

FIRST

EXPERT

STUDENT'S RESOURCE BOOK with key

THIRD EDITION • WITH MARCH 2015 EXAM SPECIFICATIONS

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Vocabulary development 1

EXPERT STRATEGY

Use a dictionary to expand your vocabulary. You should use a good English–English dictionary (such as the *Longman Exams Dictionary*) when you check your answers to exercises in Paper 1, Reading and Use of English. You will also need to use a dictionary when you write compositions, reports, etc. for Paper 2, Writing. When doing reading tests, however, it is better to try to guess the meanings of words as much as you can.

Understanding your dictionary

- 1 Look at the dictionary entry below and match the numbered boxes (1–8) with the explanations (a–h).

1 2 3

4 **gen·e·ra·tion** AC S2 W2 /ˈdʒenəˈreɪʃən/ *n*

5 1 [C also + plural verb] *BrE* all people of about the same age: *Like most of my generation, I had never known a war.* | *In my generation the divorce rate is very high.* | *the need to preserve the planet for future generations* | [+of] *the post-war generation of writers* | **the younger/older generation** (= the younger or older people in society) *The younger generation don't know what hard work is.* | *The story has been handed down from generation to generation.* | *If the gene is passed from father to son through the generations, the disease becomes increasingly severe.*

6 2 [C] all the members of a family of about the same age: *Friction is common when three generations live together.* | *In some families there is little verbal interchange between the generations.* | **first-generation/second-generation, etc.** (= being a member of the first, second, etc. generation to live or be born in a country) *a third-generation American* | *As many as 40 percent of the fathers were first-generation immigrants.*

7 3

8 4

- a the meaning or definition of the word
b the pronunciation of the word, using the International Phonetic Alphabet
c the word class – verb, noun, adjective, etc.
d a second meaning of the word, shown by a number
e a common expression or set phrase
f British English (not American English) usage
g an example sentence showing how the word is used
h grammatical information (e.g. countable noun)

Using your dictionary

- 2 Look at these entries and answer the questions.

in·her·it /ɪnˈherɪt/ *v*

- 1 [T] to receive money, property, etc. from someone after they have died: **inherit sth from sb** *He inherited a fortune from his grandmother.* | *inherited wealth.*
2 [T] if you inherit a situation, especially one in which problems have been caused by other people, you have to deal with it: *The present government inherited a closed, state-dominated economy.* 3 [T] to have the same character or appearance as your parents: **inherit sth from sb** *Mr Grass inherited his work ethic from his father.* | *I inherited my mother's curly hair.*

- 1 When we say the word *inherit*, do we stress the first, middle or last syllable?
2 Do we pronounce the middle part of *inherit* as *hear*?
3 Does the verb *inherit* take a direct object?

house·hold 1 /ˈhaʊshəʊld \$-hoʊld/ *n* [C]

all the people who live together in one house **SYN house:** *A growing number of households have at least one computer.* | *Families are classified by the occupation of the head of the household* (= the person who earns the most money and is most respected in a house). | *There are seven million single-person households in this country.*

household 2 *adj* [only before noun]

1 relating to looking after a house and the people in it **SYN domestic:** **household goods/products/ items, etc.** *washing powder and other household products* | *household chores* | *The government had set a target of recycling 25 percent of household waste by the end of the 20th century.* 2 **be a household name/word** to be very well known: *Coca Cola is a household name around the world.*

- 4 Do we stress the first or second syllable in *household*?
5 Is the word *household* an adjective as well as a noun?
6 As a noun, is *household* countable or uncountable?
7 Can we say: *I bought some items which are household*?
8 Could we say that Madonna is a *household name*?

Language development 1

► COURSEBOOK pages 10–11, EXPERT GRAMMAR page 182

Situations and habits: Frequency adverbs

- 1 Read the examples in the box and complete the rules with *before* or *after*.

I usually go out every Saturday night.

The cat will occasionally disappear for days.

My mother's stories are sometimes very funny.

I often used to play chess with my father and he would always win.

Rules

We put frequency adverbs such as *always*, *often*:

- 1 _____ simple tenses of the verb *be*.
- 2 _____ simple tenses of other verbs.
- 3 _____ the auxiliary verb in complex tenses.
- 4 _____ *used to* but _____ *would*.

Adverbial phrases such as *every day*, *three times a week*, etc. can go at the beginning or the end of a clause. Initial position is more emphatic.

- 2 Rewrite the sentences, putting the words in brackets in the correct place.

