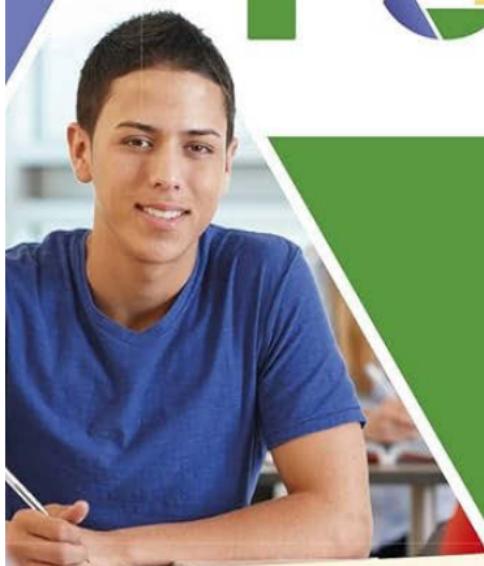


Students' Book

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2

Preparation for
university entrance



Pearson

Sue Kay
Vaughan Jones
Daniel Brayshaw



Exam Focus

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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.

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

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EXAM TASK Multiple choice

3.1.1 Listen to the recordings again. For questions 3–5, choose the correct answer.

1. What is the main reason that Sarah's neighborhood is becoming an older one?

- A. A large number of people don't know their neighbors.
- B. In general, a small percentage of the population is in an aging movement.
- C. The average age of the people living there will be 100 years from now.

2. In Sarah's neighborhood, the Firewood Shanty project is ...

- A. really likely to happen.
- B. big enough for 50,000 people.
- C. a good investment opportunity.

3. Sarah's neighborhood is changing because of this new project.

- A. Sarah's houses are less cheap.
- B. Sarah's houses have more trees and money.
- C. Sarah's houses need more places.

ANSWER: 1. C 2. A 3. C

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

2 EXTRA PRACTICE • Listening

You are going to listen to the two readings about boats.

Multiple matching

1 Listen and match the people (1–5) to the sentences (a–e). There is one extra sentence.

- 1 boat
- 2 a small square sailboat
- 3 gulls
- 4 a small boat
- 5 terns

- This is a boat that is used for racing.
- This is a boat that is used for racing.
- This is a boat that is used for racing.
- This is a boat that is used for racing.
- This is a boat that is used for racing.

Multiple choice

2 Read the following three questions and then listen to the recording. Listen again to check your answers. Only one option is correct.

- 1 group and 1000
 - 1 group and 1000
 - 2 group and 1000
 - 3 one group and 1000
 - 4 the group and 1000
 - 5 one group and 1000
- 2
 - 1 small buildings and houses
 - 2 small buildings and houses
 - 3 they measured
 - 4 small
 - 5 big
- 3
 - 1 the sea
 - 2 the sea
 - 3 the sea
 - 4 the sea
 - 5 the sea

Speaking

1 Listen and read the boat-related words for the next stage.

2 Listen and repeat the boat-related words.

3 Listen and repeat the boat-related words.

4 Listen and repeat the boat-related words.

5 Listen and repeat the boat-related words.

6 Listen and repeat the boat-related words.

7 Listen and repeat the boat-related words.

8 Listen and repeat the boat-related words.

9 Listen and repeat the boat-related words.

10 Listen and repeat the boat-related words.

11 Listen and repeat the boat-related words.

12 Listen and repeat the boat-related words.

EXTRA PRACTICE • Speaking

For more activities:

- Answer the questions.
- Ask your partner questions.
- What is your favorite shopping? Why do you go there?
- What is your favorite shopping? Why do you like it?
- What is your favorite shopping? Why do you not like it?

Describe the photos.

- Compare and contrast the photos. What are the similarities and differences of each of shopping?






Entertainment time

- Imagine you and your partner going to a small clothing shop or a gift shop. You are going to buy a gift for your friend. You are going to buy a gift for your friend. What will you buy? Why?
- Type of clothes
- Casual clothes
- Formal clothes
- Beach clothes
- Advertising

FOCUS on real language

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.

