

English World

Exam Practice Book

8

B1



MACMILLAN

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Grammar and Vocabulary

- 1 Read some sentences about the **www project**. Complete the second sentence to give it the same meaning as the first sentence or sentences. Use three words or fewer in each sentence.

Example

All of the **www project** topics are interesting to Holly.

All of the **www project** topics interest Holly.

- 1 Holly phoned Ross about the **www project** a moment ago.

Holly has just phoned Ross about the **www project**.

- 2 In Times Square Jack saw an accident. A blue car drove into a taxi.

In Times Square Jack saw a blue car drive into a taxi.

- 3 Laura is in her hotel room at the moment to make some notes.

Laura is in her hotel room at the moment where she is making some notes.

- 4 Holly bought a camera in New York. It was new and expensive and made in Japan.

Holly bought an expensive, new, Japanese camera when she was in New York.

- 5 Jack and Ross had a meeting to discuss the project. They got an important email.

Jack and Ross were discussing the project at the meeting when they got an important email.

- 2 Complete each gap in the text with the correct form of the word(s), as in the example.

Creating a Young People's Website

Example

Robert Githiga comes from the east African country of Kenya. At the end of last month he and other members of the Kenyan team (1) made the long

journey to the United States. For the last 7 days they (2) have been enjoying themselves in New York where they have come to (3) take part in

the **www project**. The **www project** is an international competition for teams that

(4) have already shown they can work together in national competitions.

Yesterday we (5) interviewed Robert. "The **www project** is an

(6) astounding idea. Over the next few months, pairs of teams from different countries (7) are going to create a website for young people. The

website is going to have worldwide perspective and we hope it (8) will interest

young people around the world. We will present ideas about four subject areas and we should

(9) include texts, videos and lots of other things on the website.

I (10) am looking forward this project very much."

COME

MAKE

ENJOY

TAKE PART IN

ALREADY SHOW

INTERVIEW

ASTONISH

CREATE

INTEREST

INCLUDE

LOOK FORWARD TO

- 3 Robert and Sofia are going to work together on the **www project**. Complete Robert's questions to Sofia with the correct form of the words in brackets.

Example

Robert: What do you think of the **www project**, Sofia? (you think)

Sofia: It's great. I'm really looking forward to it.

- 1 Robert: How many teams are going to work together to create the website? (work)

Sofia: Nine teams are going to work together. The teams are going to present ideas about the topics.

- 2 Robert: Which topic will Professor Brown give our teams next week? (Professor Brown give)

Sofia: I'm not sure but I hope we'll get an interesting topic like science.

- 3 Robert: How long have you been studying science in school in Brazil? (you study)

Sofia: For five years. I like studying it very much.

- 4 Robert: Why did your team win last year's town project in Brazil? (your team win)

Sofia: We won because we worked together well as a team.

- 5 Robert: How long will we have in New York to discuss and plan the topic? (we have)

Sofia: Not very long. We'll have just one day.

- 4 Match words from A with words from B and write the phrase under the correct picture.

A bird money car road helicopter space

B box rocket cage sign pilot tyre



Example

bird cage



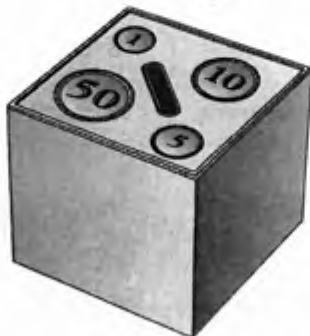
1 road sign



2 car tyre



3 helicopter pilot



4 money box



5 space rocket

5 Rewrite these words with the correct suffix *-sion* or *-tion*. Then complete the sentences with the correct words.

Example

conjunc- a confu- b fic- c introduc- d discus- e deci-
conjunction confusion fiction introduction discussion decision

Example

You can join sentences with a conjunction like 'because' or 'and'.

- The www teams had to make a fast decision about how to do their project.
- Stories or books that are not about real people or events are called fiction.
- The teams listened carefully to Professor Brown's introduction to the www project.
- Laura had a long discussion with the other team members about the www project.
- Professor Brown didn't want any confusion or mistakes about the topics or the project.

6 Read the text and choose the correct word or phrase for each space. Write the correct letter A, B, C or D in each gap.

Example

One of the most B places that not all tourists to the city are (1) A is the Hirst Museum of Art. The museum is located in an (2) C building near the city centre. The building (3) D from the end of the nineteenth century. It has a(n) (4) B history. It was a private house, a hotel, a (5) A centre and a hospital. It became a museum 20 years ago. It has some great (6) C, including some astonishing stone tools from the (7) D of the city, a beautiful silver (8) C for one of the English queens and a(n) (9) B collection of Picasso paintings from the early twentieth century. You can (10) D the museum for more details or find information online at www.hirmuart.com.

A silver	B exciting	C usual	D large
A aware of	B responsible	C bright	D colourful
A essential	B appropriate	C amazing	D online
A requests	B responds	C wastes	D dates
A stationary	B fascinating	C coral	D available
A conference	B billboard	C course	D zone
A access	B maintenance	C exhibits	D practice
A deadline	B goddess	C monitor	D prehistory
A waste	B source	C throne	D hint
A including	B startling	C accessing	D confusion
A assign	B sightsee	C back up	D contact

Listening

- 1 Listen to the people speaking about the **www project**. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversations 1–5:

1	C	2	F	3	B	4	D	5	A
---	---	---	---	---	---	---	---	---	---

Example

Phrases:

- ~~A Absolutely massive~~ ~~B Technical help~~
 C It's all about teamwork D Good heavens! Is that the phone?
~~E What a pity!~~ F Fingers crossed

- 2 Three students, George, Julia and Alexei, are discussing topics for a school project. Listen to the conversation and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

A School Project			
Name:	George	Julia	Alexei
Topic:	Environment Example	(1) <u>education</u>	Arts
First reason for choice:	we waste (2) <u>energy</u>	because it is essential for our future	I'm really into (3) <u>music/dancing</u>
Second reason for choice:	persuade people about renewable energy	find out about people in (4) <u>other countries</u>	learn how to (5) <u>write plays</u>

- 3 Listen to Sofia and her parents. For each question, circle the correct answer A, B or C. There is one example.

Example

What did Sofia's first photo show?

- A Times Square B Fifth Avenue C Central Park

1 Who was holding the shopping bags?

- A Anton B Anna C Sofia

2 What sport is played in the stadium that Sofia visited?

- A basketball B baseball C tennis

3 How high did Sofia's dad say the Statue of Liberty was?

- A 30 metres B 50 metres C 90 metres

4 How many cars cross the Brooklyn Bridge each day?

- A 5,000 B 80,000 C 120,000

5 What did Sofia enjoy most during her visit to New York?

- A the sightseeing B the shopping C the weather

Reading

- Read about Ross's visit to Ellis Island. For each question, circle the correct answer A, B or C. There is one example.

Between our visit to the theatre on Monday and Wednesday's meeting with Professor Brown, I visited the Ellis Island Immigration* Museum, one of the most vivid and fascinating tourist sights that I saw in New York. It gave me a perspective on the startling numbers of people who came to the United States through Ellis Island: 12 million. Of these people, the largest group, two million, came from Italy. In fact, there were more Italians in New York between 1900 and 1935 – 750,000 – than there were at this time in Rome, the capital of Italy!

The Ellis Island Immigration Museum is located in the Main Building on Ellis Island and opened in 1990. Its exhibits

cover the years from 1892 to 1954 when Ellis Island was an immigration centre.

The museum has an amazing number of exhibits and displays. These include clothes, diaries, newspaper articles, photographs, prints, videos, films and interviews. You can also hear Audio Journeys, stories of people emigrating from their countries to America. There's the American Immigrant Wall of Honor®, the longest wall of names in the world. In the American Family Immigration History Center you can access the names of the ships that brought people to New York and the passengers.

*immigration: going to another country to live there; the opposite of emigration

56

57

Example

When did Ross get to Ellis Island?

A Monday

☒ B Tuesday

C Wednesday

1 How did Ross feel about the number of people going to the USA between 1892 and 1954?

☒ A surprised

B confused

C excited

2 How many people from Italy entered the USA through Ellis Island?

A 750,000

☒ B 2 million

C 12 million

3 When did Ellis Island become a museum?

A 1892

B 1954

☒ C 1990

4 How many kinds of exhibits and displays does Ross write about in the final paragraph?

A six

B eight

☒ C ten

5 What is special about the American Immigrant Wall of Honour?

☒ A It has a lot of names on it.

B It tells people's stories.

C It names ships people travelled on.

- 2 Sofia wrote an email and made four spelling mistakes, three grammar mistakes and three punctuation mistakes. Proofread what she wrote. Underline the mistakes and correct them below.

From: Sofia

To: Robert

Attachments: none

Hi Robert,

How are you? Did you got back to Kenya without any problems. I hoap so. Since we left New York, I have be thinking a lot about the project and what we talked about in New York. Why dont we write about the differences between education in Kenya and education in brazil? We can do thinks like compare the coarses that students can study in university. We can inviting readers to send questions about Kenyan and Brazilian schools to a website blog and we can write aproprate answers. We can also describe a typical school in our countries. What you think? Does it sound like a good idea?

Sofia

Example

get 1 ? 2 hope 3 been
4 don't 5 Brazil 6 things 7 courses
8 invite 9 appropriate 10 do

- 3 Read the questions A–G and Professor Brown's responses 1–6. Choose the letter for the correct question to match each response and write it in the gaps in the table, as in the example. You won't need one of the questions.

Example

Response 1 goes with Question D

Response 2 goes with Question C

Response 3 goes with Question G

Response 4 goes with Question E

Response 5 goes with Question A

Response 6 goes with Question F

Questions:

- A When will teams finish the *www* project?
B Who helps you most with your work?
C Why do you run competitions for younger students?
D How long have you been working with younger students, Professor Brown?
E How much help do you give the teams?
F How do you relax at the end of a project?
G What is the idea of the *www* project?

Response 1	Response 2	Response 3
Each summer for the last five years. I teach at a university but the young people I work with on projects are younger.	Because I like to encourage them to think about the future and because they can think of startling new ideas.	To persuade young people in different countries to think about important topics like the environment and the arts.
Response 4	Response 5	Response 6
Not very much. Team members present their thoughts and ideas about the topics. We give technical support and monitor teams' progress.	It's going to take quite a long time. Teams have about four months to do their work on the topic then it will take several months to build the website.	A good question. My predecessor in this job used to go mountain climbing. I like to sit in the park and read a book that has nothing to do with websites or computers!

Speaking

I Ask and answer.

Part 1

Student 1: Use Question Box A to ask your classmate questions, e.g. Which method of transport are you going to talk about?

Student 2: Answer your classmate's questions about the topic on Card A.

Question Box A

Questions about:

which / method / transport / go / talk / about?
have / you / try / this method / transport?
why / interested / this method / transport?
how much / know / about?
what / advantages / disadvantages / of?
what / like / dislike / about?

Part 2

Student 2: Use Question Box B to ask your classmate questions, e.g. Which methods of transport are you going to talk about?

Student 1: Answer your classmate's questions about the topic on Card B.

Question Box B

Questions about:

which / method / transport / go / talk / about?
have / you / try / this method / transport?
why / interested / this method / transport?
how much / know / about?
what / advantages / disadvantages / of?
what / like / dislike / about?

2 Look at the map. Choose two of the cities on the map and:

- ▶ name the cities and say which countries they are in;
- ▶ give some details about each city;
- ▶ explain why you chose to talk about these two cities and why you think they are important.



Writing

Your class wants to visit an important building or place in your local area as part of the students' history studies. Write some advice to your classmates. Advise them where to go and how to prepare for the trip. Write 100–120 words.

In your writing:

- ▶ discuss the destination and the activities the class will do there;
- ▶ tell your classmates how to get to the destination and how long the trip will take;
- ▶ advise your classmates how they should prepare for the trip (for example what to take and wear);
- ▶ advise your classmates what kind of information they should find out about the building or place.

Write your description here:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

If you need more space, use another piece of paper.

Writing

Your class wants to visit an important building or place in your local area as part of the students' history studies. Write some advice to your classmates. Advise them where to go and how to prepare for the trip. Write 100–120 words.

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Write your description here:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

If you need more space, use another piece of paper.

Grammar and Vocabulary

- 1 Read about Jack. Complete the second sentence to give it the same meaning as the first sentence. Use three words or fewer in each sentence.

Example

If you work hard today, Jack, you won't have any homework tomorrow.

Work hard today, Jack, so you don't have any homework tomorrow.

- 1 Jack's father gave Jack a mobile but Jack lost it.

Jack lost the mobile which his father had given him.

- 2 "Where have you been waiting?" Ross said to Jack.

Ross asked Jack where he had been waiting.

- 3 "Please send me an email about the project, Ross," said Jack.

Jack asked Ross to send him an email about the project.

- 4 Jack looked for the phone for a long time because he wanted to find it.

Jack looked for the phone for a long time in order to find it.

- 5 "Keep in touch with your team members," Professor Brown said to Jack.

Professor Brown told Jack to keep in touch with his team members.

- 2 Complete each gap in the text with the correct form of the word(s), as in the example.

Example

It was our first holiday for more than a year. The year before we

(1) weren't able to have a holiday because my dad had lost his job. My brother Dmitri and I had asked my parents (2) to go on holiday abroad but we still (3) didn't have a lot of money. Three months before the end of term, my parents (4) reserved rooms in a hotel in a small seaside town on the south coast. This was so that we (5) could be sure that we would have somewhere to stay.

On the way to our destination, Dmitri and I (6) looked out of the train window at the countryside we were passing. Mum told us that she (7) was really looking forward to sunbathing and relaxing on the beach. Dad said that he (8) wanted to visit a magnificent royal palace near our hotel. The train got in at nine at night and we took a taxi to the hotel to (9) not have to carry our cases. We were very happy when we arrived at the hotel but we soon changed our minds after we (10) had been studying in the hotel for just two nights.

BE
NOT BE
GO
NOT HAVE
RESERVE
BE
LOOK
REALLY LOOK
WANT
NOT HAVE TO
STAY

3 Rewrite each group of sentences as one sentence. Use the words in brackets.

Example

Holly was walking fast. She wanted to catch the bus. (so that)

Holly was walking fast so that she could catch the bus.

1 There was another bus in 20 minutes. Laura didn't want to wait. (but)

There was another bus in 20 minutes but Laura didn't want to wait for it

2 Holly felt tired. She'd been shopping all day. (so)

Holly had been shopping all day so she felt tired

3 On the bus Holly looked at her trainers. Holly had bought them in town. (which)

On the bus Holly looked at her trainers which Holly had bought in the town

4 The shop was big. It took Holly a long time. She wanted to find good trainers. (so, to)

The shop was big so it took Holly a long time to find good trainers

5 Holly got home at five. She was hungry. Her mum made her a sandwich. (when, so)

When Holly got home at five she was hungry so her mum made her a sandwich

4 Match words from A with words from B and use the phrases to complete the sentences.

A	game	legendary	noisy
	protective	sheer	split

B	chorus	creature	instinct
	reserve	second	wall

Example

game reserve

a legendary creature

b noisy chorus

c sheer instincts

d split second

e protective wall

Example

Martine had always wanted to see the game reserve at night.