- 1 Adam leaves for school at seven o'clock in the morning. (always)
- 2 He goes to school by bus. (every day)
- 3 In the past he used to wait a long time for the bus. (never)
- 4 The bus would be two or three minutes late. (sometimes)
- 5 Nowadays the bus is late. (often)
- 6 As a result, Adam arrives late for school. (frequently)
- 7 Fortunately, his teacher doesn't complain. (usually)
- 8 Adam does his homework on the bus. (regularly)

State verbs

- 3 Complete the sentences with the present simple or present continuous form of the verbs in bold.

- 1 have
 - a Sandra _____ a large collection of DVDs.
 - b Mum, answer the phone, please. I can't answer it because I _____ a shower.

- 2 see
 - a I _____ why your sister gets so annoyed with you. You're always borrowing her things!
 - b My brother isn't going out with Stella anymore. These days he _____ Tina instead.
- 3 taste
 - a 'Why is your spoon in the saucepan?' 'I _____ the soup to check if there's enough salt.'
 - b This sauce _____ strange!
- 4 think
 - a You haven't said anything all evening. What _____ (you) about?
 - b What _____ (you) about the new history lecturer?
- 5 appear
 - a Although my dad _____ to be very strict, he's not, really.
 - b Alex Cameron _____ as Hamlet at the Theatre Royal all week.
- 6 smell
 - a Why _____ (you) those roses? Don't you know they're made of plastic?
 - b The biscuits my sister made this afternoon _____ delicious.
- 7 look
 - a Today our family's going on a picnic but it _____ as if it might rain.
 - b Why _____ you _____ at me like that? Have I done something wrong?
- 8 expect
 - a I _____ you're tired after playing football all afternoon.
 - b I can't go out tonight because I _____ a phone call from my aunt in the USA.

Past habit

- 4 Find and correct the mistakes in some of the sentences. Tick the ones that are correct.
- 1 When I lived at home, I used to ~~going~~ fishing with my father every Saturday. go
 - 2 My mother would make us sandwiches for the day. ✓
 - 3 We would have spent hours waiting for a fish to bite.
 - 4 I used love listening to him talk about nature.
 - 5 Often we didn't used to come home until after dark.
 - 6 I remember how my mother used to look at us when we were late.



EXPERT STRATEGY

For Paper 2, Writing, it's important to vary the grammatical structures and verb forms you use. This makes your writing more interesting for the reader. But you have to be careful. Sometimes, a particular form may not be possible.

Listening (Paper 3 Part 1)**Before you listen**

- 1a Read the instructions for the listening task. How many extracts will you hear? The extracts are not related. (Note that in the exam you will hear eight extracts.)
- b For questions 1–6, read the sentence that gives the context of the extract, the question and the three options (A–C). Think about the situation: who will be talking and what they will be talking about. Mark the key words in each question. The first two have been done for you.

Multiple choice

- 2a  02 Do the task. Note these steps.
- You will hear each extract twice. As you listen, focus on the speaker's main idea – don't worry if you don't understand every word.
 - Choose one of the options after listening the first time. If you don't know an answer, have a guess and go on to the next question.
- b  02 Listen again and check your answers.

EXPERT STRATEGY

Read the questions carefully to know what you're listening for. Each question has a different focus. For example, some questions ask about the speaker's opinions and feelings and others ask about the topic.

► HELP

- You're listening for the main point she's making. Which option matches this?
- Listen for how he feels now, not how he felt at first.
- Listen to what she says about shopping. Does she enjoy it?
- Listen for the name of the programme and what the first listener says about it.

EXPERT LANGUAGE

Look back at the multiple-choice questions. Find an example of a question that is asking about:

- the present.
- the past.
- the future.

EXPERT WORD CHECK

accountant compensations
fires up furnishings fussy
mindless mixing desk passion
swapping tax forms

You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B, or C).

- You hear a woman talking about her car. What is she describing?
 - what she dislikes about her car
 - how she depends on her car
 - why she needs a new car
- You hear a sound recording engineer talking about his training. How does he feel about the course he followed?
 - unsure how useful it was
 - sorry that it was only part-time
 - grateful for the basic skills it gave him
- You hear a woman talking about shopping. What is she doing?
 - disagreeing with some recent research
 - justifying a decision she has made
 - defending an activity she enjoys
- You hear the beginning of a radio programme. What is the programme going to be about?
 - a way of learning new skills
 - helping people who have no skills
 - keeping your own skills up-to-date
- You hear a student talking about living and studying in London. What did she find most difficult?
 - managing on a restricted budget
 - keeping a record of her spending
 - being criticised by her parents
- You hear a man talking about the furnishings in his home. What point is he making about them?
 - They needed to reflect his lifestyle at work.
 - The things he chose were modern in design.
 - He didn't want them to remind him of work.

