

On Screen



Student's Book

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Express Publishing

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MODULE OBJECTIVES

- **Vocabulary**
 - relationships
 - family life
 - personality & qualities
 - idioms (relationships)
 - prepositions (relationships)
 - phrasal verbs (relationships)
 - word formation
- **Reading**
 - an article about an unusual set of twins (missing paragraphs)
- **Grammar**
 - present & past tenses
 - stative verbs
 - *used to/would/be used to/get used to*
 - comparisons
 - key word transformations
- **Listening**
 - monologues (multiple matching)
- **Speaking**
 - asking for and giving personal information
- **Writing**
 - informal letters/emails
- **Language Focus**
 - words often confused
 - idioms related to feelings
 - grammar in focus
- **Progress Check**

Words of wisdom

"In every conceivable manner, the family is link to our past, bridge to our future."
(Alex Haley, author)

Discuss

Our favourite families

- 1** Use the words: *single, sibling, widow, great, guardian, nephew*, to complete the gaps.

A



FRIENDS

Ross and Monica are brother and sister. Sometimes they feel **1)** ... jealousy but most of the time they just share fun experiences together.

C



GILMORE GIRLS

The *Gilmore Girls* are a young **4)** ... mother, Lorelai, and her daughter, Rory. They occasionally get into arguments but they are never judgmental or critical of each other.

B



SPIDER-MAN

Aunt May is the sister-in-law of Peter Parker's father. Peter Parker is her **2)** She became his **3)** ... after his parents were killed and provides moral guidance to help him as Spider-man.

D



DOWNTON ABBEY

Violet Crawley's husband died and she is now a **5)** As head of the Crawley family, she passes on wisdom and advice to all her children including her three small **6)** ... grandchildren.

2



Match the quotes (1-4) to the characters (A-D) from the families above.

- 1 "It's the job of grandmothers to interfere."
- 2 "This marriage is doubly special for me because not only is the groom my best friend but the bride is my little sister. She is the greatest sister a guy could ask for."
- 3 "I can't do this alone. I need my mommy and I don't care who knows it."
- 4 "Everyone has a part of themselves they hide. Even from the people they love most."

- A** Ross
- B** Aunt May
- C** Rory
- D** Violet Crawley

3



Listen to the speakers (1-4). What does each person value about the relationship they are describing?

4

Which family member do you feel closer to? Tell your partner. Talk about: *name/relationship* – *character* – *feelings towards them*.

DIFFERENT but the same

Joanna Moorhead looks into the ways that twins can be different as well as the same. She meets James and Daniel Kelly, who have an unusual difference for twins.



No one is surprised when twins have different personalities, even identical twins, because sharing DNA doesn't necessarily mean sharing character traits. In fact, their personalities may even be **diametrically opposed**. But what people do expect is for twins, especially identical twins, to share the same physical characteristics, such as hair colour, eye colour and skin tone. While it is rare for there to be dramatic physical differences, they are not impossible. The two boys facing me, for example, are different in almost every way. James, who is dark skinned, is gregarious and academic. Daniel, sitting beside him, has a light skin tone, is shy and disliked school. Their parents, Alyson and Errol Kelly, admit that it is hard to believe they are even brothers, let alone twins, because they are the **flipside** of identical. 'When James was born, he was the spitting image of Errol. It was another two hours before Daniel was born – and what a surprise he was! He was so pale and wrinkly, with this curly blond hair.'

1 Errol is Jamaican and that, says Jim, is the basic explanation. Most Caribbean people, though dark-skinned, have European DNA because it entered into the gene pool of the African slaves who were held there in the days of slavery.

2 From early on it was **evident** that having one dark-skinned and one light-skinned twin was going to mark the family out. Wherever they went, people presumed the boys were not brothers. 'We'd go on holiday and people used to say "is that a friend you brought along?"' says Alyson.