1 She opened the gate through the protective wall around the house.

2 When she approached the lake she heard a noisy chorus of frogs.

3 Suddenly there was a movement by her side. Sheer instincts told Martine to stay still.

4 A split second later, a waterbuck jumped up and ran away into the darkness.

5 She began to feel scared and wondered why she was looking for a legendary creature like a white giraffe.

5 Circle the correct words to complete the sentences.

Example

Martine's grandmother owned a wildlife reserve / residence in Africa.

- The wind blew through the trees and the branches slithered / swayed from side to side.
- As Holly got nearer to the football match she could see the dazzling / dripping lights above the stadium.
- When Holly walked through the park, she could smell the wonderful perfume / pursuit of the flowers.
- Visit the king's dining room with its repeatedly / lavishly decorated walls showing scenes of Thai life.
- The rain fell heavily and after a few minutes, it soaked / scurried the washing that was hanging in the garden to dry.

6 Read the text and choose the correct word for each space. Write the correct letter A, B, C or D in each gap.

Example

British people and international D never fail to be (1) A by the beautiful lakes, the (2) B of the wild mountains, the open horizons and (3) C views of the Lake District. It is one of Britain's favourite holiday (4) B. While there, you can visit Hill Top and Dove Cottage, the (5) D of two important figures of English (6) A, William Wordsworth, a famous poet, and Beatrix Potter, a(n) (7) A children's writer. Most visitors love their trip to the Lake District but you often hear not very enthusiastic (8) C about the area. They say it is hard to (9) C the weather. The Lake District is one of the wettest areas in the country and visitors often get (10) A as they travel around.

A skeletons	B supervisors	C tricksters	D visitors
A impressed	B risked	C stifled	D adorned
A façade	B magnificence	C mural	D tendril
A lethal	B ceremonial	C majestic	D secure
A perfumes	B destinations	C styles	D focus
A ribcages	B administration	C states	D residences
A hoof	B mansion	C office	D literature
A remarkable	B essential	C previous	D fake
A continents	B cultures	C comments	D courts
A hover	B plunge	C ignore	D hire
A drenched	B surrounded	C prevented	D decorated

Listening

- 1 Listen to these people speaking about their education. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversations 1–5:

1	A	2	E	3	B	4	D	5	C
---	---	---	---	---	---	---	---	---	---

Example

Phrases:

- | | |
|------------------------|------------------------------|
| A I imagined the worse | B Too good to be true |
| C In a split second | D Butterflies in the stomach |
| E Pretty big! | F Not my thing |

- 2 A radio reporter is interviewing an expert on an important natural habitat. Listen to the interview and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

An important Natural Habitat			
Name:	Example Galapagos Islands	Location:	(1) <u>1,000 km</u> from South America
Some facts about the islands:	consist of (2) <u>18 main islands</u> and 100 small ones	Why are the islands amazing?	a unique wildlife (3) <u>habitat</u>
Why are the islands amazing?	very important in the (4) <u>history of science</u>	Threats to the islands from:	tourism, global warming and (5) <u>alien plants</u>

- 3 Listen to Ross and Laura. For each sentence circle the correct answer True, False or Not stated. There is one example.

Example

Tom sent the pictures yesterday morning.

True False Not stated

- | | | | |
|---|-------------|--------------|-------------------|
| 1 Laura thinks she's a better photographer than Tom. | <u>True</u> | False | Not stated |
| 2 Tom went to the Galapagos Islands and then to South America. | True | <u>False</u> | Not stated |
| 3 Tom enjoys being a travel writer. | True | False | <u>Not stated</u> |
| 4 Tom says tourists are having a bad effect on the Galapagos Islands. | True | False | <u>Not stated</u> |
| 5 Tom thinks that animals on the Galapagos Islands are in great danger. | True | <u>False</u> | Not stated |

Reading

- I Read this scene from the story *Kidnapped* by Robert Louis Stevenson. Is the information in each sentence about the scene true, false or not stated in the text? For each sentence circle the correct answer.

My story begins on a morning early in the month of June. I took the key for the last time out of the door of my father's house. The sun began to shine on the hills as I went down the road; and by the time I had come a kilometre, the birds were singing in the trees. In my hand I held the letter which Mr Campbell had given me after my father died. Mr Campbell had told me to take it to Ebenezer Balfour at a house called Shaws. I set off thinking of new friends and a warm welcome.

It was nearly night when I got nearer to my destination. I met an angry-looking woman coming up the hill. I asked her about the house of Shaws. She turned quickly and pointed to a huge mansion at the bottom of the hill. The woman's face flickered with anger as she pointed: "That's Shaws!" she said and hurried away.

The country was green and the crops in the fields were, to my eyes, wonderfully good but the house itself was terrible. No

smoke rose from the chimneys; there were no flowers in the garden. The nearer I got to it, the uglier it looked.

In three of the windows, which were high up and very small, I saw a very weak light. I heard a noise of dishes but no one spoke. The door was made from heavy pieces of wood. I knocked on it, then I stood and waited. The house had fallen into a dead silence. A minute passed. Nothing moved. I knocked again. I could hear the clock striking inside. No one came to the door.

I was tired and hungry after my long journey. I knew someone was inside and I became angry because there was no answer. I began to hit and kick the door time and time again. I had been shouting for Mr Ebenezer Balfour for more than five minutes when the door opened. A man came out. He was holding a sword. "Who are you?" he asked after a very long pause.

Example

This story takes place in winter.

- 1 The weather was bad when the writer set off.
- 2 The writer's father is dead.
- 3 The writer hoped the people in the house of Shaws would be friendly.
- 4 It took the writer a long time to walk to Shaws.
- 5 The writer met a woman who worked at Shaws.
- 6 The house at Shaws was quite small.
- 7 The house at Shaws was made of wood.
- 8 The writer knew that there was someone in the house.
- 9 The writer waited patiently for someone to answer the door.
- 10 Mr Ebenezer Balfour finally opened the door.

True	<u>False</u>	Not stated
True	<u>False</u>	Not stated
<u>True</u>	False	Not stated
<u>True</u>	False	Not stated
True	False	<u>Not stated</u>
True	<u>False</u>	Not stated
True	False	<u>Not stated</u>
<u>True</u>	False	Not stated
True	<u>False</u>	Not stated
True	False	<u>Not stated</u>

- 2 Read the headings A–G and the sections 1–6 from a tourist guide. Choose the letter for the correct heading to match each section and write it in the gaps in the table, as in the example. You won't need one of the headings.

Example

Section 1 goes with Heading G

Section 2 goes with Heading C

Section 3 goes with Heading B

Section 4 goes with Heading F

Section 5 goes with Heading D

Section 6 goes with Heading A

Headings:

A Helpful hints to visitors

B Back at the beginning

C Where to find us

D A building of different cultures

E A new sight to see

F A ceremony and a new building

G A few lines to introduce us

Section 1	Section 2	Section 3
Hillside Palace is one of Scotland's best-kept tourist secrets. Yet visitors love this richly decorated building and the stunning gardens that surround it.	The palace is near the town of Barden, 60km north of Aberdeen. It stands in a magnificent setting in the Grampian Mountains on the west bank of the Dene River.	The first building at Hillside was originally a large farm. It stood here for 150 years and belonged to the Lambeths, the family that began the famous garden here.
Section 4	Section 5	Section 6
Hillside Palace itself dates from 1853 when Helmet Weber, a rich German, married Sarah Barden, heiress to the Barden family land. Helmet built an amazing palace for their life together.	Weber was anxious to include German and Scottish architectural styles in the palace. He encouraged artists to decorate it with murals showing traditional scenes of Scottish and German life.	If you visit us at Hillside Palace and want to go around our garden, don't forget an umbrella. Days can start off fine but you can easily get soaked if you don't have one, even in summer.



Speaking

I Ask and answer.

Part 1

Student 1: Use Question Box A to ask your classmate questions, e.g. What was your primary school called?

Student 2: Answer your classmate's questions about the topic on Card A.

Question Box A

Questions about:

- what / primary school / called?
- school / state / private school?
- what / name / class teacher?
- what / can / remember / last year / school?
- enjoy / your primary school? / why / why not?
- what / like / dislike / about it?
- how / you / improve / school?

Part 2

Student 2: Use Question Box B to ask your classmate questions, e.g. What is your secondary school called?

Student 1: Answer your classmate's questions about the topic on Card B.

Question Box B

Questions about:

- what / secondary / school / called?
- school / state / private school?
- what start / finish / school?
- how many / subjects / study / day?
- what / can / remember / first day / school?
- what / good points / about / school?
- what things / like / change / about school?

2 Look at the picture and talk about:

- ▶ what you can see in the picture;
- ▶ how you would feel in a completely different country with a different culture;
- ▶ things you like about your own country and culture.



Writing

Your head teacher has asked for help to encourage more students to join your school. Write a short guide to your school. Write 100–120 words.

In your guide:

- ▶ give a short introduction to the school, for example give its location and number of students;
- ▶ include other background information, for example its facilities and the subjects you can study there;
- ▶ explain why you personally like your school;
- ▶ use persuasive language and interesting facts to encourage people to send their children to your school.

Write your guide here:

[illegible]

If you need more space, use another piece of paper.

Grammar and Vocabulary

- 1** Read some sentences about a girl's arrival on Earth from another planet. Complete the second sentence to give it the same meaning as the first sentence or sentences. Use three words or fewer in each sentence.

Example

"The effect of gravity on Earth is more than on your planet," the steward told the girl.

The steward told the girl that the effect of gravity on Earth was more than on her planet.

- 1 "The gravity is making me very tired," the girl replied.

The girl replied that the gravity _____ very tired.

- 2 The ferry reached the ground and the girl immediately felt better.

_____ as the ferry reached the ground, the girl felt better.

- 3 The girl's mother doesn't like the effects of Earth's gravity. The girl doesn't like the effects.

The girl's mother doesn't like the effects of Earth's gravity and _____ the girl.

- 4 The girl's mother will meet her at the barrier. Then they'll go to their hotel.

After the girl's mother _____ at the barrier, they'll go to their hotel.

- 5 "I've been waiting for a long time," the girl said when her mother finally arrived.

The girl said she _____ for a long time when her mother finally arrived.

- 2** Complete each gap in the text with the correct form of the word(s), as in the example.

Example

When Emma asked her grandfather to tell her about the time when he

(1) _____ in the nineteen fifties, she was very surprised to hear that there were no mobile phones. Also (2) _____ than a quarter of the people in the street where he (3) _____ actually had an ordinary telephone. Emma's grandfather (4) _____ Emma that his parents' home (5) _____ electric lights. He said that they still used gas to light their rooms and so (6) _____ other people in their street. He also said that there were only (7) _____ people with televisions and that most people either read or listened to the radio. When Emma asked about things that her grandfather (8) _____ doing as a boy, he said one of his favourite things was going for long rides on his bike.

Emma was very interested in hearing how life (9) _____ since he was a boy and made her grandfather promise (10) _____ to her again about his childhood.

ASK
GROW UP
FEW
LIVE
TELL
NOT HAVE
DO
FEW
ENJOY
CHANGE
SPEAK

3 Rewrite each group of sentences as one sentence. Use the words in brackets.

Example

Holly is reading a science fiction story. Ross is also reading a science fiction story. (so)

Holly is reading a science fiction story and so is Ross.

1 Holly saw the film of *War of the Worlds* on DVD. Ross saw it, too. (so)

2 I'll return the copy of *Jurassic Park* after I read it. I promise. (Ross)

3 Holly read the book of *War of the Worlds*. She thought it was better than the film. (When)

4 Ross didn't know that Jules Verne wrote science fiction. Holly didn't know either. (and, nor)

5 There are lots of science fiction films now. There weren't as many 10 years ago. (fewer, than)

4 Circle the correct words to complete the sentences.

Example

When Martin got on the plane, the **governess** / **stewardess** showed him where his seat was.

- The stewardess showed passengers how to breathe through special masks if there was no **orbit** / **oxygen** in the plane.
- The stewardess was **sweaty** / **sympathetic** to Martin when he told her he felt nervous about flying and helped him to relax.
- Martin had a strange feeling in his ears when the **luxury** / **pressure** in the plane changed as it rose higher into the sky.
- To **distract** / **double** his thoughts from his fear of flying, Martin decided to close his eyes and try to sleep.
- When Martin woke up from a short sleep, he began to look forward **eagerly** / **mercilessly** to the end of the flight.

5 Write these words next to the correct definition.

adept barrier charge feeble luxury shallow

Example

a short distance from top to bottom, especially of water; not deep

shallow

1 very weak; not having strength or power to do something

2 great comfort, expensive surroundings and an easy life

3 ask for or take money for doing or selling something

4 good at doing things or making things

5 a kind of fence, rail or gate to stop people moving in a particular direction

6 Read the text and choose the correct word for each space. Write the correct letter A, B, C or D in each gap.

Example

It gave Melanie great A at the age of thirteen when her parents told her they were going to take their

(1) _____ holiday abroad for the first time. It would give Melanie the chance to do something she had

wanted to do since early (2) _____: make a

careful (3) _____ between British food and the

(4) _____ named (to her mind) foods from abroad

that she had read about in cookbooks. Her parents

often (5) _____ Melanie a little about her interest

in cooking when she was little but it was an interest

that had (6) _____ as Melanie got older.

When they arrived in Italy a month later, Melanie's

parents (7) _____ that Melanie would want to eat in

a restaurant. They didn't (8) _____ and immediately

reserved a table. They chose a traditional family

restaurant. As soon as they came into the restaurant,

Melanie loved the (9) _____ of fresh cooking. She

also loved the meal, especially the (10) _____ of

baked apples with almonds and pistachios. After that

meal, Melanie knew she wanted to be a chef.

A delight

B refinement

C shimmer

D proof

A rough

B shallow

C annual

D wily

A barrier

B bystander

C universe

D childhood

A surface

B comparison

C mineral

D odour

A mercilessly

B eagerly

C blurrily

D exotically

A neglected

B sank

C teased

D flung

A increased

B transferred

C plodded

D extracted

A assumed

B unfortified

C suffered

D distracted

A crane

B hesitate

C burst

D arm

A discomfort

B proof

C lab

D aroma

A ore

B pressure

C pudding

D hatch

Listening

- 1  Listen to the people speaking about space. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversations 1–5:

1	D	2		3		4		5	
---	---	---	--	---	--	---	--	---	--

Example

Phrases:

- | | |
|--------------------------------|----------------------------------|
| A Not worth a visit | B A lot of modern equipment |
| C Back to where they came from | D An opposite opinion |
| E Worse than I expected | F A chance to start again |

- 2  A tour guide is talking about a London theatre. Listen to the tour guide and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

The Open Air Theatre			
Location:	Regent's Park Example	History:	founded in 1932; first play was (1) _____
Performance season:	from May to the (2) _____	Number of theatregoers:	1,200 per performance (3) _____ per year
Advice to theatregoers:	bring (4) _____ and cushions	Why people like us:	good view, outdoor location and (5) _____

- 3  Listen to Professor Brown's phone conversation with Sofia and Robert. For each question, circle the correct answer A, B or C. There is one example.