Writing (Paper 2 Part 2: Informal email)

► COURSEBOOK pages 12–13, EXPERT WRITING page 202

Understand the task

1 Read the writing task and answer the questions.

- 1 Who are you writing to?
 - a someone you know well
 - b someone you know a little
- 2 What is the main purpose of the email?
 - a to entertain the reader
 - b to provide important information
- 3 What information MUST you include? Mark the parts of the task that tell you.

You have received this email from your English pen friend, Pat. Write an email to Pat, answering her questions.

Hi there!

Great to hear that you're coming to stay with us for two weeks this summer and that you're bringing a friend with you – that should be fun! But who is this friend? Write back and tell me when you would like to come, what your friend is like and the sort of things you enjoy doing together.

Pat

Write your **email** in 140–190 words in an appropriate style.

Check and improve a sample answer

2a Read a student's answer and look at the parts of the task you marked in Exercise 1. Does the email include the required information?

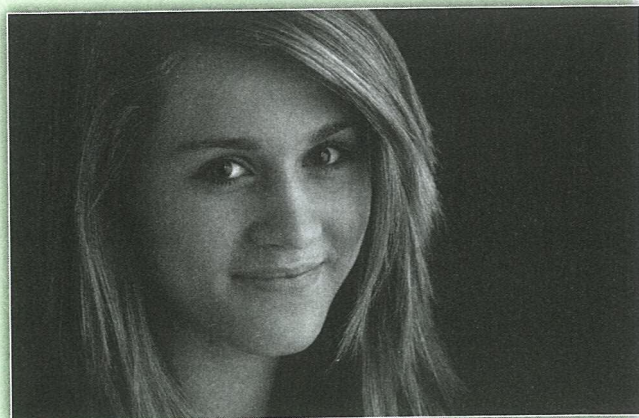
EXPERT STRATEGY

Always check your work for basic errors when you finish writing. You will lose marks if basic errors make your work unclear or difficult to understand. Double-space your writing so that you have room to make corrections if you need to. Make sure that your handwriting is neat and easy to read.

- b The student's teacher has underlined all the mistakes in the email and used symbols to identify the types of mistakes. Look at the key below to see what the symbols mean.
- c Rewrite the email, correcting the mistakes.

KEY TO CORRECTION SYMBOLS

P = punctuation	Ww = wrong word
Sp = spelling	Wo = word order
Gr = grammar	St = style
T = verb tense	



Home Previous Next Search

Hi Pat,

Thank ^Pyou, for inviting me and my friend to stay with your family this summer. We would both love to come. ^{Wo}We can come for two weeks in August?

I know that you ^{Wo}never have met my friend Angela but I'm sure you'll like her very much. She's a very easy-going person. She's two years ^{Ww}smaller than me and ^{Gr}studies to be doctor.

Like ^Pme Angela likes walking and horse-riding. She's also very good ^{Gr}in tennis. There's ^{Wo}one only thing that Angela isn't very keen on: ^{Sp}swiming. ^PIts rather strange because we ^{Gr}were used to go with our families to Lake Balaton every year when ^{Sp}we were children. Her family even has a house ^{Sp}their now.

I won't write any more, Pat, because ^TI take exams at the moment and I'm very ^{Ww}occupied. Thank you again for your invitation. I'm looking forward to ^{Gr}see you and your family this summer. I've told Angela all about you! Please let me know if we can come in August, won't you? ^P

StYours faithfully,

Anna

Vocabulary development 2

➤ COURSEBOOK pages 14–15

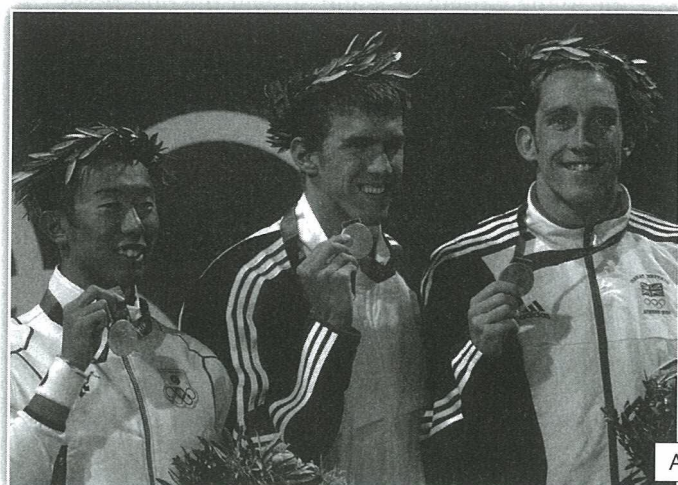
Special occasions

- 1 Match the words/phrases in the box with the photos and write them in the correct column.