3 Alyson says that almost everyone at the school was white. 'The boys were in different classes, so for a while no one knew they were related, but soon the story went round that Daniel was actually "black" and he had a twin brother, James, at the school. Then Daniel started being **picked on** and it got really ugly. There were lots of physical attacks. It was really horrible.'

4 'I started to observe how angry Daniel was getting at school, how people were provoking him and how he was getting hurt,' says James. 'And when he got pulled into fights, I went in too, to help him.' Eventually, Daniel moved to a school that was much more racially diverse.

5 Occasionally, though, they do go out together in the evening. 'It's good fun, because we may meet someone who doesn't know we're twins. They never **suspect** it and then someone says "Hey, do you know James and Daniel are twins?"' says James. 'And people never believe it – they always think it's a wind-up.'

6 Her husband, Errol, laughs at this. The Kellys might be a **straightforward**, outspoken family but all they've ever wanted for their children is a fair chance in life. And, if their twins have made anyone think twice about their preconceptions about race and colour, they don't mind in the least. 'If knowing my boys encourages anyone to think twice about how we label people, then that's great,' Alyson says.

1 Complete the sentences. Use:

- spitting • gregarious • academic • prejudice • threatened
- inherited

- 1 He ... his mother's light skin tone.
- 2 He is a(n) ... boy, who does well in school.
- 3 He is the ... image of his father.
- 4 He faced a lot of ... from the other children at school.
- 5 He is very ... and loves to socialise.
- 6 Classmates at school ... him and he had to defend himself.


2 The sentences in Ex. 1 describe twin brothers James and Daniel. Which sentences describe each? Read quickly through the article and missing paragraphs to find out.

STUDY SKILLS

Missing paragraphs

Quickly read through the text and the missing paragraphs to get an idea of what it is about. Read through the text again, paying attention to the paragraphs and sentences before and after each gap. Look for discourse markers (reference words, time words, linkers showing cause/effect and contrast, etc). Be careful, though, as sometimes there won't be a clue in the sentences immediately before and after the gap. Instead, the entire meaning of the paragraph is the clue. When you have finished, read through the completed text to check that it makes sense.


Vocabulary Focus


- 4 a)  Match the words in bold in the text with their synonyms below. Check in your dictionary. What part of speech is each?


• think • obvious • children
• honest • help out • bullied
• insignificant • opposite

- b) Explain the meaning of the highlighted phrases in the text. Check in the Word List, then use each in a sentence of your own.

Text Analysis

- 5  In your own words, answer the questions below based on the text.

- How are James and Daniel different?
- How would you sum up the twins' relationship with each other?
-  What is the writer's overall impression of the Kelly family? Give examples from the text to support your answer.


- 3  Read again and choose from paragraphs A-G the one which fits each paragraph (1-6). There is one extra paragraph which you do not need to use. Justify your answers.

- A 'The thing about skin colour is that even a bit of African DNA tends to make a person's skin colour dark, so to be light skinned, the child must have inherited more of the father's European DNA,' continues Jim. 'Added to the mother's European DNA, this led to a child with a light skin tone, while his brother inherited more of his father's African DNA. I've worked out that one in 500 sets of twins with parents of this genetic mix will result in one dark- and one pale-skinned child.'
- B Alyson also pointed out that whether the boys were dark-skinned or light-skinned, they were both mixed race, with both European and African heritage. As far as she's concerned this makes their skin tone **irrelevant**. It irritates her that people define the boys based on their skin tone and not their heritage.
- C While I chat to their parents, James and Daniel are sitting at opposite ends of the sofa. They are polite but don't pay much attention to each other. As Alyson says, they are **like chalk and cheese**, with vastly different characters. But, when Alyson reaches this stage of their story, you see a glimmer of that age-old solidarity, where siblings who **keep one another at arm's length** nonetheless **pitch in** when one of them is threatened.
- D These days the boys frequent very different social scenes. James's big out-of-school interest is cheerleading, while Daniel loves acrobatics, and tumbling. 'It's something I've enjoyed for ages. I love the thrill of it,' he says.
- E Alyson says all she wants, like any mum, is for her boys to be happy and to live lives free from prejudice. 'Mind you,' she jokes with a smile, 'I do sometimes wonder what the future holds. How many light-skinned or dark-skinned grandchildren will I have?'
- F The family soon got used to the stares and the comments, 'the stupid things people said'. 'Primary school passed without skin colour being an issue but,' says Alyson, 'everything changed when the boys went to secondary school.'
- G So how does it happen that a white and a black partner – who would normally be expected to produce dark-skinned **offspring** – have a child who is as light-skinned as his mum? I spoke to Dr Jim Wilson, population geneticist at Edinburgh University, and his first question was about the heritage of the twins' father.