Improve your speaking with the Speaking Focus boxes.

A worksheet for a speaking activity. At the top, there is a title 'Speaking' and a subtitle 'What's the best place to go on vacation?'. Below the title, there is a box with the text 'Work in pairs. Ask and answer the questions. Then answer the questions for the class.' There are two numbered sections, each with a list of questions. Section 1 questions include: 'What's the best place to go on vacation? Why?', 'What's the best place to go on vacation? Why not?', 'What's the best place to go on vacation? Why?', 'What's the best place to go on vacation? Why not?', and 'What's the best place to go on vacation? Why?'. Section 2 questions include: 'What's the best place to go on vacation? Why?', 'What's the best place to go on vacation? Why not?', 'What's the best place to go on vacation? Why?', 'What's the best place to go on vacation? Why not?', and 'What's the best place to go on vacation? Why?'. At the bottom of the page, there is a box with the text 'Work in pairs. Ask and answer the questions. Then answer the questions for the class.' and a small image of a person.

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

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FOCUS on digital

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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.

| | | | | | | | |
|-------|------|-------|-------|---------|-------------|---------|-------|
| A | beat | break | come | B | a ball | cycling | first |
| go | keep | score | + fit | a goal | an opponent | | |
| throw | win | | | 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 ¹was speeding / had sped down a narrow, twisting mountain road on my bicycle. A man ²had driven / was driving slowly uphill towards me. As I ³passed / had passed him, he ⁴was honking / honked his horn and he ⁵had shouted / shouted at me. 'COW!!' he yelled.

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



¹ (I/play) chess with my friend. ² (we/play) several games when he said 'Let's find a way of making this game more interesting.' So ³ (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 ¹.... (take place) in London. The party ².... (already/start) when three men ³.... (arrive). They ⁴.... (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 ⁵.... (throw) them out.

B A man ¹.... (ride) a tandem when a police officer ².... (stop) him. 'What's the matter, officer?' asked the rider.

'You clearly haven't noticed sir, but your wife ³.... (fall off) your tandem a couple of kilometres back ...'

'Oh, that's a relief,' said the rider – 'I ⁴.... (think) I ⁵.... (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

- 1 Tom slipped on the ice and broke his leg when he
- 2 It was 2–2. Then Joe the winning goal in injury time.
- 3 Beth couldn't do PE because she her PE kit.
- 4 Jack was ecstatic. He his brother before.
- 5 Tess couldn't believe she the school record!
- 6 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?

- 1 I started walking when I was eighteen months old.
I had started walking when I was eighteen months old.
- 2 When I was four, I learnt how to ride a bike.
- 3 I had swimming lessons when I started primary school.
- 4 When I started playing for the school, they didn't win a game.
- 5 At 7 o'clock this morning I left my house.
- 6 This lesson started 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 = analys, 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 ²must / can't be other life somewhere.

There ³must / can't be – there's no evidence to prove it.

There ⁴might / might not be life on other planets but they ⁵may / may not be as advanced as we are.



Aliens ⁶could / must be watching us right now, or they ⁷may / 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/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

Grammar Focus pages 119 and 120

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



These trainers aren't working. I haven't lost any weight. The shop assistant told me that I'd use more calories when I wore them. He said that was why they were so expensive.

- Customer: 'Do you remember me? I bought some trainers here last month.'
- 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.



- What are your parents most likely to say before your birthday?
 - If you want (want) a new car, we'll get you one.
 - If you (continue) to do well at school, we'll pay for a few driving lessons.
- If your parents (ask) you to look after a younger sibling, would you ...
 - refuse and tell them you're not their slave?
 - accept and do it willingly?
- If you (be) at a restaurant and your parents (order) something you hated, would you ...
 - make a big fuss?
 - eat it and say nothing?
- What are your parents most likely to say about you?
 - If we (not do) so much for him/her, he/she wouldn't have turned into a spoilt brat.
 - 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.