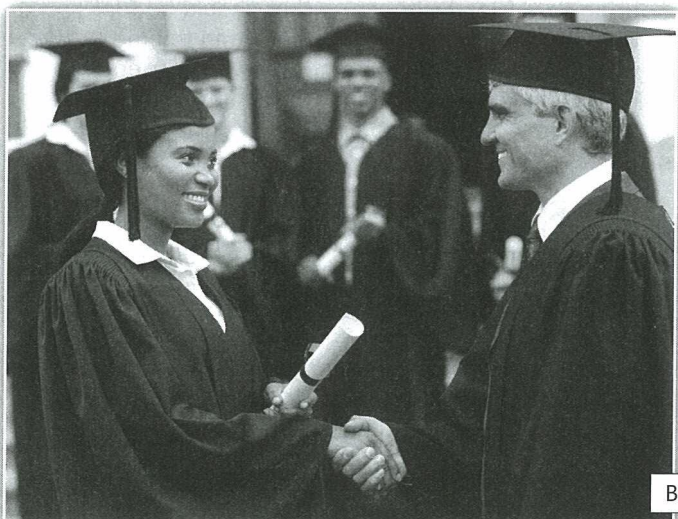
athletes degree graduate medals olive leaves
shake someone's hand sports event university

Photo A

Photo B



A



B

Comparing photos

EXPERT STRATEGY

When you talk about photos, you may not know what something is called in English. Try to describe it using words you do know. Useful phrases for doing this include *It's like ...* and *It's a kind/sort of ...*

- 2a Read how one student compared the two photos and complete the text. Use only one word in each space.
- b What phrases does the student use to:
- 1 talk about similarities?
 - 2 talk about differences?
 - 3 express an opinion?
 - 4 paraphrase an unknown word?

Both these photos (1) _____ special occasions or ceremonies.

The first picture was obviously (2) _____ at the Olympic Games. I can see three (3) _____ who are holding their (4) _____ and looking very happy. In the second photograph a university student is holding some kind of document – I think it's called a(n) (5) _____ certificate in English – and shaking an older man's hand. (6) _____ the people in the first photo, she also looks very happy. Both the ceremony in the first picture (7) _____ the ceremony in the second picture are very formal occasions. People have been given a prize or an award for what they have achieved. The main difference (8) _____ the two photographs is that these athletes have done well in a sports (9) _____ at the Olympics, (10) _____ the student here has just – what's the word – graduated? – from a university. She is now called a(n) (11) _____, I think. It's interesting that the athletes are wearing olive (12) _____ on their heads. The student and the other people in the second picture are also wearing a sort of hat on their heads.

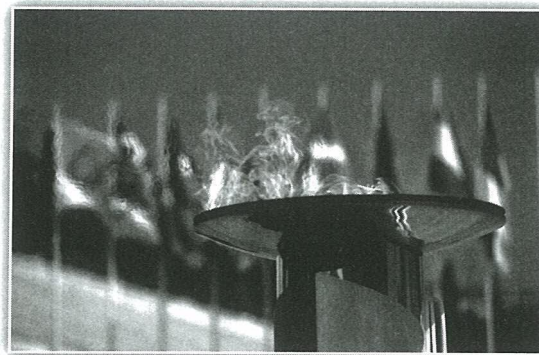
I really love sport, so I think I'd prefer to attend the ceremony in this photograph, at the Olympic Games. I think it must be a very happy time for everyone there – and incredibly exciting.

Language development 2

► COURSEBOOK page 17, EXPERT GRAMMAR pages 182–183

Modifying adjectives and adverbs

- 1a Look at the table comparing the Olympic Games which were held in Athens, Beijing and London. Are the statements below *True* (T) or *False* (F)?



Number of:	Athens 2004	Beijing 2008	London 2012
athletes (total)	11,099	10,942	10,568
athletes (women)	4,306	4,637	4,676
athletes (men)	6,793	6,305	5,892
events	301	302	302
Greek gold medallists	6	0	0
Chinese gold medallists	32	51	38
UK gold medallists	9	19	29
seats in Olympic Stadium	72,000	91,000	60,000

- Slightly more athletes took part in the Olympic Games in London than in Beijing. _____
- A far larger number of women than men took part in the London Olympics. _____
- In Athens and Beijing, China won by far the most gold medals. _____
- There were not quite as many events in London as there were in Athens. _____
- The UK won a lot more gold medals in London than in Athens. _____
- There weren't nearly as many Chinese gold medallists in Athens as in Beijing. _____
- At the Athens Olympics, there were almost five times as many men athletes as women athletes. _____
- Athens / not organise / many / events / London (quite / nearly)
- UK athletes / successful / Beijing Olympics / London Olympics (not nearly / far)
- Chinese athletes / do / worse / Athens Olympics / London Olympics (slightly / far)
- Greek athletes / win / many / gold medals / Beijing / London (nearly / exactly)
- Olympic Stadium / London / big / Olympic Stadium / Beijing (nowhere near / a lot)
- Olympic Stadium / Athens / small / Olympic Stadium / Beijing (slightly / a lot)

- b Which phrases in the statements above express:

- a big difference?
- a small difference?