Check these words

• gregarious • let alone • identical • wrinkly • geneticist • heritage
• gene pool • slavery • genetic mix • mark out • stare • age-old
• solidarity • tumbling • preconception • race

Listening & Speaking

 Listen and read the text. Work in groups of three. Take the roles of James, Daniel and a radio interviewer and prepare questions and answers based on the text. Act out a radio interview.



Writing

 Write a blog entry about how siblings can get along despite their differences.

Vocabulary



Vocabulary from the text

1 Fill in the words in their correct form.

• stare • image • glimmer

- 1 Maggie is the spitting ... of her mother.
- 2 Twins James and Daniel Kelly attract lots of ... from strangers.
- 3 Tom has a ... of hope that one day he will meet his biological father.

• observe • presume • suspect

- 4 Because of their different skin tone, most people don't ... Daniel and James are twins.
- 5 It's the duty of teachers to ... how children interact in class.
- 6 I ... she invited all of her family to the wedding since she is very close to them.

• pick on • threaten • provoke

- 7 I stopped the bully from ... my brother.
- 8 Don't do anything to ... your brother and start a fight!
- 9 My sister ... to tell my parents I broke the vase.

2 Fill in: of or to.

- 1 Daniel is related ... James. They are twins.
- 2 Daniel gives the impression ... being a bit shy when you first meet him.
- 3 James is the spitting image ... his father.
- 4 Bullying led ... Daniel's request to change schools.
- 5 When his brother was bullied, James came ... his defence.

Topic vocabulary

Family, Friends & Relationships

3 Fill in: heritage, descent, generation, gene, trait.

- 1 There are websites now that can help people trace their line of
- 2 Our parents' ... pool determines our physical appearance.
- 3 Eye colour is a physical ... that is inherited from our parents.
- 4 It's important to teach children about their cultural
- 5 When my nephew was born, a new ... of my family began.

Relationship adjectives

4 Which of the adjectives in the lists cannot be used to replace the words in bold in sentences 1-4? Use it in a sentence.

- 1 • supportive • distant • caring • close

Tina has a very **tight-knit** family; they're always there for each other.

*Tina's father is quite **distant** and rarely shows emotion.*

- 2 • tense • damaged • productive • hostile

Dysfunctional family relationships are not healthy.

- 3 • hollow • fake • dishonest • genuine

Mandy knew that Tim's compliment was **insincere**. He was just trying to be polite.

- 4 • weak • firm • solid • stable

Kevin and Vincent have a very **strong** friendship; they've been best friends since they were children.


Personality & Qualities

5 a) Match the opposites. Check in the Word List.

- | | |
|----------------|-------------------|
| 1 timid | a unemotional |
| 2 dependable | b thoughtless |
| 3 sympathetic | c narrow-minded |
| 4 laid-back | d bold |
| 5 affectionate | e uncompassionate |
| 6 tolerant | f highly-strung |
| 7 opinionated | g unreliable |
| 8 considerate | h open-minded |

b) Listen to four people talking about a family member. Match each speaker's description to one of the qualities in Ex. 5a.

| |
|-----------|
| Speaker 1 |
| Speaker 2 |
| Speaker 3 |
| Speaker 4 |


c)  Which character adjectives (1-6) best describes the people in the sentences (a-f).