Example

What topic are Robert and Sofia's teams preparing for the *www project*?

- A The environment **(B) Education** C Science

1 Is the *www project* taking up too much time for Sofia and Robert?

- A Yes, it is. B Yes for Sofia. No for Robert. C No, it isn't.

2 How many compositions have Sofia and Robert completed for the website?

- A none B a few C lots

3 What does Sofia say is the biggest problem for pupils in Brazil?

- A Too many private lessons. B Too much homework. C Too much learning by heart.

4 What does Robert say is the biggest problem for pupils in Kenya?

- A Time is short. B Money is short. C Not enough teachers.

5 Do Sofia and Robert keep a balance between their hobbies and their schoolwork?

- A Yes, they do. B Yes for Robert. No for Sofia. C No, they don't.

Reading

Read the paragraphs A–H below. Put them in the correct order 1–8. The first one is an example.

Paragraphs 1–8:

1	E	2		3		4		5		6		7		8	
---	---	---	--	---	--	---	--	---	--	---	--	---	--	---	--

Example

Paragraph A	Paragraph B	Paragraph C
The doctors in the room told us to lie on the beds. Each person was connected to the life-support equipment. I felt no discomfort. Then we were given a drink with a strange aroma and I fell into a deep sleep. I remember nothing after that.	Our spaceship left Earth in January 2047. I was fourteen years old. Saying goodbye to my parents and knowing I would never see them again had been the hardest thing I would ever do in my life. I cried when my mum told me that I was doing the right thing.	After the meeting most of us on the spaceship went to a large complex full of computers and complicated-looking machines. There was a special bed for each person which had equipment to feed and look after us and monitor the health of our bodies.
Paragraph D	Paragraph E	
Shortly after we set off, the captain of the spaceship told us about our destination, an Earth-like planet called Nova. He said we would take twelve years to get there and that we would all sleep for part of the journey.	The situation was desperate for many people on Earth. Millions were suffering and dying every year because of pollution, illness and climate change. Experts said it would be years before things started to improve.	
Paragraph F	Paragraph G	Paragraph H
Governments had chosen intelligent, fit young people because the journey to new planets would take a long time. We had to be good at science. I was going to be sad to leave my parents and so was Mukhran to leave his. But we both hoped for a better life on a new planet.	I opened my eyes. "How do you feel, Dali?" Mukhran asked. I told him that I was groggy. He replied that I had been asleep for a long time. I noticed that he was older. "Yes," he added. "Six years have passed. You and others will now take the spaceship to Nova while we sleep."	For a few lucky people there was a way to escape the many problems on Earth: leave. Governments from many countries had built spaceships to transfer some young people to new planets far from Earth. Mukhran was one of those lucky young people. So was I, Dali.

- 2 Read this scene from *Far Away and Long Ago*, the autobiography of W.H. Davies. Is the information in each sentence about the scene true, false or not stated in the text? For each sentence circle the correct answer.

Few pictures come into my mind of my early life. One of the few is of the great green plain disappearing from the gate of the house to the far horizon. Another is the noise of the cows' hoofs as they came home in the evening. I also remember my mother, holding her book and watching us with a smile at the end of the day, as the dying sun shone on her face.

Our best friend in those days was a dog, whose portrait has never left me. He was a dog with features and a character which impressed themselves deeply on people. He came to us one summer evening when the farm worker was galloping round the lazy sheep, trying to drive them towards our home. A strange-looking dog suddenly appeared on the scene, as if it had dropped from the clouds, and drove the astonished and frightened sheep straight home and into their field. After this, the wily dog became a member of the family. He was a good-sized animal, with a long body and very long face, a smooth black coat, brown feet, white

rings around his eyes, as if he was wearing glasses. He had injured or broken one of his legs so that he walked in a strange way. He didn't have a tail and his ears were close to his head. He looked like an old soldier who had returned from the wars.

We couldn't think of a name for our new friend. He responded to *Pechicho*, a Spanish word which is like the word 'doggie' in English. Pechicho was very adept with sheep and also showed that he understood children. He let us tease and pull him about mercilessly, and appeared to enjoy it. We took our first riding-lessons on Pechicho's back. When I was about four, my two brothers put me on Pechicho, and, in order to test my riding abilities, they rushed away, calling him. The old dog ran after them and I fell off and broke my leg. Luckily, it did not take me long to recover. Our parents were not angry with us. In fact, they were rarely angry with us. They realised that nature was wiser than them. As far as possible, they let us do what we wanted.

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Example

The writer can remember a lot of his early life.	True	<u>False</u>	Not stated
1 The writer's childhood house was on a large plain.	True	False	Not stated
2 The writer's mother often read in the evening.	True	False	Not stated
3 The writer remembered a lot of details about the dog.	True	False	Not stated
4 The dog was good with children but not with sheep.	True	False	Not stated
5 The dog had an English name and a Spanish name.	True	False	Not stated
6 The dog enjoyed having children on his back.	True	False	Not stated
7 The writer broke his leg when he was learning to ride.	True	False	Not stated
8 The writer's parents controlled everything their children did.	True	False	Not stated

Speaking

I Ask and answer.

Part 1

Student 1: Use Question Box A to ask your classmate questions, e.g. Which sporting event did you go and see?

Student 2: Answer your classmate's questions about the topic on Card A.

Question Box A

Questions about:

which / sporting / event / go / see?
 where / when / was / event?
 alone / with someone else?
 why / sporting event / special?
 what / happen / sporting event?
 anything / not like / sporting event?
 which / better? to watch / take part / sports? / why?

Part 2

Student 2: Use Question Box B to ask your classmate questions, e.g. Did you see a classical concert or a pop concert?

Student 1: Answer your classmate's questions about the topic on Card B.

Question Box B

Questions about:

see / classical concert / pop concert?
 who / see / concert with?
 where / concert / how get there?
 what kind of music / played / concert?
 what / special / about / concert?
 anything / not like / event?
 which / better? to watch / play / music? why?

2 Look at the pictures. Choose an activity in the pictures or an activity you do yourself and:

- ▶ name the activity and then give a short description of it;
- ▶ say if you keep a good balance between schoolwork and hobbies and explain why or why not;
- ▶ say if you think schoolwork or hobbies are more important and explain your response.



Grammar and Vocabulary

- 1 Complete the second sentence to give it the same meaning as the first sentence or sentences. Use three words or fewer in each sentence.**

Example

"Open the door, Jack!" his mother shouted.

Jack's mother shouted to Jack to open the door.

- 1 There are more private schools now than there were five years ago.
There _____ private schools five years ago than there are now.
- 2 Ross is at home today to contact other team members about the website project.
Ross is at home today and he _____ other team members about the website project.
- 3 Laura and Jack didn't hesitate about agreeing to do the website project.
Laura didn't hesitate about agreeing to do the website project and _____.
- 4 The pressure in the space ferry during landing was bad but it wasn't as bad as the gravity.
The gravity in the space ferry during landing was even _____ the pressure.
- 5 Jack is talking to his project supervisor. He started talking to her twenty minutes ago.
Jack _____ to his project supervisor for twenty minutes.
- 6 Mukhran examined a marvellous coin from Earth. The coin was silver and ancient.
Mukhran examined a _____ coin from Earth.
- 7 Two days ago Sofia was at home to finish her homework. Robert sent her an email.
Two days ago Sofia _____ homework at home when Robert sent her an email.
- 8 Sue told her teacher that she was feeling a little groggy.
"_____ a little groggy," Sue told her teacher.
- 9 Laura stood under a tree because she didn't want to get wet during the rain.
Laura stood under a tree in order _____ wet during the rain.
- 10 In New York, Holly saw a very strong woman. She was carrying two huge cases.
In New York, Holly saw a very strong _____ huge cases.

- 2 Rewrite these words with the correct prefix *pre-*, *over-* or *trans-*. Then complete the sentences with the correct words.**

Example

-fer	a -judge	b -come	c -decessor	d -late	e -hear
<u>transfer</u>	_____	_____	_____	_____	_____

Example

Passengers transfer from the airport to the city centre by bus.

- 1 Professor Agnes was Professor Brown's _____ as head of special projects.
- 2 Laura, you speak Spanish. How do you _____ 'pechicho' into English?
- 3 Let's go outside. I don't want anyone to _____ what I'm going to tell you.
- 4 Terry had to _____ a lot of difficulties in order to succeed as a businessman.
- 5 We shouldn't _____ why the accident happened. We must listen to Holly's explanation.

3 Complete each gap in the conversations with the correct form of the word(s), as in the example.

Example

- Ross: Have you written the texts for Carrie's Australian photos yet, Holly?
- Holly: Sorry no. I (1) _____ very busy with other things.
- Laura: But you said you (2) _____ it in time for today's meeting!
- Holly: Yes, I know. I'm very sorry.
- Ross: What (3) _____ you recently, Holly? It's really weird. At the beginning of the project you always (4) _____ your work before any of the rest of us. But this is the second time in the last two weeks you (5) _____ to a meeting without your work that you promised (6) _____. There isn't anything wrong, is there?
- Holly: No, really. Thanks for asking. It's like I said, I've had loads of work. Two weeks ago our English teacher gave us a three-hundred page science fiction book to read and (7) _____ that we could read it in a week. Then as soon as we (8) _____ that, she gave us a long composition to write.
- Laura: So that's why you've had (9) _____ time than Ross, or me.
- Holly: Yes. But fingers crossed, it (10) _____ again. I've read the book and given in my composition. I'll send you the texts for Carrie's photos tomorrow. I really, really promise.

WRITE

BE

FINISH

DISTRACT

COMPLETE

COME

BRING

ASSUME

DONE

A LITTLE

NOT HAPPEN

4 Complete these sentences with the correct form of the verbs in brackets.

Example

Jack said that he was going to leave for London at six o'clock. (go)

- I'm sorry. I don't think I _____ to finish my composition before tomorrow. (be able)
- The screen on the computer monitor _____ since Monday. (flickering)
- Holly had seen Laura's photos of New York and so _____ Ross. (had)
- Wow! I can smell something nice _____ in the kitchen. (cook)
- Mukhran asked Dali _____ him with the maintenance of the equipment. (help)
- Some scientists think the Great Barrier Reef _____ in the next twenty years. (die)
- After Dali _____ the hydroponic plants, she returned to the school complex. (check)
- I put on sunglasses so that I _____ the horizon clearly. (can see)
- I'm sorry. I _____ to finish my composition before last night's deadline. (not able)
- When Laura leaves school, she _____ film-making at university. (study)

Test 4

5 Write the words under the correct picture. You don't need all the words.

blossom	brakes	façade	hoof	mural	office
ramp	ribcage	stationary	throat	undergrowth	wheelchair

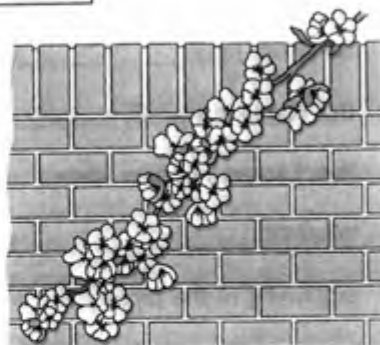


Example

mural



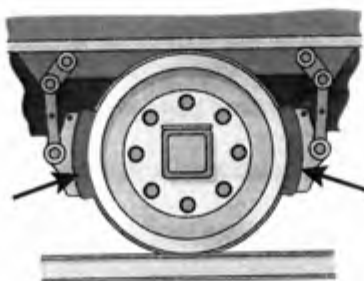
1 _____



2 _____



3 _____



4 _____



5 _____

6 Complete the sentences with the correct words from the box.

come	come	do	do	hang	hang
set	set	take	take	take	

Example

When Andy felt too hot he decided to take off his jacket.

- George was born in London but his parents _____ from Scotland.
- You should always remember to _____ up the phone after making a call.
- When Kekela left university she _____ up a company selling computers.
- Steve and Jane's house won't look nice until they _____ it up.
- Koba had to _____ around in the cold street while waiting for his friend to come.
- Sofia didn't expect to _____ across any classmates at the market but she was wrong.
- If you don't do any, it's a good idea to _____ up exercise in order to stay fit and healthy.
- Katy didn't _____ out to be an actor; she became one almost by accident.
- Maths can be a difficult subject to _____ in unless you work very hard.
- Max can't _____ without sugar in a cup of tea; he always adds a spoon.

7 Write these words next to the correct definition. You don't need all the words.

burst	confused	culture	decorate	dripping	droplet	fling
mineral	neglect	pressure	request	slither	undergrowth	waist

Example

a very small amount of water, oil, petrol, etc.

droplet

- ideas, beliefs and traditions of a people or country
- fail to care for or look after something or someone
- move across a surface like a snake
- very unsure about what is happening or what to do
- throw strongly or violently
- to break open violently and with pressure
- paint or make a room or house look attractive
- bushes and small trees that are under bigger trees
- narrow part of the body between chest and hips
- ask someone to do something for you

8 Read the article and choose the correct word(s) for each space. Write the correct letter A, B, C or D.

New Challenge for British Team

Example

"An amazing A!" was how Holly described New York. Holly was one of four British teenagers who had (1) _____ won a national competition and were in New York to take part in the (2) _____ of a new project: creating a website for young people made by young people. Nine international teams spent a week going (3) _____ in New York and meeting project (4) _____. Jack, a second team member, told us about the importance of teamwork and planning: "Professor Brown, the project leader, told us not to (5) _____ time. We have to work hard and meet regular (6) _____ for the project. He also said that it was (7) _____ for teams to keep in touch and (8) _____ to emails promptly so that we (9) _____ our plans. Finally, he reminded us to (10) _____ our work."

A destination	B literature	C comparison	D proof
A crudely	B absolutely	C fervently	D previously
A zone	B launch	C horizon	D focus
A startling	B sightseeing	C dripping	D assigning
A governors	B tricksters	C supervisors	D bystanders
A waist	B distract	C waste	D sink
A delights	B deadlines	C discomforts	D droplets
A vivid	B ceremonial	C royal	D essential
A respond	B neglect	C double	D form
A charge	B slither	C prejudice	D co-ordinate
A back up	B encounter	C pinpoint	D admit

Listening

- 1  Listen to the people speaking about the environment. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversations 1–5:

1	E	2		3		4		5	
---	---	---	--	---	--	---	--	---	--

Example

Phrases:

- | | |
|-----------------------------|----------------------|
| A Keep your fingers crossed | B Wait and see |
| C What a pity! | D We can't ignore it |
| E It's as simple as that | F No doubt about it |

- 2  Listen to a conversation about schools. For each question, circle the correct answer A, B or C. There is one example.

Example

Who enjoyed going to school?