- c Use the information in the table and these prompts to write more correct sentences comparing the three Olympic Games. Choose one expression only from the words in brackets.

- large / number of athletes / take part / Athens Olympics / London Olympics (slightly / much)
A much larger number of athletes took part in the Athens Olympics than in the London Olympics.
- the number of women / take part / Beijing Olympics / small / London Olympics (a bit / a lot)
- Beijing / organise / more / events / Athens (slightly / a lot)

Comparatives and superlatives

- 2 Find and correct the mistakes in some of the sentences. Tick the ones that are correct.

- The food I ate at that restaurant in Beijing was the most spiciest I have ever eaten.
- The first event we saw was far better one than the others.
- The opening ceremony in London was much more exciting that the ceremonies in Beijing or Sydney.
- The fireworks for the London Olympics were by far the best I have ever seen.
- He is a more faster sprinter than all the other athletes.
- The people in the town were not nearly as much friendly as the villagers.
- The stadium they are building must be just about the biggest stadium ever built.
- Unfortunately, we didn't have nowhere near as much time to spend shopping in London as in Beijing.

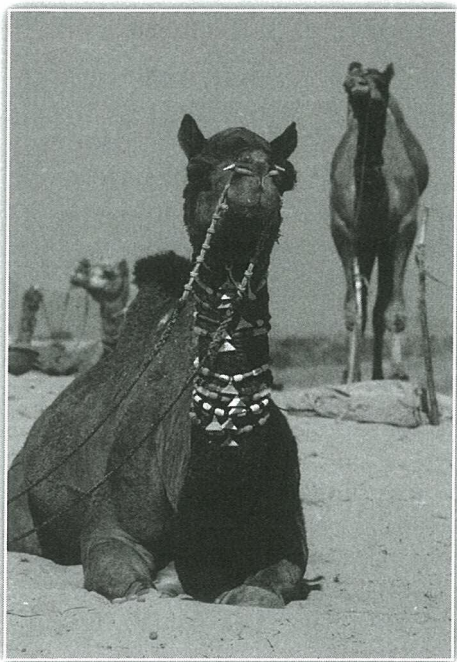
Reading (Paper 1 Part 7)

Before you read

- 1 Read the title of the text on page 13 and look at the photo below. What information do you think the text will contain?
- what gifts you can give in different countries
 - how to behave towards foreign visitors

Skimming and scanning

Multiple matching



EXPERT STRATEGY

Always read the questions first in this task. You should then read the text carefully with the questions in mind.

► HELP

- Look for the word *value*. It means the same as *price*.
- Look for references to the size of the gift.
- Look for words that mean 'to help you remember'.

EXPERT LANGUAGE

Look back at the text. Find four nouns ending in the suffix *-ity*.

- 2 Skim the text and answer the questions.
- Which country seems to have the strictest rules about gifts?
 - In which country are gifts least important?
- 3a Look at the example (0) in the exam task below. The key words in the question are highlighted. Mark the part of paragraph 1 which tells you that the answer is A.
- b Look at question 1 and follow these steps.
- Mark the key words in the question.
 - Scan the text and mark the part which expresses the same idea.
 - Read this section carefully and mark the place where you find the answer.
 - Check that the text you have found exactly matches the question.
- c Now continue with questions 2–10. (Note that in the exam there will be 10 questions.)

You are going to read an extract from a book which gives businesspeople advice about social customs in different parts of the world. For questions 1–10, choose from the countries (A–D). The countries may be chosen more than once.

According to the writer, in which country:
did a politician receive an unexpected gift?

0

is the price of the gift unimportant?

1

are you expected to give a gift as large as the one you've received?

2

are most gifts specially made to celebrate a particular event?

3

have the rules of gift-giving been established for generations?

4

is it common not to open gifts in front of the giver?

5

is it unwise to say you like someone else's possessions?

6

are there rules about how different types of gifts must be presented?

7

might people be unimpressed by a large gift?

8

is it important not to damage the packaging of a gift?

9

will you be forgiven if you get the details of gift-giving wrong?

