT**
- What? I'm sure she isn't that old. **CAN'T**
- It's possible that he hasn't received it yet. **MAY NOT**
- I'm certain you left it at home. **MUST**
- I'm sure you're not serious. **CAN'T**
- It's possible that you don't want to hear this. **MIGHT NOT**
- It's possible that they overheard. **COULD**



# 4 Advertising

Grammar: Reported Speech  
Vocabulary: advertising

## SHOW WHAT YOU KNOW

- 1 Match partitives with products to make a shopping list.

a bottle of a box of a bunch of a can of  
a jar of a packet of a pair of a tube of

anti-ageing cream crisps energy drink  
flowers trainers matches mouthwash  
toothpaste

a bottle of mouthwash

- 2 In pairs, discuss whether you think the three advertising slogans 1–3 are believable. Then read the report and find out what other people thought.

## Do products live up to their advertising claims?

by Monica Smith

I asked three people if they ever bought these products and whether they believed their claims. Here are their reactions.

- 1 This cream will make you look ten years younger

One woman said that she'd started using anti-ageing cream a few months before, but she knew that it would require more than a cream to keep her young.



- 2 This chocolate spread is a healthy breakfast for children


A mother said that her children loved chocolate spread. She said that she had hidden the jar away because it was full of sugar and fat. She asked me when they were going to invent healthy chocolate!



- 3 You can avoid colds and flu if you use our mouthwash every day

One man I spoke to was a doctor. He told me that it was impossible for a mouthwash to prevent illness. He told me not to believe everything I read in adverts.



- 3  1.4 Complete the Direct Speech with one word in each gap. Refer back to the report in Exercise 2. Then listen and check.

- Questions: Do you ever buy these products? ..... you believe their claims?
- Woman: I ..... using anti-ageing cream a few months ..... but I know that it ..... require more than a cream to keep ..... young.
- Mother: ..... children ..... chocolate spread. I ..... hidden it away because it ..... full of sugar and fat. When ..... they going to invent healthy chocolate?
- Doctor: It' ..... impossible for a mouthwash to prevent illness. .... believe everything you read in adverts.

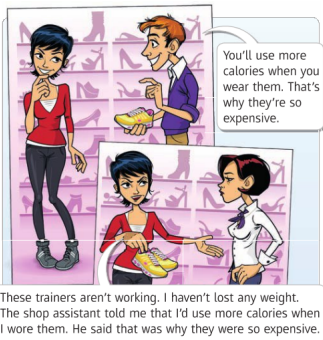
- 4 Read the REMEMBER THIS box. Find at least one example for each rule in Exercises 2 and 3.

## REMEMBER THIS

- Reporting statements = after he said ... / he told me ... move 'one tense back.'
- Reporting questions = after she asked me ... put the subject before the verb, don't use do/does/did, use if/for whether/for yes/no questions.
- Reporting imperatives = use I asked/told him (not) to move/to sing/to go, etc.
- Other changes depending on the context = time and place words, pronouns and possessive adjectives

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- 5 Look at the cartoon. Why is the customer disappointed? Rewrite sentences 1–6 to report the situation.



- Customer: 'Do you remember me? I bought some trainers here last month.'  
She asked him if he remembered her. She said ...
- Customer: 'They're not working. Do I look any thinner? I'm not! I'm the same weight now as I was four weeks ago.'
- Customer: 'You made false claims about the trainers. Don't offer me a replacement. I want a refund.'
- Shop Assistant: 'I can't refund you today because I need my manager's permission. Can you come back tomorrow?'

The next day:

- Customer: 'How can I get a refund? These trainers haven't made me lose weight.'
- Manager: 'Oh, I'm sorry. You have twenty-eight days to return purchases. From today, it's twenty-nine days since you bought them.'

# 5 Teenage types

**Grammar:** Conditionals + *wish* and *if only*  
**Vocabulary:** Family and people

## SHOW WHAT YOU KNOW

- 1 Which adjectives are positive or negative? Which can be both?

assertive caring charming  
 cheeky fussy immature  
 selfish spoilt thoughtful

- 2 Choose three adjectives and give examples of typical behaviour for each one.

*If you are selfish, you only think about yourself and don't care about other people. For example, when ...*

- 3 Complete the questionnaire with an appropriate conditional clause. Then do the questionnaire and compare with a partner.

## GOODY-GOODY? OR SPOILT BRAT



- 1 What are your parents most likely to say before your birthday?