- 1 self-confident
- 2 aggressive
- 3 headstrong
- 4 lively
- 5 dominant
- 6 submissive

- a "Tom's so cheerful! He's great fun."
- b "My sister makes all the decisions; she's so bossy."
- c "Maria really believes in herself."
- d "Karen never stands up for herself."
- e "Mary can be so stubborn; she never listens to anyone."
- f "I don't understand why Lewis is always so angry at everyone."

6 a) Use the adjectives in Ex. 5 and your own ideas to talk about yourself. Give examples to illustrate your qualities and say what you would like to change.

I think I'm fairly dependable. If I say I'll do something, I'll do it. But I get stressed easily so I would like to learn to be more laid-back.

b)  What qualities should a perfect friend have? Discuss in pairs.

Idioms (related to relationship)

7 Fill in: *your side of the story, the centre of attention, like cat and dog, set in her ways, like a house on fire*. Check in the Word List.

- 1 If you don't agree with the situation, why don't you **tell** Mark ... about what happened?
- 2 Larry and his sister have never got along; as kids they used to **fight** ... all the time.
- 3 Frank and Jamie **get on** ... ! They're such good friends.
- 4 Karen always wants to **be** ... ; that's why she dresses so strangely.
- 5 Aunt Maggie **is** very ... ; she dislikes change of any kind.

Prepositions

8 Fill in: *of (x2), to or in (x2)*. Check in Appendix I.

- 1 Matt was worried about his brother's behaviour, so he decided to **confide** ... their parents.
- 2 Mark was very **suspicious** ... Jane's intentions; he felt she was hiding something.
- 3 I don't like people who are overly **critical** ... others.
- 4 Now that she's older, Sophie has a lot more **confidence** ... herself.
- 5 You have to be **committed** ... a friendship to make it last for years.

Phrasal verbs

9  Choose the correct item. Check in Appendix II.

- 1 Scott always stands **around/up for** his friends.
- 2 My brother and I often fall **out/in**. We don't seem to see eye to eye on anything.
- 3 Rick never lets people **down/out**; he always keeps his word.
- 4 I'm sorry, I messed **around/up** your plans. I didn't mean to be late.
- 5 Naomi's single now; she and Tim broke **up/off**.

Word formation

10 Read the text. Use the words in capitals to form a word that fits the gaps (1-8).

How to be a Good Listener

Good listening skills are very 1) ... to our personal lives, leading to stronger relationships and 2) ... in our general well-being. So, how can we become competent listeners?

First of all, stop talking! Don't cause any 3) ... and focus entirely on what is being said. Don't communicate boredom by, for instance, doodling, or picking your fingernails! Remember that everyone has a different style of delivery when speaking. For example, a speaker may show 4) ... , have a strong accent or unusual mannerisms. Try to listen 5) ... to overcome these problems. Take note of volume, tone and facial expressions to 6) ... that you understand what is being said. If there is still some 7) ... as to what the speaker is saying, ask questions. Above all, never jump to conclusions. Always seek clarification from the speaker to avoid 8)

**BENEFIT
IMPROVE**

INTERRUPT

**NERVE
ATTEND**

SURE

CERTAIN

UNDERSTAND



It's a Kind of Magic!



The tumultuous world of the *Harry Potter* films certainly has lots of interesting characters, but two of the most entertaining are the Weasley twins – Fred and George. Film fans 1) ... (**adore**) the mischievous brothers, who share the same looks and the same waggish sense of humour. Audiences around the world 2) ... (**laugh**) over their pranks and capers for years! In the Potter stories, the characters often 3) ... (**play**) practical jokes on their school pals but also 4) ... (**show**) courage in difficult circumstances. Fred and George are definitely rather special, but no more so than the actors who played them, identical twins James and

Oliver Phelps. James and Oliver had been dreaming of playing the roles ever since they first read the Potter books at an early age. Over the years, the brothers 5) ... (**appear**) in all eight *Harry Potter* films, from the very first instalment to the final episode. Needless to say, now the actors 6) ... (**become**) colossal stars and regularly appear at Potter conventions and events to meet fans. Things 7) ... (**get**) better and better for the brothers these days, and no doubt we will see more of the charismatic twins in the future!