- | | | |
|-------|----------------|---|
| A Tom | B Tom and Anna | ☒ C Tom, Anna and Kellie |
|-------|----------------|---|

1 Who went to a state school?

- | | | |
|-------|--------|----------|
| A Tom | B Anna | C Kellie |
|-------|--------|----------|

2 Whose school had the fewest students?

- | | | |
|---------|----------|------------|
| A Tom's | B Anna's | C Kellie's |
|---------|----------|------------|

3 Whose school did not have both male and female students?

- | | | |
|---------|----------|------------|
| A Tom's | B Anna's | C Kellie's |
|---------|----------|------------|

4 Who thought that the food at their school was very good?

- | | | |
|-------|--------|----------|
| A Tom | B Anna | C Kellie |
|-------|--------|----------|

5 What did Kellie like most about her school?

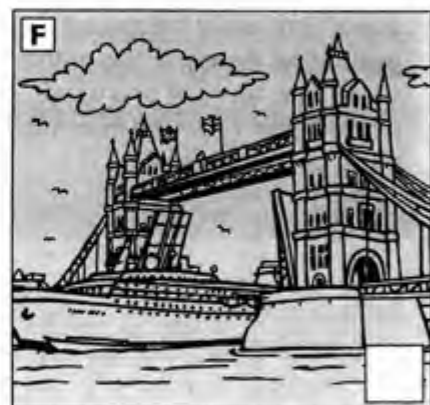
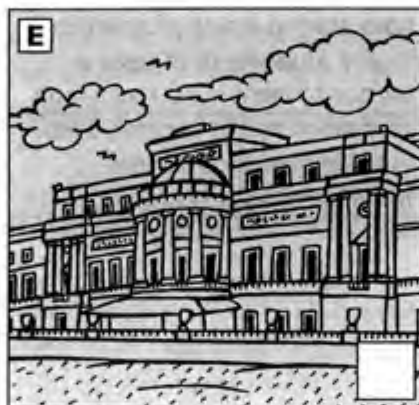
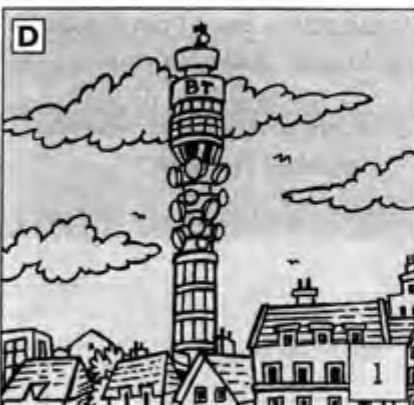
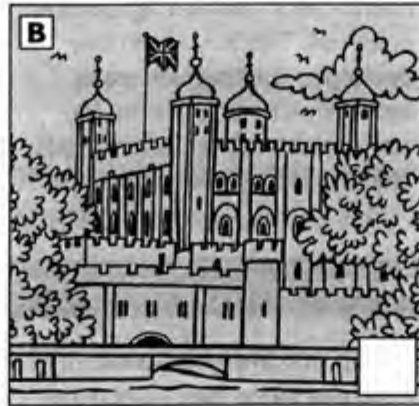
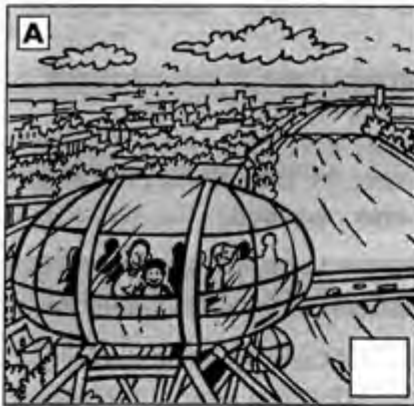
- | | | |
|-------------------------|----------------------------|---------------------------------|
| A the sports facilities | B the large hall and stage | C She could choose her lessons. |
|-------------------------|----------------------------|---------------------------------|

- 3  Listen to the information about a popular writer and fill in the missing information in each numbered space in the notes. There is one example.

A Popular Children's Writer from Switzerland

Name and date of birth:	Johanna Spyri Example born in 1827	Family background:	father: a doctor; mother from a rich family; (1) _____ and three sisters
Education:	early education at home; sent to boarding school to (2) _____	Marriage and writing:	married in 1852; completed first book in 1871; wrote <i>Heidi</i> in (3) _____
Later life:	husband and son died in 1884; brought up her niece; travelled; (4) _____ with her friends, wrote stories	Story of Heidi:	first part: life with (5) _____; second part: using her education

- 4  Listen to the people speaking and number the pictures in the correct order. There is one example.



Example

Reading

Read the headings A–F and the texts 1–6 about a place called Natura. Choose the letter for the correct heading to match each text and write it in the gaps in the table, as in the example.

Example

Text 1 goes with Heading B

Text 2 goes with Heading _____

Text 3 goes with Heading _____

Text 4 goes with Heading _____

Text 5 goes with Heading _____

Text 6 goes with Heading _____

Headings:

A New ways to do an old job

B How it all started

C A new source of energy

D An education in neglected skills

E Welcome to the zones!

F We're careful how we use it

Text 1	Text 2	Text 3
Natura dates back eighteen years. As many people already know, it was founded in an old mining area in north-east England. The idea of the project was simple – create a complex in which to grow plants and flowers from around the world and save them for the future.	At Natura we are not just interested in saving plants. We have decided to improve traditional agriculture practices. That's why we have developed exciting hydroponic techniques to grow plants. We will let you know more about this startling project very soon.	With a million visitors each year, and a million plants to look after, we use different methods to reduce our water use and water waste. These include monitoring water, using taps that turn themselves off and collecting rain water. We collect nearly half of our water ourselves.
Text 4	Text 5	Text 6
You may already know about wind farms, solar cells and battery power. We are now working with a partner company to get heat and power from under the ground – geothermal energy. In two or three years' time we hope to produce electricity for Eden and more than three thousand homes.	People who live in crowded, industrial cities have little or no experience of where their food comes from or how it is grown. We have started a new programme to give students of all ages a chance to learn more about food production and to become adept in techniques to grow food for themselves.	One of the biggest challenges for Natura has been to produce appropriate environments for our collection of over a million plants. These plants come from tropical rainforests, plains, mountains, woods and wetlands. We have done this by dividing the complex into separate habitats.

- 2 Read this scene from the story *Heidi*, by Johanna Spyri. Answer the questions. Write short answers. There is one example.

The Great Bird

"Where are you now, Heidi?" Peter called out crossly.

"Here," called back a voice from somewhere. Peter couldn't see anyone, for Heidi was sitting at the foot of a small hill that was covered with sweet smelling flowers. The air seemed full of perfume, and Heidi thought she had never smelt anything so delicious.

"Come here, please!" Peter called again.

"Where are the rocks?" asked Heidi, answering him back. But she did not move from her seat. Peter replied that they were high above them and that they still had a long way to go. He also said that was where they might be able to see the old bird of prey.

That did it. Heidi immediately sprang to her feet and ran to Peter with her apron full of flowers.

"You have got enough flowers now, Heidi," the boy said, as they began climbing up again together. "If you pick all the flowers now there won't be any tomorrow."

This argument seemed a convincing one. She stayed with Peter now. The goats also were beginning to smell their favourite plants that grew on the higher slopes and climbed eagerly and quickly to reach them. They soon arrived at the spot where Peter generally stopped for the goats to feed. Heidi looked around her. The morning sun shone strongly. To the left was a huge pile of rocks and on the right a tall peak rose high into the dark-blue sky. Suddenly there was a movement: "Peter!" Heidi shouted. "Look!"

Together they saw a great bird rising till it disappeared behind the grey mountain-tops.



Heidi and Peter with the goats in the mountains.

"Where has it gone?" Heidi asked.

"Home to its nest," said Peter.

"How nice to be up so high!" Heidi replied. "Let's climb up there to see the nest."

Peter immediately refused Heidi's suggestion: "Your grandfather told you not to climb on the rocks," he said. "And anyway," he added, "not even the goats can climb as high as that."

Example

Why did Peter speak crossly?

He couldn't see Heidi.

- 1 Where was Heidi?
- 2 What did Heidi hope to see high in the mountains?
- 3 How was Heidi carrying the flowers she had picked?
- 4 Why did the goats increase their speed?
- 5 Where was the bird going when Heidi saw it?
- 6 What did Heidi suggest to Peter?
- 7 How many reasons did Peter give for refusing the idea?

- 3 Read this scene from *The Time Machine* by H.G. Wells. Is the information in each sentence about the scene true, false or not stated in the text? For each sentence circle the correct answer.

The Time Traveller Returns

On Thursday I went to the house again. I found four guests waiting there already. The doctor was standing holding a sheet of paper and his watch. I looked for our host but the time traveller wasn't there. "There you are," the doctor said to me. "Let's have dinner. It's half-past seven."

"Where's the time traveller?" I asked.

"He told me in his note to begin dinner at seven. He says he'll explain when he gets here." We sat down to eat. The scientist, the doctor and I had been at the previous dinner but the two other men, an editor and a shy man with a beard who never opened his mouth all evening, had not. We started talking and were speaking about our host when the dining door opened slowly. "At last!" I called out, seeing the time traveller. Everyone else turned towards the door.

The time traveller looked terrible. His coat was dirty, his hair untidy and his face looked pale and tired. For a moment he hesitated, then he came into the room. We stared in silence, expecting him to speak. He didn't but walked to the table

and pointed towards some water. The editor filled a glass and the time traveller drank it quickly. It seemed to do him good. "Good heavens," said the doctor, "what on earth have you been doing?" The time traveller didn't seem to hear the question. "That's good," he said. His glance flickered over our faces: "I'm going to wash and change, and then I'll come down and explain."

Ten minutes later the time traveller came back dressed in ordinary clothes. The editor spoke to him first: "These men here say you have been travelling into the middle of next week!" he said. "Tell us about it, will you?" The time traveller smiled in his usual way.

"Yes," he said. But I need something to eat!"

The time traveller then ate his dinner hungrily, until at last he pushed his empty plate away. "I've had a most amazing time," he said. "Most of this story will sound false to you but it's true—every word." He paused. "I've lived eight days that no one else has ever experienced! I'm exhausted but I won't sleep till I've told my story." He paused again: "But no questions!"

"No questions," we all agreed.

Example

The house was empty when the writer arrived.	True	<u>False</u>	Not stated
1 The dinner guests were eating at the doctor's house.	True	False	Not stated
2 The time traveller had left a note with the doctor.	True	False	Not stated
3 The editor hadn't eaten at the time traveller's house before.	True	False	Not stated
4 The time traveller didn't speak before he'd had water.	True	False	Not stated
5 The time traveller had problems with his hearing.	True	False	Not stated
6 The editor wanted to hear the time traveller's story.	True	False	Not stated
7 The time traveller thought the guests would believe his story.	True	False	Not stated
8 The time traveller was too tired to tell his story.	True	False	Not stated

Speaking

I Ask and answer.

Part 1

Student 1: Use Question Box A to ask your classmate questions, e.g. Which is the most popular building in your country for tourists to visit?

Student 2: Answer your classmate's questions about the topic on Card A.

Question Box A

Questions about:

which / the / popular / building / your country / tourists to visit?
 where / building / and why / important?
 you / be / there? If 'yes', when / go? / If 'no', why / not go / there?
 you / like / building? why / why not?
 If you / tourist guide / what would / say / building?
 tourists / good or bad / a country? why?

Part 2

Student 2: Use Question Box B to ask your classmate questions, e.g. Which is the most popular place of natural beauty in your country for tourists to visit?

Student 1: Answer your classmate's questions about the topic on Card B.

Question Box B

Questions about:

which / the / popular / place of natural beauty / your country / tourists to visit?
 where / place / and why / people go there?
 you / be / there? If 'yes', when / go? / If 'no', why / not go / there?
 you / like / place / natural beauty? why / why not?
 If you / tourist guide / what would / say / place?
 tourists / good or bad / a country? why?

2 Look at the pictures and:

- ▶ give a short description of each student;
- ▶ say which of the two students you are more like;
- ▶ say which of the two students in your opinion will probably succeed better in life;
- ▶ explain your response.



3 Talk with your classmate about one of the topics your teacher gives you.

- ▶ Art
- ▶ Science
- ▶ Education
- ▶ The environment

After you have both talked, compare topics with your classmate. Which topic do you prefer? Why?

Writing

I Here is the beginning of a science fiction story:

We landed here on the planet Ceremony three months ago after a two-year journey from Earth. Since then ...

Continue the story. Write 100–120 words.

In your story:

- ▶ describe your landing on the planet Ceremony;
- ▶ talk about your life now on the new planet;
- ▶ say what your hopes and dreams for the future are.

Write your story here:

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

If you need more space, use another piece of paper.

2 Here is part of a letter to a friend:

I've now been in *my* new school for a month. There are a lot of differences between here and *my* old school.

Complete the letter. Write 100–120 words.

In your letter:

- ▶ compare your new school to your old school;
- ▶ say how your school life has improved or got worse;
- ▶ describe your hopes for the next school year;
- ▶ end your letter.

Write your letter here:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a set of legal pads. The edges of the paper are slightly irregular, suggesting it might be a scan of a physical document. There is no handwriting or other markings on the page.

If you need more space, use another piece of paper.

Grammar and Vocabulary

- 1 Read about Luke Terry. Complete the second sentence to give it the same meaning as the first sentence or sentences. Use three words or fewer in each sentence.

Example

The officer asked Luke if he had seen a large red car near the hotel.

"Did you see a large red car near the hotel?" the officer asked Luke.

- 1 The officer asked Luke whether he could describe the driver of the car.

"Can _____ the driver of the car?" the officer asked Luke.

- 2 The officer asked Luke if Luke himself had packed his suitcase.

"Did you _____ suitcase?" the officer asked Luke.

- 3 A policewoman gave Luke some water. Luke thanked the policewoman.

A policewoman gave Luke some water which _____ for.

- 4 The officer kept Luke's passport even though it didn't belong to the officer.

The officer kept Luke's passport even though it wasn't _____.

- 5 Luke asked the officer when he could go back to his hotel.

"When _____ back to my hotel?" Luke asked the officer.

- 2 Complete each gap in the conversation with the correct form of the word(s), as in the example.

Example

Mum: Have you just arrived home, Ben?

Ben: Yes. My teacher (1) _____ on talking to me after class.

Mum: What (2) _____?

Ben: (3) _____ the spelling and punctuation in my project.

She told me that they were (4) _____ and she added

that I (5) _____ a good mark if I didn't correct them.

Mum: How (6) _____! I mean, you haven't had problems with other teachers, have you?

Ben: No, I haven't. Well, not many, no. But Mrs Bishop has got a bee in her bonnet about (7) _____ in students' work. She asked me if I (8) _____ a lot of text messaging.

Mum: And what did you say?

Ben: I told the truth. I replied that I often (9) _____ with my friends by text. Then she asked if I (10) _____ the spelling and punctuation in my project again and I agreed.

Mum: What a sensible person you are, Ben.

JUST ARRIVE

INSIST

SHE WANT

DISCUSS

PROBLEM

NOT GET

ANNOY

ABBREVIATE

DO

COMMUNICATE

CHECK

3 Write these sentences correctly.**Example**

time / that / Ross / didn't / he / for breakfast / got up / late / so / have
Ross got up so late that he didn't have time for breakfast.