10

EXPERT WORD CHECK

manners memento nicety
ornament paperweight
pretentious protocol reciprocate
ribbon ritual sculpture wrap

The art of giving

In many countries it is customary to give gifts to your guests and hosts but different cultures have different customs. How does the foreign visitor know what to do where?

A Egypt

When the US president Jimmy Carter visited Egypt in 1978, a camel trader was asked to show him round a camel market. The trader was so honoured that he not only gave the tour but also presented the president with a six-year-old camel, a pink ribbon tied around its neck. The camel trader's action was typical of the hospitality and generosity shown in many parts of the Arab world, where good manners are an essential ingredient in a person's character and generosity to guests is essential to a good reputation. Because there are accepted rules of behaviour in gift-giving, the foreign businessperson must be careful. For example, admiring a painting or ornament in a client's home or office might oblige them to present you with it as a gift. What's more, your Egyptian colleague will probably begin a round of gift-giving and will expect you to reciprocate – if not immediately, then on the next possible occasion – and the gift should match theirs in size and cost, if possible.

B Japan

And the Arab world is not the only place where gift-giving follows set rules. In Japan they are even stricter. As an American who volunteered to teach English to a Japanese woman reported, 'Before each lesson and on each and every visit, the Japanese lady brought me a gift – a book, some paper sculpture or flowers.' Unknowingly, this American was experiencing a ritual rooted centuries deep in Japanese culture. According to Business Tokyo magazine, among the Japanese, 'gift-giving is a necessity, not merely a nicety as it is in the West.' In Japan the proper gift is thought to express the giver's true friendship, gratitude and respect far better than words can. And specific gift-

giving rules have prevailed in Japanese society for centuries. They spell out the type of gift to give and how the various types of gifts should be wrapped. So if you plan to visit Japan, be prepared. But don't worry about getting the protocol wrong – foreigners are not expected to know all the rules!

C Thailand

Another country which takes gifts seriously is Thailand. When visiting a home in this country, take flowers or a box of chocolates from the local market. The value is not important; it is the thought and the act that count. It is the tradition in Thailand to wrap gifts beautifully with colourful ribbons and the custom has long been to put the gift aside to be opened later, so don't be offended if the gift seems to go unappreciated. But this custom is not as rigid today as it was and you may be invited to open a gift in front of the giver. But in this case do avoid ripping open the beautiful wrapping as this is considered rude.

D Australia

And of course, there are countries where businesspeople rarely exchange gifts and Australia is an example of this. Modest gifts such as a business diary, a paperweight or a coffee mug might be presented as a memento of a visit or business meeting, and sales conferences and trade shows often give out T-shirts, ties or baseball caps bearing the date and location of the event. However, anything more than these types of gifts could cause embarrassment in a society known for its friendly informality as people might regard them as pretentious.

Vocabulary development 1

➤ COURSEBOOK page 21

EXPERT STRATEGY

For Paper 4, Speaking, Part 1, be prepared to talk about the job you do or hope to do in the future. You may be asked to describe what you enjoy most about your job or to say what kind of job you would most like to do.

Job factors

- 1 Look at the list of factors people consider important in a job. Tick the three factors which are the most important for you.

- the salary
- the location (e.g. town, region) of the job
- opportunities for promotion
- a friendly working environment
- good facilities (e.g. car park, canteen, gym)
- long holidays
- opportunities to work independently
- a company car
- opportunities for creativity
- a company pension
- flexible working hours
- opportunities for travel

Describing jobs

- 2a Read what six people say about their work. What job does each person do? Write the correct job from the box under each person. There are four jobs you do not need to use.

accountant actor architect bank clerk engineer
journalist lawyer lecturer musician scientist



I'm very good at maths and statistics. I like my job because I can work on my own a lot. It's also creative. I love testing my theories in the laboratory to see if they are right.

1 _____

I enjoy working with figures. Some people might think that my job is boring but they're quite wrong. Looking after so much money is actually really interesting.

2 _____

I've always been good at persuading people to do or believe things. Now I do it every day in court. My salary is excellent, of course, and there are good career opportunities.

3 _____

My job is very creative. I have to practise a lot, of course, and being on tour with an orchestra can be rather tiring. However, I can take long holidays if I want to.

4 _____

I've always been keen on designing and building things. Now I'm well paid for doing what I enjoy. It's a creative job because you combine theory and practice. You also need to know a lot about different materials.

5 _____

For my job, you need to have a good command of English. You work on your own a lot, particularly when you're following up a big story. The salary's not great but it's an interesting, rewarding job.

6 _____

- b Read the comments again. Underline the advantages of each job, according to the six people.
- c Write a short paragraph describing your own job or the job you would like to do. Use some of the ideas and language above.