Present tenses

➤ see pp. GR1-GR2

- 1 Complete the gaps in the text above with the correct form of the verbs in brackets. Identify the tenses and justify their use.
🔊 Listen and check.

- 2 Complete sentence *b* using the information from sentence *a*. Then, identify the tenses in bold and their uses.

- 1 a Kate **works** as a writer at a film studio.
b Kate **is working** on a new film right now.
- 2 a I've **been organising** business events for years.
b I've **organised** ... so far.
- 3 a I'm **not starting** my shift until 11 tonight.
b I **don't usually start** ...
- 4 a He **always borrows** my car on weekends.
b He **is always borrowing** ...!
- 5 a I think he **is selfish**.
b I think he **is being really** ...

Stative verbs

- 3 Read the sets of sentences and say how the verbs in bold are different in meaning.

- 1 a This silk **feels** very soft.
b Janet **is feeling** quite ill today.
- 2 a I **see** why you like this café.
b Martin **is seeing** the new film tonight.
- 3 a The shirt **fits** Mark nicely.
b Ellen **is fitting** new lights by the door.
- 4 a Naomi **has** a lovely apartment.
b The team **is having** an important meeting.
- 5 a That dress **looks** nice on you.
b Mary **is looking** at her new photo album.

Past tenses

➤ see pp. GR2-GR3

- 4 Find all the past tense forms in the text in Ex. 1. Identify the tenses and justify their use.

- 5 Choose the correct item. Give reasons.

- 1 A: Tony **was painting/painted** the living room when I got home and he **had made/had been making** a big mess!
B: I hope he **was cleaning/cleaned up** afterwards.
- 2 A: Why **did Nick return/was Nick returning** home so late yesterday?
B: Because he **was meeting/had been meeting** clients all day.
- 3 A: Who **was listening/listened** to loud music at one in the morning?
B: It was Jeff and he **was waking/woke** us all up.
- 4 A: We **had been waiting/had waited** for the train since 7 and it finally arrived at 8 am.
B: Oh no! **Were you/Had you been** late then?
- 5 A: What **did you do/were you doing** while we were watching that new film?
B: **I was making/made** dinner for the whole family.
- 6 A: Joyce **didn't work/wasn't working** on the computer when I got home. Do you know where she is?
B: Maybe she **had finished/has finished** her essay by the time you arrived and decided to go out.

used to – be/get used to – would

➤ see p. GR3

6 a) Look at the verb forms in bold in the sentences (1-4).

- Peter's family **would go** on holiday to Spain every summer.
- Jane's brother **used to be** on the football team at college.
- My sister will soon **get used to** commuting to work.
- Ellen's mum **is used to** flying overseas.

Which expresses:

- A a past habit that no longer happens?
B a past state?

Which means:

- C to be accustomed to something?
D to become accustomed to something?

b) In which of the following sentences can you use *would* instead of *used to*? Why?

- James **used to be** on the high school cheerleading team.
- Daniel **used to spend** hours practising tumbling with his friends.

c) What is the difference between these two sentences?

- My family **got used to** living in the city.
- My family **was used to** living in the city.

7 Put a (✓) next to the sentences where *used to* + **main verb** can replace the **past simple**. In which sentences can we use *would*?

- Mr Evans **enjoyed** travelling abroad for business before he retired.
- They **went** hiking every winter when they were younger.
- Ken and Mary **had** an engagement party last month.
- I **emailed** my cousin Jack twice last week.
- Lucy's grandma **read** her bedtime stories when she was a child.
- Jeff **graduated** with honours from university last year.