1 a cold / wore / that / a coat and gloves / day / It / Ross / such / was

2 so / couldn't / because / was / the bus / a seat / Ross / crowded / find

3 the town / would / asked / when / Ross / A passenger / centre / the bus / reach

4 replied / probably / take / to her / about another / minutes," / ten / Ross / "It will

5 over / then / that / stopped / abruptly / fell / Just / Ross / so / nearly / the bus

4 Change these verbs into adjectives. Then complete the sentences with the correct adjective or verb.**Example**

assert assertive

a differ _____

b hesitate _____

c ridicule _____

d select _____

e wonder _____

Example

Laura is quite assertive and she isn't afraid of saying what she thinks.

1 Jack started to _____ why he couldn't get in contact with Laura.

2 Ross is less assertive than Laura. In fact, he is _____ in giving his opinion.

3 There is so much information on the internet that you have to be very _____.

4 Holly thinks it's _____ that you have to be seventeen before you can drive.

5 Holly and Laura mostly agree with each other but they sometimes _____ as well.

5 Circle the correct words to complete the sentences.

Example

We should **analyse** / **assume** the reasons why people like text messaging.

- Ben is bad at tests and doesn't always show his true **abilities** / **notions**.
- Dali listened **assertively** / **attentively** during her teacher's lesson about space rockets.
- Mukhran apologised because he was not very **private** / **proficient** at driving a fast car.
- Jack tried to **creep into** / **sort out** school books and books belonging to his family.
- The boy **mumbled** / **raised** a response and his teacher asked him to speak more clearly.

6 Read the text and choose the correct word for each space. Write the correct letter A, B, C or D in each gap.

Example

Some D are natural and some are man-made. The (1) _____ eruption of a volcano in Iceland in April 2010 was definitely a natural disaster. It caused problems for people who lived in the (2) _____ of the volcano. It also had massive (3) _____ on air travel.

A notions B conventions C highways D disasters

A varied B deserted C abrupt D hostile

Most travellers (4) _____ that flying is not always an enjoyable experience. They have to wait in long queues for (5) _____ control and other (6) _____ checks. But when they get on a plane, flying is usually quite an

A vicinity B determination C standard D viper

A means B protests C effects D tones

A suggest B relax C stammer D admit

(7) _____ way to travel. This was not the situation when dust clouds from the Icelandic volcano meant that there was a

A panic B passport C ability D sample

A survey B security C site D concern

(8) _____ on flights in north-west Europe. Thousands of (9) _____ passengers did not

A aware B advantageous C assertive D efficient

(10) _____ to get to their destinations.

A ban B standard C norm D craze

A burial B disgruntled C aware D varied

A manage B differ C escort D gulp

Listening

- 1  Listen to the people speaking about forgetting or losing things. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversations 1–5:

1	F	2		3		4		5	
---	---	---	--	---	--	---	--	---	--

Example

Phrases:

- | | |
|----------------------------|-------------------------|
| A Track it down | B Bee in her bonnet |
| C Got in a panic | D It runs in the family |
| E Not the end of the world | F What a nuisance! |

- 2  Listen to the conversation about text messaging and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

Text Messaging

	Alison	Sam
Opinion of text messaging:	doesn't like it Example	some things are OK but there are (1) _____
Disadvantages:	(2) _____ on their spelling	don't use proper punctuation, especially capital letters
Other disadvantages:	people don't use a (3) _____	it's not good for people's written English
Advantages:	(4) _____	quick way of (5) _____

- 3  A news presenter is talking about a man-made disaster. Listen to the news report and answer the questions. Write short answers. There is one example.

Example

Where did the Deepwater Horizon accident happen?	In the Gulf of Mexico.
1 How many workers were injured in the accident?	_____
2 Why couldn't people in the tourist industries work?	_____
3 When did oil stop escaping from Deepwater Horizon?	_____
4 How many dead dolphins did scientists discover in April 2011?	_____
5 How much has the accident cost so far?	_____

Reading

I Read this scene from a detective story. Is the information in each sentence about the scene true, false or not stated in the text? For each sentence circle the correct answer.

I gave Lamia a hard stare and repeated the same question I had asked her the night before. "Tell me this, Mrs Benson. Why was Mrs Anderson's jewellery in your handbag?" Lamia returned my stare calmly and didn't drop her eyes under my hostile gaze. "I told you before, Officer Gray," she replied calmly and with an even voice, "I don't have any idea about the jewellery in my bag." "That's not what you told me yesterday," I hissed. "When I asked if you had jewellery in your handbag, you said 'yes'."

"Yes, that's right," Lamia replied patiently. "I thought my husband had put some jewellery in my bag for me to put on when we left for Mrs Anderson's party. But I was wrong. It wasn't my jewellery. And before you ask me again, I had no idea Mrs Anderson's jewellery was in my bag."

"I can suggest why it was there," I snapped. "The jewellery is worth a million dollars."

For a moment Lamia's eyes narrowed. "I had no idea it was worth such a lot of money," she insisted. "Really I had no idea. I am telling you the truth, Officer Gray!"

Lamia leaned back in her chair and smiled at me. She was confident. She didn't look at all afraid. I decided to try and change that. I leaned forward. "You haven't always told me the truth," I said quietly. "When I asked you if you had anything unusual to tell me about your past, you said 'no'." Lamia looked less confident. "Yes, that's correct," she replied hesitantly.

I was silent for a long time. "But it's not true," I protested. "Why didn't you tell me before that you have been in prison for stealing jewellery?"

Lamia started to cry. "I am sorry," she stammered. "But just because I was in prison before doesn't mean I stole from Mrs Anderson. You have to believe me."

I looked at her and I knew she was telling the truth. "Yes, I believe you," I replied. "Thank you for your help. You can go now."

Example

This is the second time that Officer Gray has asked Lamia about the jewellery.

True False Not stated

- 1 Lamia's surname is Anderson.
True False Not stated
- 2 Officer Gray's first questions did not seem to worry Lamia.
True False Not stated
- 3 Lamia's husband often puts jewellery in her bag.
True False Not stated
- 4 Lamia arrived at Mrs Anderson's party after her husband.
True False Not stated
- 5 Mrs Anderson has some very expensive jewellery.
True False Not stated
- 6 Lamia didn't know that Mrs Anderson owned jewellery.
True False Not stated
- 7 Officer Gray wanted to frighten Lamia.
True False Not stated
- 8 There was nothing unusual about Lamia's past.
True False Not stated
- 9 Officer Gray knew that Lamia had been in prison before.
True False Not stated
- 10 Officer Gray thought that Lamia had stolen Mrs Anderson's jewellery.
True False Not stated

- 2 Read the headings A–G and the texts 1–6 from a survey about lowering the driving age. Choose the letter for the correct heading to match each text and write it in the gaps in the table, as in the example. You won't need one of the headings.

ExampleText 1 goes with Heading B Text 2 goes with Heading Text 3 goes with Heading Text 4 goes with Heading Text 5 goes with Heading Text 6 goes with Heading **Headings:**

A A worrying idea

B ~~Reasons for a lower driving age~~

C Not worth thinking about

D Introduce the idea gradually

E Sometimes there is no choice

F More time for myself

G Doing the opposite is a better idea

Text 1	Text 2	Text 3
Let's analyse why a lower driving age is advantageous. Firstly, it means that young people will not depend so much on their parents. Secondly, we should admit that driving can be fun.	The main reason to lower the driving age is to help young people in country locations. Driving is essential in these areas because there are so few buses and trains that you have to be able to drive a car.	We shouldn't suggest that we lower the age at which young people can begin to drive. Children of fifteen and sixteen are too young to control a car. In fact, I think we should raise the driving age to twenty-two.
Text 4	Text 5	Text 6
I am very concerned about letting young people learn to drive. At this age teenagers love speed, showing off to one another and taking risks. They wouldn't drive safely, carefully and attentively.	I am so worked up and angry about this silly suggestion that I find it difficult to write. Who can support letting children of fifteen get behind the wheel of a car? The idea is ridiculous. Forget it.	My daughter Emma is sixteen and does lots of activities. I spend so many hours a week driving her that I think we should lower the driving age. Emma is responsible enough to drive herself around safely.

Speaking

I Ask and answer.

Part 1

Student 1: Use Question Box A to ask your classmate questions, e.g. Have you or someone you know ever missed a ceremonial occasion like a birthday party?

Student 2: Answer your classmate's questions about the topic on Card A.

Question Box A

Questions about:

you / someone you know ever / miss / ceremonial occasion?
 what ceremonial occasion / you / miss?
 when / why / you / miss it?
 what reason / you / give for missing it?
 how / you / feel about missing it?
 what / you / say / someone who missed / occasion / yours?

Part 2

Student 2: Use Question Box B to ask your classmate questions, e.g. Have you or someone you know ever missed an important arrangement like a dentist's examination?

Student 1: Answer your classmate's questions about the topic on Card B.

Question Box B

Questions about:

you / someone you know ever / miss / important arrangement?
 what arrangement / you miss?
 when / why / you / miss it?
 what reason / you / give missing it?
 how / you / feel about missing it?
 what / you / say / someone who missed / arrangement with you?

2 Look at the pictures and:

- ▶ describe and compare what you see;
- ▶ say which of the two disasters is the worse in your opinion;
- ▶ explain your opinion.



Writing

Here is a scene from a crime story:

Detective Harris looked at me sharply. "I'm very interested to know," he said, "where you were at ten thirty last night when the jewellery was stolen from Miss Smith's house. And I'm even more interested to know," he continued, "why we found a key to her house in your pocket when we searched you."

Continue the story. Write 100–120 words.

In your story:

- ▶ answer the detective's questions;
- ▶ explain why you cannot possibly be the jewel thief.

Write your story here:

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There is no handwriting or other markings on the page.

If you need more space, use another piece of paper.

Grammar and Vocabulary

- 1 Read about Hillside Palace. Complete the second sentence to give it the same meaning as the first sentence or sentences. Use three words or fewer in each sentence.

Example

Builders are building a new roof on Hillside Palace.

A new roof is being built on Hillside Palace.

- 1 Strong winds last autumn destroyed the old roof of Hillside Palace.

The old roof of Hillside Palace _____ strong winds last autumn.

- 2 Hillside Palace was closed for three weeks. Builders built a new roof.

Hillside Palace was closed for three weeks _____ builders could build a new roof.

- 3 Tour guides were showing the gardens to the visitors while the palace itself was closed.

Visitors _____ the gardens by the tour guides while the palace itself was closed.

- 4 Hillside Palace was built by Helmut Weber for his wife. It is very popular with tourists.

_____ wife by Helmut Weber, Hillside Palace is very popular with tourists.

- 5 No one was at Hillside Palace when the roof was destroyed. No one was injured.

If anyone had been at Hillside Palace when the roof was destroyed, they would _____.

- 2 Complete each gap in the conversation with the correct form of the word(s), as in the example.

Example

Eliso: Who's going to win the competition, Koba? Yesterday was the last day to enter it.

WIN

Koba: I didn't know a competition (1) _____.

HOLD

Eliso: Well, there is one. The votes (2) _____ today and we're going to get the results tomorrow.

COUNT

Koba: What (3) _____ the competition for and who's running it?

BE

Eliso: It (4) _____ by the Sports Channel. You had to

RUN

choose the best three footballers of the last 40 years. If you

(5) _____ the same players as the ones which the

SELECT

public (6) _____ for, then you can win a holiday for

VOTE

two to Rome.

Koba: What a shame I missed it. I wish I (7) _____ about the

KNOW

competition. I (8) _____ in it.

TAKE PART

Eliso: And which players from the last 40 years would you have chosen if you

(9) _____ the competition?

ENTER

Koba: That's easy. I (10) _____ Pele, Diego Maradona and

CHOSE

Lionel Messi.

3 Complete the sentences with the adjectives from the box.

concerned fed up full good grateful keen

Example

Jack is very good at completing his project work on time.

- 1 Laura is _____ with arguing with her parents about her schoolwork.
- 2 Holly was very _____ to Ross for his information about the environment.
- 3 Sofia is _____ of confidence that her team will do well in the *www project*.
- 4 Robert is _____ on learning more about the crafts of Canadian First Nations peoples.
- 5 Ross is _____ about the examinations he is going to take at the end of the month.

4 Write the words under the correct picture.

excavation geyser porcupine post shawl summit



Example

porcupine

1 _____

2 _____



3 _____

4 _____

5 _____

5 Write these words next to the correct definition.

attraction campus craft locate promote reign

Example

craft

a traditional skill or object that is made by hand

- 1 the period when a king or queen rules over a country
- 2 find or discover where something or someone is
- 3 draw attention to or give a better job to
- 4 the place where university or other students study and live
- 5 a place or event that visitors or tourists go to

6 Read the letter and choose the correct word for each space. Write the correct letter A, B, C or D in each gap.

Dear Mr Duffy,

Example

Thank you very much for your C email. We are very (1) _____ for the photos of the Canadian First Nations peoples' (2) _____. They are great, especially the pictures of the (3) _____. They will help us a lot when our website goes (4) _____ next month.

We (5) _____ your descriptions of traditional (6) _____. We thought that they were clear and very (7) _____. We agree with you that these peoples face serious problems in the (8) _____ world. Finally, your information about the (9) _____ of aboriginal peoples to solve these problems was really (10) _____.

Thank you once again for all your help.

Best wishes,

Rory Maitland

A aboriginal	B harsh	C recent	D live
A professional	B serious	C immense	D grateful
A estates	B geysers	C responses	D crafts
A species	B freedom	C pottery	D reign
A live	B recent	C thermal	D grateful
A remodelled	B promoted	C admired	D situated
A porcupines	B civilisations	C campus	D clips
A Imperial	B authentic	C geological	D grateful
A harsh	B biological	C serious	D modern
A attempts	B quills	C spirits	D digs
A guilty	B inspiring	C imperial	D efficient

Listening

- 1  Listen to the people speaking. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversations 1–5:

1	C	2		3		4		5	
---	---	---	--	---	--	---	--	---	--

Example

Phrases:

- | | |
|-----------------------------------|------------------------------------|
| A Nothing to lose | B The time of my life |
| C Against all the odds | D Get to the bottom of the problem |
| E As good as new | F Out of order |

- 2  A radio reporter is interviewing an expert about the environment. Listen to the interview and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

The Environment			
Environmental threats:	Example natural threats and <u>man-made threats</u>	Most serious man-made threat:	(1) _____
Other natural threats:	difficult to say; different from (2) _____	Other man-made threats:	air and water pollution; (3) _____
Personal solutions:	recycle; use fewer things; cycle; (4) _____	Global solutions:	(5) _____

- 3  Listen to Sofia discussing diets with a friend. For each question, circle the correct answer A, B or C. There is one example.

Example

What does Rafael think of his diet? He thinks it's ...

- A healthy. B unhealthy. **C** quite healthy.

1 What does Sofia often have for a snack?

- A apples B sweets C cheese

2 Which statement about Sofia's breakfast is true?

- A She doesn't eat breakfast. B She has tea. C She has cereal.

3 What does Rafael usually have for lunch?

- A a burger B a pizza C a sandwich

4 What does Rafael think of Sofia's diet?

- A It's not too bad. B It's unhealthy. C She eats healthy food.

5 What food does Rafael encourage Sofia to eat?

- A chicken and vegetables B burgers and chips C crisps and biscuits

Reading

Read the texts A–G below showing different ways of communicating. Put them in the order that they were written in 1–7. The first one is an example.