A If you *want* (want) a new car, we'll get you one.  
 B If you ..... (continue) to do well at school, we'll pay for a few driving lessons.

- 2 If your parents ..... (ask) you to look after a younger sibling, would you ...

A refuse and tell them you're not their slave?  
 B accept and do it willingly?

- 3 If you ..... (be) at a restaurant and your parents ..... (order) something you hated, would you ...

A make a big fuss?  
 B eat it and say nothing?

- 4 What are your parents most likely to say about you?

A If we ..... (not do) so much for him/her, he/she wouldn't have turned into a spoilt brat.  
 B If he/she ..... (not be) such a goody-goody, he/she would have had more fun.

Mostly As: You're spoilt! Somebody needs to challenge your selfish behaviour before it's too late!  
 Mostly Bs: You're a thoughtful person and a bit of a goody-goody. You need to be more assertive.

- 4 Read REMEMBER THIS I and find examples of the First, Second and Third Conditional in Exercise 3.

## REMEMBER THIS I

- **First Conditional** = the probable future result of an action
- **Second Conditional** = the present or future result of an imaginary action
- **Third Conditional** = the imaginary past result of an imaginary past event

- 5 Choose the most appropriate verb form and explain the reasons for your choices. Then complete the conditional sentences.

- 1 If I *live* / *lived* to be 70 ...
- 2 If I *live* / *lived* to be 170 ...
- 3 If I *go* / *went* out tonight ...
- 4 If I *go* / *went* out every night ...
- 5 If it *was* / *had been* sunny at the moment ...
- 6 If it *was* / *had been* sunny yesterday ...

- 6 Read the REMEMBER THIS II box and the cartoon. Who is unhappy with the situation? Who is unhappy with someone's behaviour?

## REMEMBER THIS II

- **wish/if only + Past Simple** = you want a present situation to be different
- **wish/if only + would + verb** = you want someone's present behaviour to change



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- 7 Write sentences with *wish* or *if only* to show that you would like the situations (S) or behaviour (B) to be different. Which wishes are true for you?

- 1 I don't live abroad. (S)  
*I wish/if only I lived abroad.*
- 2 I can't read music. (S)
- 3 My sister doesn't help around the house. (B)
- 4 My sister doesn't let me use her laptop. (B)
- 5 My brother is very annoying. (S)

## 6 USA vs UK

Grammar: passive forms including *have sth done*  
Vocabulary: politics and society

## SHOW WHAT YOU KNOW

- 1 Complete the table. Put words and phrases with similar meanings side by side under *The USA* or *The UK*.

Congress	Conservatives	50 states	pound
constitutional monarchy	98 counties	dollar	
Democrats	Houses of Parliament	Labour	
President	Prime Minister	republic	Republicans

The USA	The UK	Your country
Congress	Houses of Parliament	

- 2 Add equivalent words to describe the institutions in your country. In pairs, discuss similarities and differences between all three countries.

- 3 Read the quiz and choose the correct auxiliary to make passive sentences.



- 1 This country *hasn't been / hasn't invaded* since 1066 when King Harold *was / has defeated* by William the Conqueror.
- 2 Until 1913, it was legal to *have / be* children sent to other parts of this country by parcel post.
- 3 One in eight workers in this country *has had / has been* employed by McDonalds at one time or another.
- 4 80 percent of everything on sale in this country *is / has* bought by women.
- 5 When Abraham Lincoln became president of this country in 1861, slaves *were still being / had still imported* from Africa. During his presidency, Lincoln *had / was* slavery abolished.
- 6 In 1918 women over 30 *were / have* allowed to vote in elections in this country. Women over 21 *weren't / haven't* allowed to vote until 1928.
- 7 Eight billion chickens *are / have* consumed in this country each year.
- 8 This country's king, Henry VIII, *had been / had had* married six times and *had been / had two* of his wives executed by the time he died in 1547.

- 4 1.5 Replace *this country* with *the USA* or *the UK* in Exercise 3. Then listen and check. Which facts did you find surprising?

- 5 Read the REMEMBER THIS box. Complete the conversation with the correct auxiliary verbs.

## REMEMBER THIS

- **The Passive** = it isn't important or you don't know who performed an action.
- **Passive sentence + *by* + agent** = a way to mention who [or what] performed an action!
- ***Have something done*** = you don't perform an action yourself [somebody does it for you]

**American:** I love your royal family, especially William and Kate. Their wedding in 2011 <sup>1</sup> ..... shown by the biggest American TV stations. I <sup>2</sup> ..... my hair done like Kate's for the occasion! Do you think George <sup>3</sup> ..... be crowned king one day?