Verb + noun collocations

- 3 Read the text and decide which answer (A, B or C) best fits each gap.

My career



My name is Helena. Although I did well at school and managed to (1) _____ all my exams when I was 18, I decided not to go to university. I wanted to make lots of money instead. I (2) _____ for three jobs with large international companies and (3) _____ an interview with one of them the following week. They offered me the job. I was now Helena Roberts, Assistant Marketing Manager!

For the first two years I (4) _____ very little money but I worked conscientiously. As a result, I soon (5) _____ promoted. My dream was to become Managing Director. That was my first big mistake. The company closed down a month later and I was (6) _____ redundant!

In my next job, the working conditions were awful. I wanted to (7) _____ and look for something else. My colleagues, however, persuaded me to (8) _____ on strike with them for better pay. That, of course, was my second big mistake. The boss immediately (9) _____ us the sack! It was six months before I found another job.

I've been with my present company for five years now. I'm extremely happy and intend to stay here until I (10) _____ at 65. I no longer dream of being Managing Director. Having a job is enough for me.

- | | | |
|-------------|------------|------------|
| 1 A pass | B take | C succeed |
| 2 A looked | B applied | C offered |
| 3 A went | B attended | C made |
| 4 A gained | B won | C earned |
| 5 A became | B got | C took |
| 6 A made | B become | C told |
| 7 A resign | B dismiss | C release |
| 8 A make | B go | C put |
| 9 A put | B showed | C gave |
| 10 A retire | B graduate | C withdraw |

Pronunciation

- 4a Say these past simple verbs aloud. Is the *-ed* ending pronounced /t/, /d/ or /ɪd/?

wanted	worked	persuaded	promoted
passed	attended	closed	
applied	gained	offered	

- b 03 Listen and check your answers. Write the verbs in the correct column.

/t/

/d/

/ɪd/

Language development 1

► COURSEBOOK pages 24–25, EXPERT GRAMMAR pages 184–185

Past simple and present perfect simple

- 1 Complete the email with the past simple or present perfect form of the verbs in brackets. Mark the time expressions which help you to decide.

Hi Maria,

I've just read your email. Yes, I'd love to come and help you at your office. I (1) _____ (take) my final exams last week and I (2) _____ (not have) anything to do since then. Some work would be great! I still (3) _____ (not learn) to type, I'm afraid, but I could put your files in order. In January I (4) _____ (organise) all the files for the Students' Union. Up to now nobody (5) _____ (complain), I'm proud to say! I know you (6) _____ (not find) a receptionist yet, so I could do that job as well. The other day I (7) _____ (answer) some phone calls from college applicants and I really (8) _____ (enjoy) it. So you see, Maria, I have already had lots of experience!

Love,
Alexia

yet, still, already, just

- 2a Complete the sentences with *yet*, *still*, *already* or *just*. Use the explanations in brackets to help you.

- I have _____ received an email from my mobile phone company. Do you want to see it? (a short time ago)
- We've written to him three times and he _____ hasn't replied. (up to now but we expected it to happen by now)
- Mr Smith is looking for you. Has he spoken to you _____? (up to now but we expect it to happen)
- There's no need for you to phone the bank – I've _____ done it. (before now/earlier than expected)

- b Now complete these sentences in the same way.

- I can't give Mrs Hudson my report because I haven't finished it _____.
- We've _____ heard that Sally's been promoted. It's great news, isn't it?
- My car broke down last week and the garage _____ hasn't fixed it.
- You don't need to write to Mr Jones – I've _____ written to him.

Present perfect simple and continuous

3a Choose the correct answers.

- 1 Have you *lived* / *been living* in Vienna all your life?
- 2 I'm exhausted! I've *studied* / *been studying* for my accounting exams all day.
- 3 Oh dear! We've *missed* / *been missing* the bus!
- 4 My boss is away at the moment, so I've *worked* / *been working* overtime.
- 5 Can you phone Maria urgently? She's *phoned* / *been phoning* for you four times this afternoon.
- 6 Stephen's *tried* / *been trying* to contact you all day. Where have you been?

b Use the prompts to write complete sentences in the present perfect simple or continuous.

- 1 I / just / write / my application letter / Can you check it?

- 2 George / work on / his CV / all day / but / he still / not finish / it

- 3 Joanna / still / not arrive. / Do you think she / get / lost?

- 4 although I / learn / English / for over five years / I / never / go / to England

- 5 Help! / Someone / steal / the money from the safe!