Texts 1–7:

1	F	2		3		4		5		6		7	
---	---	---	--	---	--	---	--	---	--	---	--	---	--

Example

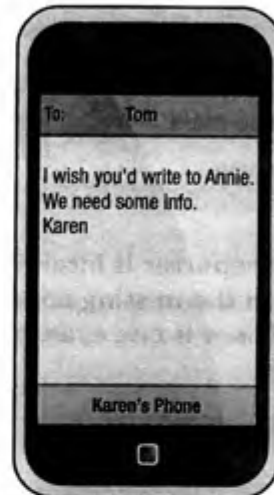
Text A

From: Karen
To: Tom
Attachments: none

Hi Tom,

Great news! Dr Davis has replied to our letter. It arrived this morning. He's given us the email address of a student who was on his dig. Her name's Annie Benet.
Karen

Text B



Text C

Parkside Secondary
Preston PR3 2DR
United Kingdom

Dear Miss Benet,
My name is Amy Smith. I am Tom and Karen's teacher. I am very grateful for the help you gave them with their recent project. If you hadn't spent so much time, they

Text D

From: Tom
To: Karen
Attachments: none

Wasn't it great to get that Haida shawl from Annie? She emailed and said that her grandmother had made it. Let's also watch the CD of video clips that she sent. I wish we had time to meet today and talk. Let's meet tomorrow instead.
Tom

Text E

Canadian Museum of Civilization
Quebec, Canada

Dear Tom and Karen,
Thanks for your letter. I'll be very happy to help with your project. It's good to know that Canada's First Nations are being studied in a school

Text F

Parkside Secondary
Preston PR3 2DR
United Kingdom

14th April

Dear Dr Davis,
We read your information about your archaeological digs on your website. We are doing a project on Canada's First Nations and we would like to ask for your help. We know this is a lot to ask

Best wishes,
Tom Andrews and Karen Mathews

Text G



- 2 Read the article. Is the information in each sentence about the article true, false or not stated in the text? For each sentence circle the correct answer.

Visit Georgia!

*Georgia is now a major tourist destination. Visitors are being attracted by its scenery, varied climate and rich history and culture.
Things to see and to do include:*

Tbilisi Sioni Cathedral

This is one of Georgia's major attractions. Situated in a historic area in Tbilisi and originally built during the 6th and 7th centuries, the cathedral has been destroyed and rebuilt a number of times.

The Anchiskhati Basilica

This church reflects the culture, traditions and history of the country. Parts of it date back to the 6th century. It is a great example of Georgian architectural style.

Nature Holidays

Georgia has a varied wildlife with many common and rare species of European and Asian animals and birds. Foreign tourists are being drawn to wildlife reserves and national parks. Bird-watching is a popular activity in Tusheti.

Svaneti

Beautiful and wild, Svaneti is an ancient land full of mystery that has kept its traditional way of life. You need at least three days to visit. With unique villages and snow-covered peaks rising to over 4,000 metres, Svaneti provides excellent opportunities for walking. Stone towers, designed to protect villagers are a feature of some villages. Around 175 towers, most constructed between the 9th and 13th centuries, survive today.

Batumi

Set in the warm waters of the coast, Batumi has become the country's summer holiday capital. Developed in the late 19th century as the western end of a railway that carried oil on its way abroad, Batumi has elegant old buildings, attractive new ones, lots of hotel space and excellent restaurants.

Example

Millions of tourists now visit Georgia.	True	False	Not stated
1 Tourists enjoy the rich history of Georgia.	True	False	Not stated
2 Tbilisi Sioni Cathedral is Georgia's most popular attraction.	True	False	Not stated
3 The present Tbilisi Sioni Cathedral is different from the original.	True	False	Not stated
4 The Anchiskhati Basilica is older than Tbilisi Sioni Cathedral.	True	False	Not stated
5 Tourists go to Tusheti to see rare animals.	True	False	Not stated
6 The highest mountains in Georgia are in Svaneti.	True	False	Not stated
7 All old villages in Svaneti have stone towers in them.	True	False	Not stated
8 Batumi became an important town because of oil.	True	False	Not stated
9 The food in Batumi is better than other places in Georgia.	True	False	Not stated

Speaking

I Ask and answer.

Part 1

Student 1: Use Question Box A to ask your classmate questions, e.g. Have you or someone you know ever had a serious accident?

Student 2: Answer your classmate's questions about the topic on Card A.

Question Box A

Questions about:

you / someone you know ever / have / serious accident?
when / accident / happen?
how / why / accident happen?
injured? If 'yes' / how / injured?
what happen / after / accident?
what / be / different / if / not / have / accident?

Part 2

Student 2: Use Question Box B to ask your classmate questions, e.g. Have you or someone you know ever had a series illness?

Student 1: Answer your classmate's questions about the topic on Card B.

Question Box B

Questions about:

you / someone you know ever / have / serious illness?
when / have / illness?
how / why / become ill?
have treatment / home / hospital?
how long / ill and what happen / after / illness?
what / be / different / if / not / be / ill?

2 Look at the picture and:

- ▶ name and describe what you see;
- ▶ say which foods are healthy and which are unhealthy;
- ▶ recommend what makes a healthy diet and a healthy lifestyle.



Grammar and Vocabulary

1 Read about a class presentation. Complete the second sentence to give it the same meaning as the first sentence or sentences. Use three words or fewer in each sentence.

Example

Mona can begin the presentation at three and so can Ahmed.

Either Mona or Ahmed can begin the presentation at three.

1 Mona and Ahmed are going to be talking about global climate change.

Mona and Ahmed _____ about global climate change.

2 Has Mona written notes for her presentation?

Mona has written notes for her presentation, _____?

3 Ahmed isn't shy about standing in front of a class. Mona isn't shy, either.

_____ Mona is shy about standing in front of a class.

4 Mona and Ahmed will be doing their presentation after Lena and Ali.

Mona and Ahmed are _____ doing their presentation after Lena and Ali.

5 Mona and Ahmed completed the presentation and then they sat down.

After the presentation _____, Mona and Ahmed sat down.

2 Complete each gap in the conversation with the correct form of the word(s), as in the example.

Example

Koba: Have you visited the Fashion Forever website recently, Eliso?

VISIT

Eliso: I used to go on it a lot for a few months after it (1) _____
but I haven't been on it in a while. Why?

JUST LAUNCH

Koba: You (2) _____ Simon, don't you?

REMEMBER

Eliso: Yes, he's the boy who used to sit in front of you at secondary school,
(3) _____ he? Anyway, what about him?

BE

Koba: After he (4) _____ school, he became a clothes designer
and this time next week the Fashion Forever website (5) _____
a collection of his clothes.

LEAVE

SHOW

Eliso: Well, he was always (6) _____ interested in design when
he was at school, wasn't he? I (7) _____ be surprised that
he's a designer now, should I?

INCREDIBLE

SHOULD

Koba: No. But I don't think you (8) _____ any of his clothes.

BUY

Eliso: Oh, why not? Are his clothes (9) _____ ugly or something?

EXTREME

Koba: No, they're great. But neither you nor I (10) _____ to buy
them. They're too expensive.

BE ABLE

3 Write these sentences correctly.

Example

Steve / worked hard / this year / nor his brother / Neither Ben / at school

Neither Ben nor his brother Steve worked hard at school this year.

- 1 handed in / computer project / appropriate deadline / Ben's / had been / after the

- 2 Steve's / started / by the time / hadn't been / the teacher / asked for it / French essay

- 3 with the boys, / weren't very / Ben and Steve's / pleased / parents / were they?

- 4 will / Both Ben / extra study, / to do / won't they? / and Steve / probably have

- 5 will be writing / Ben will be / over the summer / project / and Steve / his essay / doing his

4 Match words from A with words from B and use the phrases to complete the sentences.

A	human	online	photo
	snail	sound	video

B	conference	discussion	gallery
	mail	recordings	right

Example

online discussion

a _____

b _____

c _____

d _____

e _____

Example

There has been a lot of online discussion about the new Global Youth Link website.

- 1 A _____ is a cheap way to have a meeting for people in different countries.
- 2 The conference organizers provided lots of _____ from past conferences.
- 3 Before email and text messaging, most communication was done by '_____'.
,
- 4 Education can be considered a _____ for all young people.
- 5 I shared my holiday pictures in my _____ with my friends.

5 Circle the correct words to complete the sentences.

Example

Planning is one of the most important **archives** / **aspects** of a good presentation.

- The plane was late due to unusual **catalogues** / **circumstances**.
- Most people know that metals **engage** / **expand** when they are heated.
- Abdullah was **tedious** / **thrilled** to learn he had won the poetry competition.
- You should **assemble** / **submit** different sources of information before you give a talk.
- The website designers are **constantly** / **crucially** trying to improve the look of the website.

6 Read the text and choose the correct word or phrase for each space. Write the correct letter A, B, C or D in each gap.

Example

Len didn't like giving class B but he didn't find them nerve-wracking (1) _____ either, (2) _____ having to stand and talk in front of his class. He always chose (3) _____ topics and read about the topics (4) _____. (5) _____ researching the subject online he always used (6) _____ and other sources of information to (7) _____ that his talk was well-prepared. During presentations he used a(n) (8) _____ to remind his listeners about the main points he was covering and he had notes on cards to jog his (9) _____. Finally, at the end of his talks he always gave his classmates the (10) _____ to ask questions. In this way, he was able to keep the attention of his listeners.

A durations	B presentations	C recitals	D sites
A materials	B sources	C blogs	D situations
A however	B in addition to	C in spite of	D moreover
A vague	B required	C just	D relevant
A beforehand	B individual	C tedious	D constant
A However	B In addition to	C In spite of	D Moreover
A projectors	B encyclopaedias	C aspects	D ranges
A assemble	B condense	C submit	D ensure
A archive	B catalogue	C projector	D site
A knowledge	B circumstance	C memory	D privacy
A opportunity	B expectation	C material	D duration

Listening

- 1  Listen to the people speaking about class presentations. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversations 1–5:

1	B	2		3		4		5	
---	---	---	--	---	--	---	--	---	--

Example

Phrases:

- | | |
|-------------------------|--|
| A She came to my rescue | B It's more interesting when you're interested |
| C Peace and quiet | D It isn't fair |
| E Three cheers | F A nerve-wracking experience |

- 2  A radio presenter is interviewing an expert for a technology programme. Listen to the interview and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

Computers

Computers			
Topic:	Example How <u>computers have changed</u> over time	First computers date back to:	(1) _____
Idea for the first computers:	Charles Babbage and also the (2) _____	What are computers?	machines that are (3) _____
First users of modern computers:	(4) _____	Computers were first used to:	(5) _____

- 3  Listen to the people speaking about the Global Youth Link. For each sentence, circle the correct answer A, B or C. There is one example.

Example

Sofia describes the website as incredibly ...

- (A) good. B fantastic. C interesting.

1 Sofia is looking forward to more ...

- A science inventions. B videos of education. C photos of wildlife.

2 Francisco hopes he will be seeing more ... on the website.

- A comments and messages B reports on coral reefs C films of Thai dancing

3 The Global Youth Link project has taught Francisco how to ...

- A work in a team. B talk in public. C stay silent.

4 Tippi describes the comments about her film as ...

- A really great. B incredibly brilliant. C terribly hard.

5 Tippi wants children in Thailand to learn about ...

- A traditional Thai dancing. B children in Kenya. C education outside Thailand.

Reading

I Read this conversation. Is the information in each sentence about the conversation true, false or not stated in the text? For each sentence circle the correct answer.

"So how are you doing, Sue? You're ready for the presentation, aren't you?"

"Yes, I think so, Lee. I don't think it'll be too nerve-wracking. I'm not like David. He was incredibly nervous when I saw him yesterday."

"Oh dear. That's not good."

"No, I hope he's OK. But listen, I said I think I'm ready but will you go through everything with me? I want to check that I haven't forgotten anything."

"Sure, Sue. What do you want me to do?"

"Ask me some questions about my preparation and then listen to a bit of my talk."

"No problem at all. Right, will you be giving an individual or group presentation?"

"I'm definitely working on my own. I know that! I'll be presenting all aspects of the topic and I'm responsible for all content."

"Great. That's quite clear. And how long will you be speaking for? Ten minutes, isn't it?"

"Not really, no. It's true I'll be presenting for ten minutes but I'll be leaving two minutes at the end of the talk for questions and comments."

"Well, that sounds very organized, Sue. Now, what's the presentation about?"

"Well, after we had been given the freedom to choose our own topic, I thought for a long time and selected a review of a new internet website for your people."

"Which website will you be talking about?"

"It's called *Global Youth Link*, Lee."

"And what kind of research did you do for the talk? Just look at the website?"

"No, I looked at several sources of information online about what makes a good website, and I looked at several other websites for young people, to compare them with the *Global Youth Link* website."

"And will you be speaking without notes or reading out the text in full?"

"Neither, Lee. I've condensed the information on small cards and I'll be using them to jog my memory."

"Are you going to be using a whiteboard?"

"No, Lee. You know the whiteboard in our classroom is broken at the moment."

"Great! OK, now can I hear your talk?"

"Yes, OK, Lee. I'll try. Good morning everyone. I'm going to be talking about a new website today. It's called *Global Youth Link* and it's a website where young ..."

"Sorry, Sue, can you stop for a second? You're not looking at me. Remember what Mr Evans said, 'Speak clearly and slowly and always look at your audience when you speak'."

"Thanks for reminding me about the tip. OK, I'll start again."

Example

Sue is ready to give her presentation.

True

False

Not stated

1 Sue is very nervous about the presentation.

True

False

Not stated

2 Lee wants to check that Sue is ready for her presentation.

True

False

Not stated

3 Sue didn't want to give a group presentation.

True

False

Not stated

4 Sue will be speaking on her topic for ten minutes.

True

False

Not stated

5 Sue was able to select the topic of her talk.

True

False

Not stated

6 Sue used an encyclopaedia when researching her talk.

True

False

Not stated

7 Sue has put notes on cards to remind her what to say.

True

False

Not stated

8 Sue will be using a whiteboard during her talk.

True

False

Not stated

9 Sue didn't look at her audience during her practice talk.

True

False

Not stated

10 Mr Evans is Sue and Lee's class teacher.

True

False

Not stated

- 2 Read the questions A–G and the responses 1–6 from Peter Hobbs. Choose the letter for the correct question to match each response and write it in the gaps in the table, as in the example. You won't need one of the questions.

Example

Response 1 goes with Question D

Response 2 goes with Question

Response 3 goes with Question

Response 4 goes with Question

Response 5 goes with Question

Response 6 goes with Question

Questions:

- A What is the future of computers?
- B Do you still design and sell computers?
- C You succeeded in your business career at an early age, didn't you?
- D ~~Would you describe yourself as a businessman or an inventor, Mr Hobbs?~~
- E Then your computer career hit problems, didn't it, Mr Hobbs?
- F Why do you think the *Engage 4* became so popular?
- G The *Engage 4* wasn't as good, was it?