**Brit:** Um, maybe, but he's just a child now so he's only interested in <sup>4</sup> ..... his meals served and the TV tuned into his favourite cartoons.

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- 6 Read some more trivia facts about the USA and the UK. Rewrite the sentences in the passive, using *by* + agent only if it is necessary.

- Most people think that Christopher Columbus discovered America.  
*Most people think that America was discovered by Christopher Columbus.*
- Every year in the USA judges sentence around 100 criminals to death.
- In 1811 in Britain, parents named nearly a quarter of all girls Mary.
- People in the UK drink more tea than in any other country.
- French people built the Statue of Liberty in France.

- 7 In pairs, write questions from the prompts. Use the structure *have something done* if appropriate. Then ask the questions.

- Have you ever / repair / a bicycle?
- When did you last / test / your eyes?
- Will you ever / colour / your hair?
- Are you going to / redecorate / your bedroom?
- Have you / pierce / your ears?
- When did you last / take / a passport photo?

# 1

## It takes all sorts



### UNIT LANGUAGE AND SKILLS

#### Vocabulary

- Show what you know – compound nouns – family
- family and celebrations
- verb-noun collocations
- common phrases

#### Reading

- Show what you know – a literary extract and a news report about mysterious events
- multiple choice
- synonyms

#### Grammar

- Past Perfect Simple and Continuous
- relative clauses

#### Listening

- an interview with a neuroscientist
- multiple choice

#### Speaking

- telling a personal anecdote

#### Writing

- an article

#### Video

- The worst week of my life



### FOCUS EXTRA

- Language Focus – collocations p. 136
- Grammar Focus Reference and Practice pp. 122–123

## Vocabulary

Family • celebrations • verb-noun collocations • common phrases

### SHOW WHAT YOU KNOW

- Decide which family word does not combine with the underlined part-word.
 

1 <u>ex</u> - wife / boyfriend / <u>nephew</u>	4 single mother / daughter / parent
2 <u>great</u> - child / uncle / grandson	5 <u>step</u> father / children / husband
3 <u>half</u> - brother / niece / sister	6 god mother / cousin / son
- In pairs, form other words with the part-words in Exercise 1. Choose words to describe different people in your family.  
*My great-grandmother lives in Zamora. She is 92 and ...*
- Read the title and the introduction and look at the photos in the text. What does 'coming of age' mean?
 

a getting married	c having a party
b becoming an adult	

## Coming of Age Ceremonies

Most countries have customs that celebrate young people's journey into adulthood. This is how they do it in two very different cultures.

In Japan, we have a festival called Seijin-no-hi and it takes place on every second Monday of January. Anyone who has their twentieth birthday in that year celebrates on that day.

- For the young men and women taking part, it's **a once in a lifetime experience**. The **highlight** of everyone's day is seeing all the young people dressed up in formal clothes. Women wear a special kimonos made of brightly coloured silk.
- Men wear suits.



- The day is divided into several stages. First, everyone goes to the town hall to listen to speeches made by government officials. After that, people usually go to a shrine with members of their family. On my coming of age day, there were three generations of my family there, including **distant relatives** and great-grandparents. I was **showered with gifts** – I'm an **only child**, so I was **really spoiled**.

After the formalities are over, the rest of the day is for fun. I had a meal with my **extended family**, and then I met up with my friends for a big party. I had **the time of my life**.

#### 4 Read the text and make notes about the two ceremonies.

Country	Age	Guests	Formal part	Informal part
Japan		<i>extended family and friends</i>		
Mexico				

#### 5 Look at the words in red and find words and phrases related to:

- family
- celebrations



I'm Mexican and one of our customs is a celebration for young girls on their fifteenth birthday called Quinceañera. In the past, the Quinceañera ceremony signified that girls were ready for marriage. That's definitely not the case today!

My mum had a **small gathering** for her Quinceañera, just the **immediate family** and some close friends. Nowadays there's a lot of pressure to **put on a big party** with DJs and fireworks. So we did, and it was **worth the effort**. It was unforgettable.

My family's very modern but we didn't want to **lose sight of** the spiritual side of the celebration. So first we went to church for a special mass, and I read a letter thanking my parents for everything. It was very moving – I **had a lump in my throat** and my parents had tears in their eyes.

After the mass, we went on to the **reception**. Towards the end of the meal my father **proposed a toast** and he got very emotional when he talked about his hopes for my future. After blowing out the candles on my birthday cake, I danced all night. Everyone **made a fuss of me**, and I enjoyed being **the centre of attention** all day.