- If I live / lived to be 70 ...
- If I live / lived to be 170 ...
- If I go / went out tonight ...
- If I go / went out every night ...
- If it was / had been sunny at the moment ...
- 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

I wish you would show more enthusiasm.



Grammar Focus page 120

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?

- I don't live abroad. (S)
I wish/if only I lived abroad.

- I can't read music. (S)
- My sister doesn't help around the house. (B)
- My sister doesn't let me use her laptop. (B)
- 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 | Rеспубликанцы |

| 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 2011¹ shown by the biggest American TV stations. ¹2 my hair done like Kate's for the occasion! Do you think George³ be crowned king one day?

Brit: Um, maybe, but he's just a child now so he's only interested in⁴ 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.

- 1 Most people think that Christopher Columbus discovered America.
Most people think that America was discovered by Christopher Columbus.
- 2 Every year in the USA judges sentence around 100 criminals to death.
- 3 In 1811 in Britain, parents named nearly a quarter of all girls Mary.
- 4 People in the UK drink more tea than in any other country.
- 5 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.

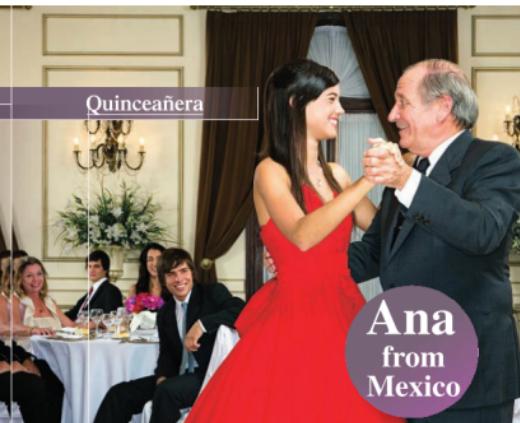
- 1 Have you ever / repair / a bicycle?
- 2 When did you last / test / your eyes?
- 3 Will you ever / colour / your hair?
- 4 Are you going to / redecorate / your bedroom?
- 5 Have you / pierce / your ears?
- 6 When did you last / take / a passport photo?

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

| Country | Age | Guests | Formal part | Informal part |
|---------|-----|-----------------------------|-------------|---------------|
| Japan | | extended family and friends | | |
| Mexico | | | | |

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

- a family
- b 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.

- 1 is an child. He/She doesn't have any brothers or sisters.
- 2 In my extended , is the oldest and the youngest.
- 3 is one of my distant
- 4 I sat next to at the last I went to.
- 5 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?

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

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

- 1 treated extremely kindly
- 2 a good thing to do
- 3 the most important person
- 4 a unique experience
- 5 an absolutely fantastic time
- 6 the most exciting moment

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

- 1 What has been the of your day so far today?
- 2 Have you ever been the centre of ?
- 3 Were you really on your last birthday?
- 4 Do you think big parties are the effort?
- 5 Which once in a experience would you most like to have?
- 6 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 ...
 - Sam was paying attention to the lesson.
 - Quinn was daydreaming about the beach.
 - Mary was sure she saw him leaving the room.
 - Edilio summed up the situation with a gesture.
- 2 So far, the following people have disappeared:
 - Two teachers and a pupil.
 - Two teachers and three pupils.
 - One teacher and one pupil.
 - Two teachers and no pupils.
- 3 In lines 36–45, the author implies that ...
 - Astrid knows why people are disappearing.
 - Sam is scared by the situation.
 - the situation has become really serious.
 - somebody played a joke.

Text 2

- 4 The unexplained incidents in the text all involve ...
 - ships that went missing.
 - people who disappeared.
 - planes that crashed.
 - the US Navy.
- 5 The author claims that disappearances in the Bermuda Triangle are ...
 - still a mystery.
 - due to bad weather.
 - definitely not caused by aliens.
 - 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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