Response 1	Response 2	Response 3
A good question. People think individuals must do either this job or that job but I would describe myself as doing both jobs. I invent and design things but I also make and sell inventions. It's impossible for me to choose between them. I enjoy doing the two jobs.	That's right, yes. I was only 32 years old when I started selling large numbers of the <i>Engage 4</i> , the computer I designed. That was in 1980. During the next three years, sales of the computer increased incredibly quickly and I earned a lot of money.	It was the right product at the right time. When it went on sale, computers were rather large machines for the office or work. The <i>Engage 4</i> was one of the first 'micros', small computers which were designed for home use by ordinary people.
Response 4	Response 5	Response 6
Some people might agree, especially if you compare it to modern machines. Some parts didn't work very well, it is true. But the <i>Engage 4</i> helped to introduce computers to ordinary people around the world. I am proud of that.	Unfortunately, it did. I used a lot of the money from sales of the <i>Engage 4</i> to design the <i>Stella</i> , a new computer with lots of new features. But it did not meet the expectations of technology reporters at the time and it did not sell well.	The computer market is very different now to 30 years ago with just a few international technology companies. I now work in the field of transport. I have been designing a range of electric bikes that we will be launching shortly.

Speaking

I Ask and answer.

Part 1

Student 1: Use Question Box A to ask your classmate questions, e.g. What are computer games?

Student 2: Answer your classmate's questions about the topic on Card A.

Question Box A

Questions about:

- what / computer games?
- why / young people / like them?
- what features / computer games / have?
- you ever / played / computer games?
- if you / answer / 'yes' when and why / play it?
- if you / answer / 'no' why / not / played / one?
- computer games / useful / useless? / why?

Part 2

Student 2: Use Question Box B to ask your classmate questions, e.g. What are educational websites?

Student 1: Answer your classmate's questions about the topic on Card B.

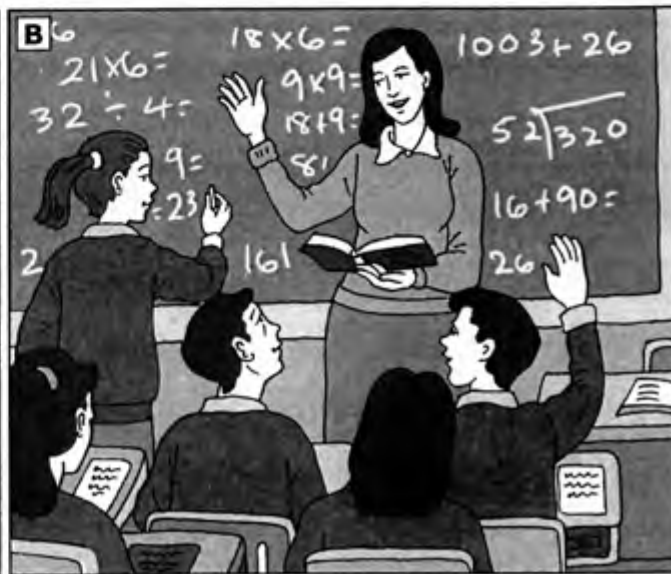
Question Box B

Questions about:

- what / educational websites?
- young people / like them / not like them? / why?
- what features / educational website / have?
- you ever / use / educational website?
- if you / answer / 'yes' when and why / use it?
- if you / answer / 'no' why / not / use / one?
- educational website / useful / useless? / why?

2 Look at the pictures and:

- ▶ talk about what you can see in the two pictures;
- ▶ say which picture is most like teaching in your school;
- ▶ say which of the two ways of teaching is more effective and helpful for students and explain the reasons for your opinion.



Grammar and Vocabulary

- 1 Complete the second sentence to give it the same meaning as the first sentence or sentences. Use three words or fewer in each sentence.**

Example

Jack doesn't watch a lot of TV. Laura doesn't watch a lot of TV, either.

Neither Jack nor Laura watch a lot of TV.

- 1 Did you turn off the lights when you left the house?
_____ the lights when you left the house, didn't you?
- 2 It's seven o'clock now. Rachel is going to be flying over Turkey soon.
It's seven o'clock now and Rachel will _____ Turkey soon.
- 3 Dan is neglecting his studies this term. This started about three weeks ago.
Dan _____ his studies this term for about three weeks.
- 4 Mukhran sat at a table outside while the chefs in the restaurant were cooking the meal.
Mukhran sat at a table outside while the meal _____ in the restaurant.
- 5 Laura did some research in the library after the teacher handed out the titles of the essay.
After the titles of the essay had _____ Laura did some research in the library.
- 6 Mark explained to Sam that they had to eat out because the kitchen was being painted.
"Sam, _____ to eat out because the kitchen is being painted," Mark explained.
- 7 Sofia and her parents decided to go to the beach because the weather was very pleasant.
It was _____ day that Sofia and her parents decided to go to the beach.
- 8 Dali didn't have many pictures of her brother. She was sorry about this.
Dali wished _____ a lot more pictures of her brother.
- 9 "Tom, will you be able to tidy your room after lunch?" his mother asked.
Tom's mother asked him _____ be able to tidy his room after lunch.
- 10 Daisy arrived home before the rain started. She didn't need to use her umbrella.
_____ arrived home before the rain started, she would have needed to use her umbrella.

- 2 Rewrite these words with the correct suffix -age, -hood or -ship. Then complete the sentences with the correct words.**

Example

mess- a hard- b neighbour- c friend- d disadvant- e likeli-
message _____ _____ _____ _____ _____

Example

Passengers got a message that their plane would leave in 30 minutes.

- 1 One _____ of country life is a lack of shops and other facilities.
- 2 Sergei's family moved to a _____ with good bus and train links to the capital.
- 3 Elizo met Dali in secondary school and they continued their _____ in university.
- 4 Because of the cold weather, the animals on Andy's farm suffered a lot of _____.
- 5 There were black clouds over the hills so there was a _____ of rain in the afternoon.

3 Complete each gap in the text with the correct form of the word(s), as in the example.

Example

Global Youth Link Website is launched

A delighted Robert Githiga and his teammates from schools in Kenya

(1) _____ after a long period of hard work. Together with 36 young people from other countries, Robert's team (2) _____ the (3) _____ of *Global Youth Link*, a project to build a website with a global perspective. (4) _____ to encourage teamwork, discussion and planning, the project (5) _____ for almost a year before last week's launch. Each team (6) _____ one of four topics and they were told (7) _____ their ideas about them in texts, photos, videos and other ways. Robert (8) _____ us more: "The topic of our group was education. A lot of people said that we (9) _____ a really good job and that was really good to know. But if we hadn't all worked hard as a team, we (10) _____ to communicate how fortunate we are to have a good education and how many others are not so fortunate as us."

LAUNCH

RELAX

TAKE PART IN

CREATE

DESIGN

RUN

GIVE

PRESENT

TELL

DO

NOT BE ABLE

4 Complete these sentences with the correct form of the verbs in brackets.

Example

Holly was responding to an email when her computer suddenly crashed. (respond)

- 1 As soon as we get home, we _____ to cook supper. (start)
- 2 Ross _____ on the report for a week before he showed it to his teacher. (work)
- 3 Professor Brown advised team members _____ their topics very carefully. (plan)
- 4 _____ in the eleventh century, the Tower of London is popular with tourists. (build)
- 5 How long _____ Jack _____ some causes of climate change? (investigate)
- 6 Elizo promised that she _____ her father to choose a present for her aunt. (help)
- 7 The rainforests _____ because people are cutting down too many trees. (destroy)
- 8 Sarah explained that she _____ time to finish all the questions in the test. (not have)
- 9 When Laura arrives back from London, her mum _____ for her at the station. (wait)
- 10 We _____ longer on our project if we had had the opportunity. (spend)

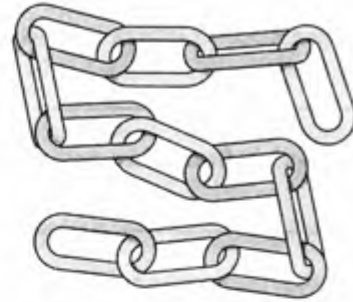
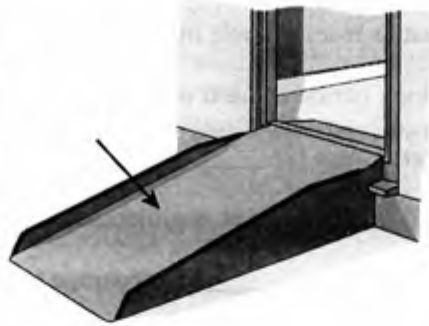
5 Write the words under the correct picture. You don't need all the words.

billboard	chain	droplet	embroidery	geyser	icepack
porcupine	projector	quill	rail	ramp	wheelchair



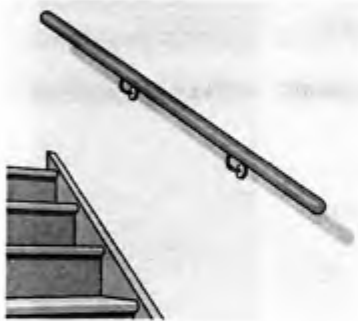
Example

embroidery



1 _____

2 _____



3 _____

4 _____

5 _____

6 Complete the sentences with the correct words from the box.

come	do	hand	hang	make	pay	say	set	take	talk	tell
------	----	------	------	------	-----	-----	-----	------	------	------

Example

The teacher told the children to do up their coats because of the cold wind.

- 1 It was a dark night and it was hard to _____ out where exactly the house was.
- 2 After his capture the thief started to _____ the police the truth about the robbery.
- 3 The toy wasn't well-made and started to _____ apart after a short time.
- 4 Abdullah _____ up a website to give more information about his company.
- 5 When using a mobile, please make sure you _____ up after the call.
- 6 Emma's daughter Kate put down her toys and ran to _____ goodbye to her mother.
- 7 It is sensible to _____ over important decisions with friends or family.
- 8 Leila doesn't _____ after her mother or her father but she looks like her grandmother.
- 9 When the guests arrived Koba went to the living room to _____ around cakes.
- 10 Passengers are requested to _____ careful attention to the safety instructions.

7 Write these words next to the correct definition. You don't need all the words.

assemble	condense	consider	decision	deserted	extract	harsh
immigration	pottery	recent	scurry	stationary	submit	weird

Example

something that happened a short time ago

recent

- 1 cruel, difficult or not fair or just
- 2 make the size or the length shorter
- 3 strange and very unusual
- 4 take out a material from inside another material
- 5 entering another country to live or work
- 6 still and unmoving
- 7 put together a bigger object from pieces or parts
- 8 move quickly or hurriedly
- 9 without people or animals
- 10 think about or give attention to

8 Read the text and choose the correct word for each space. Write the correct letter A, B, C or D in each gap.

In My Opinion

Example

The C to contact people anywhere in the world very quickly is one (1) _____ of life which is different from the past. I think it is a good thing but there is a place where I would like to (2) _____ this easy (3) _____ to communications and that is on trains. I always take the (4) _____ to read on trains but now I am (5) _____ distracted for the duration of my journey by the (6) _____ noise of people on their mobile phones. Now, I know I have been (7) _____ of talking a bit too loudly to my friends. But people on mobiles shout endless details of their lives into the phone and do not seem to be (8) _____ of other people near them or even of their own (9) _____. I wish we could have more quiet (10) _____ on trains where mobiles are banned.

Margaret Hughes

A duration	B horizon	C ability	D increase
A archive	B predecessor	C comment	D aspect
A control	B condense	C assemble	D neglect
A attempt	B material	C access	D state
A style	B opportunity	C conference	D surface
A eagerly	B constantly	C solely	D promptly
A inspiring	B appropriate	C permanent	D essential
A guilty	B nauseous	C serious	D sweaty
A coarse	B ridiculous	C relevant	D aware
A privacy	B messaging	C convention	D freedom
A means	B zones	C situations	D individuals

Listening

- 1  Listen to the people speaking about diet and health. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversations 1–5:

1	F	2		3		4		5	
---	---	---	--	---	--	---	--	---	--

Example

Phrases:

- | | |
|-------------------------|--------------------------------|
| A Constantly increasing | B Get in a panic |
| C Not in any form | D Runs in the family |
| E As a last resort | F As simple as that |

- 2  Listen to the conversation. For each question, circle the correct answer A, B or C. There is one example.

Example

Who took Max to see the film studios?

- ☒ A his dad B his brother C his aunt

1 How did Max describe the tour?

- A It was a bit disappointing. B It was really interesting. C It was absolutely brilliant.

2 Which studios did Max visit?

- A Warner Brothers B Universal Studios C Disneyland

3 When did Max visit the film studios?

- A January B in the summer C October

4 Where did Max go first?

- A sound stages B editing studios C costume department

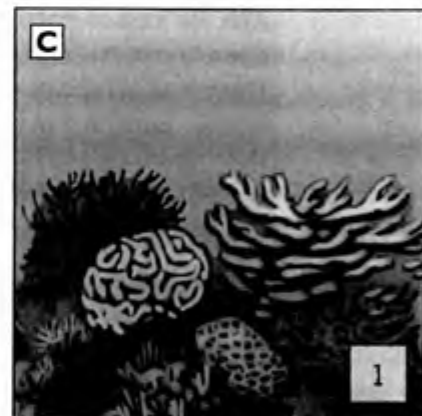
5 What opinion did visitors generally hold of the tour?

- A It was so good. B It was OK. C It was very good.

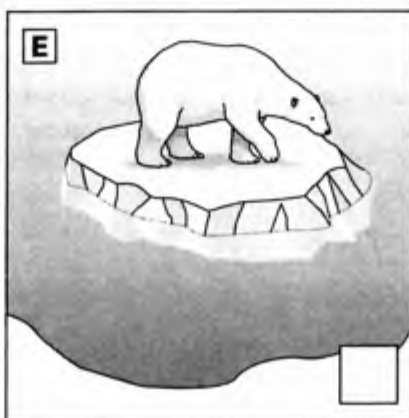
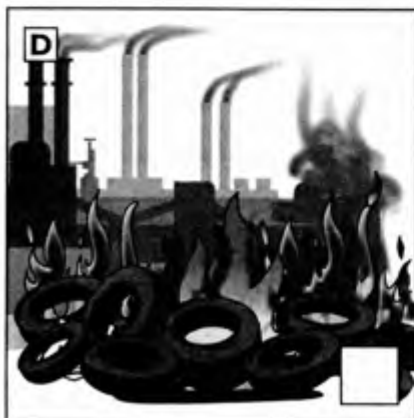
- 3  Listen to the information about a businessman and inventor and fill in the missing information in each numbered space in the notes. There is one example.

A Famous Businessman and Inventor			
Name and date of birth:	Example		
	Steve Jobs		
	born in February 1955		
Brothers and sisters:			Parents:
			brought up by two Americans;
			father: worked in a factory;
Early business career:			mother: worked
			(1) _____
			Educational background:
			primary school in Mountain View,
			high school in Cupertino; didn't
			(3) _____
			Later business career:
			developed NeXT Computers and
			Pixar in 1985 and 1987; became
			(5) _____ of Apple in
			1997;
			died in October 2011.

- 4  Listen to the people speaking about environmental problems and number the pictures in the correct order. There is one example.