#### 6 Complete the sentences with a word from Exercise 5 and names of people you know.

- ..... is an ..... child. He/She doesn't have any brothers or sisters.
- In my extended ....., ..... is the oldest and ..... the youngest.
- ..... is one of my distant .....
- I sat next to ..... at the last ..... I went to.
- The people in my ..... family are .....

#### 7 Verb-noun collocations. Make sentences which are true for you with the underlined collocations in the text.

*I hope to be showered with gifts when I get married.*

#### 8 Match the sentence halves. Which statements are true in your culture?

- Parents sometimes have a lump in their ...
- The bride's father always proposes ...
- People have lost ...
- Most families don't put on ...
- Couples are often showered ...
- It's important to make ...
- a sight of what's important in life.
- with gifts on their engagement.
- a fuss of people on their 18th birthday.
- throat when their children leave home.
- a toast at his daughter's wedding.
- a big coming of age party.

#### 9 Common phrases. Match the highlighted phrases in the text with the definitions 1–6.

- treated extremely kindly
- a good thing to do
- the most important person
- a unique experience
- an absolutely fantastic time
- the most exciting moment

#### 10 In pairs, complete the questions with an appropriate word. Then ask and answer the questions.

- What has been the ..... of your day so far today?
- Have you ever been the centre of ..... ?
- Were you really ..... on your last birthday?
- Do you think big parties are ..... the effort?
- Which once in a ..... experience would you most like to have?
- When was the last time you had the ..... of your life?

# Reading

Multiple choice • synonyms • true/false

## 1 In pairs, discuss the questions.

- How often do you read for pleasure?
- What type of things do you read?
- What do you read in English?

## 2 Read Texts 1 and 2 and answer the questions in your own words.

- 1 In what ways are the themes of Texts 1 and 2 similar?
- 2 What are the main differences between the texts?
- 3 Which text do you find more engaging? Why?

### EXAM TASK Multiple choice

#### 3 Read Texts 1 and 2 again and choose the correct answer, A, B, C or D.

##### Text 1

- 1 When Mr Trentlake disappeared ...  
A Sam was paying attention to the lesson.  
B Quinn was daydreaming about the beach.  
C Mary was sure she saw him leaving the room.  
D Edilio summed up the situation with a gesture.
- 2 So far, the following people have disappeared:  
A Two teachers and a pupil.  
B Two teachers and three pupils.  
C One teacher and one pupil.  
D Two teachers and no pupils.
- 3 In lines 36–45, the author implies that ...  
A Astrid knows why people are disappearing.  
B Sam is scared by the situation.  
C the situation has become really serious.  
D somebody played a joke.

##### Text 2

- 4 The unexplained incidents in the text all involve ...  
A ships that went missing.  
B people who disappeared.  
C planes that crashed.  
D the US Navy.
- 5 The author claims that disappearances in the Bermuda Triangle are ...  
A still a mystery.  
B due to bad weather.  
C definitely not caused by aliens.  
D no longer happening.

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### EXAM TASK Synonyms

#### 4 Find words in Text 1 which mean:

- 1 preparing for something difficult or unpleasant (line 9)
- 2 a small thin piece of something (line 20)
- 3 stretching a part of the body (line 26)
- 4 tensed, forced (line 41)
- 5 recognising or understanding something (line 61)

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#### 5 Match the words in blue in the texts with the meanings below.

- 1 an upwards and downwards movement of the shoulders
- 2 laughing quickly and quietly
- 3 a long steady look
- 4 taken by force
- 5 a jump or dive
- 6 shouting
- 7 remains
- 8 boats

### EXAM TASK True/False

#### 6 Are the statements about Texts 1 and 2 true (T) or false (F)? Check your answers with the texts.

##### Text 1

- 1 Sam was on the beach, shouting and getting ready to dive into the sea.
- 2 Mary was looking very intently at the place where Mr Trentlake had been standing.
- 3 The kids were trying to see what had happened and laughing nervously.
- 4 The class made a gesture to show that they didn't know where Mr Trentlake was.
- 5 On this occasion, Astrid's look showed that she was afraid.

##### Text 2

- 6 Only small boats such as yachts disappear in the Bermuda Triangle.
- 7 No remains of USS Cyclops were ever found and there was no sign of what had happened.
- 8 Nobody believes that people are taken by aliens in the Bermuda Triangle.

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