- 6 I / try / to phone Sue / all afternoon / but I / not be able / get through / yet

Key word transformations

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 I've never been to the National Museum.
STILL
I _____ the National Museum.
- 2 The last time I saw Jenny was ten years ago.
FOR
I _____ ten years.
- 3 John can still remember how nervous he felt on his first day at work.
NEVER
John _____ how nervous he felt on his first day at work.
- 4 She began working here when she was 18.
BEEN
She _____ here since she was 18.
- 5 Mr Thomas phoned a moment ago to say he will be late.
JUST
Mr Thomas _____ to say he will be late.
- 6 It's been a long time since our last meeting.
MET
We _____ a long time.

Listening (Paper 3 Part 3)

Multiple matching

EXPERT STRATEGY

In this task, you're listening for each speaker's main idea. Read the instructions carefully. Make sure you know what you're listening for.

Before you listen


1a Read the instructions for the listening task and answer the questions.

- 1 How many speakers will you hear?
- 2 What do they all have in common?


b Mark the key words in the statements (A–E). The first two have been done for you. (Note that in the exam there will be three extra options that you do not need to use.)

c Think of other ways of expressing the information in the statements.

Listening for gist

- 2  04 Listen once and decide which speaker mentions the ideas you've marked.

Listening for specific information

- 3  04 Listen again and check that the ideas expressed exactly match the wording in the statements.

You will hear five short extracts in which people who have given up stressful jobs in the city are talking about their decisions. For questions 1–5, choose from the list (A–E) what each speaker says.

- | | |
|---|----------------------------------|
| A I'm not absolutely sure I've done the right thing. | Speaker 1 <input type="text"/> 1 |
| B I find I can manage on a much lower income. | Speaker 2 <input type="text"/> 2 |
| C A sudden change led me to make my decision. | Speaker 3 <input type="text"/> 3 |
| D I had some money to invest in a new career. | Speaker 4 <input type="text"/> 4 |
| E I realised that my way of life was making me miserable. | Speaker 5 <input type="text"/> 5 |

EXPERT WORD CHECK

burning out city trader interior design life coach
public-relations company redundant self-sufficient

Writing (Paper 2 Part 2: Formal email)► **COURSEBOOK** pages 26–27, **EXPERT WRITING** page 203**EXPERT STRATEGY**

In Paper 2, Writing, it's important to organise your ideas clearly and divide them into paragraphs. You will lose marks in the exam otherwise. Making a paragraph plan before you write will help you to do this.

Understand the task**1 Read the writing task and answer the questions.**

- 1 Who are you writing to?
- 2 What is the purpose of your email?
- 3 What style should you use?
- 4 What information **MUST** you include? Mark the parts of the task that tell you.

You have seen this advertisement in a student magazine. You are interested in applying for the job.

Tour guide needed!

Would you like to work as a tour guide this summer, taking groups of English-speaking tourists to see the attractions of your town? Full training provided!

Write an email to Peter Harlow, giving details of previous work experience and explaining why you are the person we need.

*Write your **email** in **140–190** words applying for the job in an appropriate style. Do not give any postal addresses.*

Plan your email**2a Tick the points you should include in your email.**

- 1 details about your present job
- 2 what you hate about your present job
- 3 details about any relevant knowledge/skills
- 4 what kind of person you are
- 5 your reason for writing/where you heard about the job
- 6 names and addresses of people who can recommend you
- 7 details about yourself/qualifications/previous experience
- 8 details about your home and family
- 9 availability for interview/concluding remarks
- 10 the kind of clothes you usually wear
- 11 why you want the job/why you are suitable for the job

b How will you organise the points? Make a paragraph plan for the points you ticked.

Paragraph 1: _____
 Paragraph 2: _____
 Paragraph 3: _____
 Paragraph 4: _____

Check and complete a sample answer**3a Read a student's answer and complete it with one word or phrase in each space.**

(1) _____, I would like (2) _____ tour guide, which I saw advertised in our student magazine. I am 23 years old and have just completed a first degree in history at Szeged University. (3) _____, I am thinking of continuing my studies at postgraduate level next year. Although I am not actually from Szeged, I have lived here for many years and know the town and surrounding area very well. I have (4) _____ English and German, and have been learning Spanish for the past two years. Last summer, I worked for three months as a receptionist in a hotel in Budapest. This job involved giving foreign tourists information about the city. I feel (5) _____ for the job you describe in the advertisement because I know a lot about Szeged and its history. I think it is a beautiful town and I would enjoy showing tourists its attractions. It would also be a wonderful (6) _____ for me to meet people from other countries. I hope you will (7) _____ seriously. I am (8) _____ whenever it is convenient.

(9) _____,
 János Kelemen

- b** Does the email include all the relevant information? Compare it to your list in Exercise 2.
- c** The email has no paragraphs. Mark where each new paragraph should begin.