Example



Reading

I Read the texts A–G below from *War of the Worlds*, a story by the writer H.G. Wells. Put the texts in the correct order. The first one is an example.

Texts 1–7:

1	C	2		3		4		5		6		7	
---	---	---	--	---	--	---	--	---	--	---	--	---	--

Example

Text A	Text B	Text C
Suddenly Ogilvy noticed some of the outside surface of the cylinder dropping on the sand. A large piece suddenly came off and fell with a sharp noise that brought his heart into his mouth. In spite of the heat, he climbed down into the hole to see more clearly what was happening.	Ogilvy remained at the edge of the hole, staring at the strange object. The early morning was wonderfully still and already warm. He did not remember hearing any birds, there was certainly no breeze stirring, and the only sounds were the faint movements from within the cylinder. He was all alone.	The strangest thing that ever came to Earth from outer space fell while I was writing in my study. It arrived about midnight, moving east at an astonishing speed, a dazzling line of flame glowing high in the night sky. Hundreds of people saw it and thought it was an ordinary falling star.
Text D	Text E	
My scientist friend Ogilvy, who had seen the object in the sky, was convinced that he knew where it had landed. He got up early with the idea of locating it. And, soon after dawn he did find it in a field near woods. There was an enormous hole where it had landed. Earth and stones had been flung violently in every direction. The grass was on fire and thin blue smoke was rising into the sky.	And then Ogilvy realised that the top of the cylinder was turning very slowly. He didn't know what it indicated until he heard a sound. Then he suddenly understood. "Good heavens!" Ogilvy thought. "There's someone or something inside!" At once, he linked the idea with the bright light that had been seen on the planet Mars.	
Text F	Text G	
The object was almost covered in sand. The uncovered part was a huge metal cylinder. When Ogilvy got closer, he was astonished by its size and shape. It was, however, still so hot from its flight that he couldn't go very close. He heard a noise and assumed that it was its surface cooling. It had not occurred to Ogilvy that the object might be hollow.	I was at home at the time the object arrived, writing in my study. My windows face east and the curtains were open, for I loved in those days to watch the night sky. However, I saw nothing. I would have seen it as it passed if only I had looked up but I didn't. Some people who saw it also said it travelled with a hissing sound. I myself heard nothing.	

- 2 Read this description of the Haida. Is the information in each sentence about the text true, false or not stated in the text? For each sentence circle the correct answer.

Canada's First Nations: The Haida Peoples

The Haida Peoples are one of Canada's First Nations. They lived on the north-west coast of the United States and Canada and depended on fish called salmon for their food. The rivers and seas were full of them. All the people lived near water, either the Pacific Ocean or an inland river or lake. People could fish all year so they didn't have to move but lived in permanent villages. In summer they used to fish but always returned to their villages for the winter.

Haida houses formed small villages. All the houses in a village faced the same direction, towards the water. Some villages had as many as 1,000 people in them. If an individual built a longhouse for his family, he lived there with his wife and children, and then their children. When the children got older, they were assigned a new space inside the longhouse.

The Haida peoples travelled in canoes. These boats were crucial for their lifestyle. Haida men carved them out of large trees. Some canoes could carry up to fifty people and five thousand kilograms of fish. Men also carved totem poles. A totem pole is a large carved piece of wood used to show each family's history, power and position. Women were

responsible for all the weaving. They made clothes, hats, mats and blankets, using softened materials from trees and adding grasses for colour.

In Haida culture, beliefs and history were passed from the old to the young through stories, songs and dances about why certain things occurred, for example changes in seasons. Haida people believed that they were surrounded by spirits. The link between the spirit world and the natural world was through people called shamans. Shamans treated illnesses and were expected to ensure that there was good weather and enough food.

A potlatch was an important part of Haida culture. It was the name of a big celebration that often took more than a year to plan. The ceremony was usually for an important event, for example a marriage, birth or death, and coming of age. It included food, singing and dancing. Some potlatches lasted two to three weeks and were a way for families to show everyone how successful and rich they were.

Example

The Haida Peoples lived in Canada and the United States.	☒ True	☐ False	☐ Not stated
1 The Haida Peoples only ate salmon.	☐ True	☐ False	☐ Not stated
2 Haida houses were built facing each other.	☐ True	☐ False	☐ Not stated
3 Older children stayed in their parents' houses.	☐ True	☐ False	☐ Not stated
4 Women and men shared the carving of canoes.	☐ True	☐ False	☐ Not stated
5 Shamans could talk to Haida spirits.	☐ True	☐ False	☐ Not stated
6 Older people told stories to the young about the world.	☐ True	☐ False	☐ Not stated
7 A potlatch celebration could last up to a year.	☐ True	☐ False	☐ Not stated

- 3 Read this scene from the story *The Hound of the Baskervilles*, by Arthur Conan Doyle. Answer the questions. Write short answers. There is one example.

Mr Sherlock Holmes

My friend Sherlock Holmes, who was generally very late in the morning, was eating at the breakfast table. He had probably been up all night. I stood in front of the fire and picked up the stick which our visitor had left behind him the night before. It was a fine, thick piece of wood. Near the handle was a broad piece of metal. On it were the words 'To Doctor James Mortimer, from his friends, 1884'.

"What do you make of the stick, Watson?"

Holmes was sitting with his back to me. "How did you know what I was doing?" I asked.

"I have a coffee-pot in front of me," he said. "I can see you in it." He paused: "We missed this visitor and don't know why he was here. Examine the stick and tell me what you think."

I tried to copy my friend's methods as well as I could. "Dr. Mortimer," I said, "is a successful doctor. He has the kind of stick that an old-fashioned family doctor used to carry. He is an older man, well-liked because those who know him have given him this gift."

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"Good! Excellent!" said Holmes. "Please continue."

"I also think that he is a country doctor because this stick was originally very impressive but now it is so knocked about that I can't imagine a town doctor would carry it. Also, this man does a great deal of his visiting on foot. The bottom of the stick is worn down."

"Excellent, Watson!" Holmes said. "You should be more confident in your abilities. People like you might not always discover the truth but you help others to find it."

Holmes had never said anything like this before, so I must admit that his words pleased me. I was proud that I had learned how to apply his system in a way which he thought was appropriate. Holmes came up to me and took the stick from my hands. He examined it for a few minutes and then carried the stick to the window and looked at it again.

"Have I missed anything?" I asked, expecting the answer "No."

"I am afraid, my dear Watson, that nearly everything you said was wrong."

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Example

What was Holmes doing when Watson came in the room?

He was having breakfast.

- 1 What was the name of the visitor who had left the stick?
- 2 How did Holmes know Watson was looking at the stick?
- 3 Whose method of thinking did Watson try to copy?
- 4 Why does Watson think the doctor is well-liked?
- 5 Where did Watson think that the doctor worked?
- 6 Why was Watson proud?
- 7 How long did Holmes take to examine the stick?

Speaking

I Ask and answer.

Part 1

Student 1: Use Question Box A to ask your classmate questions, e.g. Has someone you know ever taken a driving test?

Student 2: Answer your classmate's questions about the topic on Card A.

Question Box A

Questions about:

- someone you know / take / driving test?
- if 'yes' / he or she / pass / test?
- what / purpose / driving test?
- if / you / take / driving test / be / nervous / or confident?
- what best way / prepare / driving test?
- in / opinion / make / good driver?
- you / take / driving test? if 'yes', when; if 'no', why not?

Part 2

Student 2: Use Question Box B to ask your classmate questions, e.g. Have you or someone you know ever given an individual presentation?

Student 1: Answer your classmate's questions about the topic on Card B.

Question Box B

Questions about:

- you / or / someone you know / give / individual presentation?
- if 'yes' / give / good presentation?
- what / purpose / individual presentation?
- if / you / give / individual presentation / be / nervous / or confident?
- what / best way / prepare / individual presentation?
- in / opinion / make / good presenter?
- you / give / individual presentation soon? if 'yes', what about?

2 Look at the pictures and:

- ▶ give a short description of each couple;
- ▶ say which of the two couples you would like to be more like in the future and say why;
- ▶ say if you think it is more important to be rich or to be happy when you leave home. Explain your response.



3 Talk with your classmate about one of the means of communication which your teacher gives you.

- ▶ Books
- ▶ Mobile phones
- ▶ Letters
- ▶ Computers

After you have both talked, compare ways of communicating ideas and information with your classmate. Which way is the most effective in your opinion? Why?

Writing

I Recently a teacher wrote:

"It is fairer to ask students to make an individual or class presentation about a topic than it is to ask them to write a composition about the topic. Students get better marks if they do presentations for their exams than if they write compositions."

What do you think? Write your opinion of the teacher's views. Write 100–120 words.

In your essay:

- ▶ say if you agree or not with the teacher's views;
- ▶ give reasons to support your opinions.

Write your essay here:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

If you need more space, use another piece of paper.

2 Here is part of a letter from an old friend:

I am coming to your area for a few days and I'd like to have a look around. Can you suggest some interesting or attractive places to visit?

Reply to the letter. Write 100–120 words.

In your letter:

- ▶ react to the news of your friend's visit;
- ▶ suggest two or three places where your friend should go;
- ▶ explain to your friend why these places are worth a visit;
- ▶ end your letter.

Write your letter here:

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

If you need more space, use another piece of paper.

Unit Test 1 English World 8 Units 1-2

Section	Test Score	Out of
Grammar and Vocabulary		20
Listening		15
Reading		15
Speaking		15
Writing		15
Total Score		80

Total Score	Comment
0-30	Very Weak
31-44	Weak
45-59	Pass
60-74	Merit
75-80	Distinction

Unit Test 2 English World 8 Units 3-4

Section	Test Score	Out of
Grammar and Vocabulary		20
Listening		15
Reading		15
Speaking		15
Writing		15
Total Score		80

Total Score	Comment
0-30	Very Weak
31-44	Weak
45-59	Pass
60-74	Merit
75-80	Distinction

Unit Test 3 English World 8 Units 5-6

Section	Test Score	Out of
Grammar and Vocabulary		20
Listening		15
Reading		15
Speaking		15
Writing		15
Total Score		80

Total Score	Comment
0-30	Very Weak
31-44	Weak
45-59	Pass
60-74	Merit
75-80	Distinction

Unit Test 4 English World 8 Units 1–6

Section	Test Score	Out of
Grammar and Vocabulary		30
Listening		20
Reading		20
Speaking		15
Writing		15
Total Score		100

Total Score	Comment
1–35	Very Weak
36–55	Weak
56–75	Pass
76–89	Merit
90–100	Distinction

Comments by Section

Section Scores	15	20	30
Very Weak	0–5	0–7	0–9
Weak	6–7	8–10	10–16
Pass	8–11	11–14	17–21
Merit	12–13	15–17	22–26
Distinction	14–15	18–20	27–30

Study Tips

- Make a plan of how to revise, for example decide which pages you are going to study.
- Make a timetable so you know what and when you are going to revise.
- Begin your revision some time before your test.
- Do a little revision regularly for a longer time, not a lot of revision just before the test.
- Work and revise with a friend. Two heads are better than one! You can also practise together for your speaking test.
- Take breaks. Don't study for longer than an hour at one time.
- Study, prepare and practise. This will make you confident that you can do well.
- Learn what sections and exercises you will find in your test.
- The 'Comments by Section' will help you know which sections are not so good. Concentrate on the weak sections.
- Use the Check-in, Check-out and Revision sections in your books to help your revision.
- Different people learn in different ways. Listen, look and try out language. Revising in different ways will help you to remember more.
- Don't work late the night before a test. Go to bed early.

Unit Test 5 English World 8 Units 7–8

Section	Test Score	Out of
Grammar and Vocabulary		20
Listening		15
Reading		15
Speaking		15
Writing		15
Total Score		80

Total Score	Comment
0–30	Very Weak
31–44	Weak
45–59	Pass
60–74	Merit
75–80	Distinction

Unit Test 6 English World 8 Units 9–10

Section	Test Score	Out of
Grammar and Vocabulary		20
Listening		15
Reading		15
Speaking		15
Writing		15
Total Score		80

Total Score	Comment
0–30	Very Weak
31–44	Weak
45–59	Pass
60–74	Merit
75–80	Distinction

Unit Test 7 English World 8 Units 11–12

Section	Test Score	Out of
Grammar and Vocabulary		20
Listening		15
Reading		15
Speaking		15
Writing		15
Total Score		80

Total Score	Comment
0–30	Very Weak
31–44	Weak
45–59	Pass
60–74	Merit
75–80	Distinction

Unit Test 8 English World 8 Units 1–12

Section	Test Score	Out of
Grammar and Vocabulary		30
Listening		20
Reading		20
Speaking		15
Writing		15
Total Score		100

Total Score	Comment
1–35	Very Weak
36–55	Weak
56–75	Pass
76–89	Merit
90–100	Distinction

Comments by Section

Section Scores	15	20	30
Very Weak	0–5	0–7	0–9
Weak	6–7	8–10	10–16
Pass	8–11	11–14	17–21
Merit	12–13	15–17	22–26
Distinction	14–15	18–20	27–30

Test Tips

- Make sure you read the questions carefully before you answer them.
- Use the questions and sentences in the listening test to try to guess what information you will hear.
- In the listening exercises you hear the text twice. Don't worry if you can't answer all the questions after the first listening.
- In the reading exercises where you have to match headings to texts, read *all* the texts first before doing the exercise.
- In listening and reading exercises look carefully at the question words (*how many, when, what, etc.*) to make sure you answer with the right kind of information.
- You don't have to write a long answer or a complete sentence when you answer.
- In multiple-choice questions (when you have A, B and C answers), if a word is in the question, it does not mean this will always be the correct answer.
- Read the instructions carefully before you start speaking in your speaking test.
- Always speak in the speaking test. You cannot get marks if you don't.
- In the writing exercises make a short plan before you write and check your work when you finish.
- Always check your answers after you have finished a section.

English World

English World is a 10-level course created by the best-selling authors of titles such as *Way Ahead* and *Macmillan English*. It offers a unique blend of first-language learning and teaching methodology combined with the needs of the non-native student. A wealth of reading material is presented as the vehicle for teaching grammar accuracy, along with fluency in writing, speaking and listening, and strategies for vocabulary building.

Key features of the course include:

- a variety of text types, with a focus on cross-curricular themes and content
- emphasis on critical thinking through detailed reading comprehension activities
- key vocabulary presentation and extension by activating students' prior knowledge
- grammar, studied and practised using contextualised examples and a dedicated *Grammar in use* page
- a three-stage approach to writing, promoting learner autonomy
- realistic listening material presented as the basis for individual speaking and personalisation activities
- extended practice throughout in the *Workbook*
- exam preparation and testing in the *Exam Practice Book*
- additional student support on the *Workbook CD-ROM*, including student audio material, the pronunciation chart with activities, and interactive games
- additional teacher support on the *Teacher's Digibook*, including the *Student's Book* with audio and answer keys, teacher training, and methodology videos
- a course-specific dictionary for level 7 to facilitate the transition from primary into secondary education

Components of *English World 8*:

Student's Book	Class Audio and Exam Practice CDs
Workbook with CD-ROM	Teacher's Guide
Exam Practice Book	Teacher's Digibook