Comparisons

➤ see pp. GR3-GR4

8 Find the comparative and superlative structures in the text on p. 10. How do we form the comparative/superlative?

9 Fill in: *too, much better, far more, less, not quite as, good enough*.

- The family business was ... successful than anyone expected.
- It's ... difficult to tell the twins apart; they are identical.
- Stacy's new running time was ... to qualify for the national team.
- Scott's cousin is ... tall as Scott is; he's an inch shorter.
- He sings ... than his brother.
- I found Samantha's sisters somewhat ... friendly than she is.

10 Read the sentences and in pairs decide if there is any difference in meaning between the items in bold.

- My cousin, Shawn, is **nowhere near as/not quite as** opinionated as my sister Margret.
- My brother, Tony, is **far/a great deal** more laid-back than myself.
- My mum is **considerably/slightly** better at tennis than my dad.
- My younger brother, Jack, is **just/almost** as dependable as my older sister, Alice.

Key word transformations

11 Complete the second sentence so it has the same meaning as the first. Use between three and six words.

- Mark comes across as very anxious. **IMPRESSION**
Mark ... very anxious.
- Going to bed early is unusual for me. **USED**
I ... to bed early.
- She has never felt so happy before. **EVER**
It's the ... so happy.
- Larry and I have received the same number of medals. **MANY**
I have received ... Larry.

12 **SPEAKING & WRITING** Use the comparative structures from Ex. 10 and the adjectives below to compare members of your family.

- lively • dominant • self-confident • considerate
• affectionate • open-minded

My brother's not quite as opinionated as my sister ...

Multiple matching

Preparing for the task


STUDY SKILLS

Read the questions and possible answers in both tasks before you listen and identify the key words. Think of what the question is asking for e.g. *opinion, attitude, purpose, feeling, etc.* While listening, focus on the gist meaning of the audio rather than detail.


- 1** a) Read question 1 and the possible answers (A-C). Pay attention to the underlined key words. What is the question asking for: *opinion, attitude, reason or speaker's feelings?*

1 Choose from the list (A-C) why the speaker attended the event.

- A to keep someone company
 B to find out something
 C to congratulate a friend


- b)  Read the extract from an audioscript. Look at the underlined phrases. Which option (A, B or C) best answers question 1 in Ex. 1a? Why?

I went because I've known her for a long time, before either of us joined the company. And I do love the conference centre. They have a great reception hall so I was looking forward to going. I thought it was important to celebrate her achievement, but I didn't know a soul there because I don't have any dealings with her department. I have to say the food was excellent and there was some good music but, in all honesty, I found it really boring and was glad to leave.

- 2** a)  Read question 2 and the possible answers (A-C). Find the key words. What is the question asking for?


2 Choose from the list (A-C) what the speaker thinks spoiled their enjoyment of the evening.

- A the lack of people to talk to
 B the facilities that were on offer
 C the entertainment and catering

- b)  Read the extract in Ex. 1b again. Choose the option (A, B or C) that best answers question 2. Highlight the words that helped you decide.

- 3** You will hear five short extracts in which people are talking about special events. Before you listen, check these words in the Word List.

- overwhelmed • go to great lengths • bash
 • rapport • extended family • get hitched
 • devastated • coincide • right as rain
 • cry the house down • put a spanner in the works • run oneself ragged • choked up

- 4**  Read the questions and possible answers in both tasks and identify the key words. Decide what each question is asking for.

TASK ONE

For questions 1-5, choose from the list (A-H) the reason each speaker gives for enjoying the event.

- A quality time with family
 B a sense of pride
 C a family member's reaction
 D the chance to get to know someone better
 E a reminder of the past
 F a show of support
 G the attendance of a loved one
 H the discovery of a new skill

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

TASK TWO

For questions 6-10, choose from the list (A-H) what each speaker thinks could have potentially upset the event.

- A too many attendees
 B an untimely illness
 C a move abroad
 D bad weather
 E a miscommunication
 F mixed feelings
 G a scheduling conflict
 H a late start

Speaker 1

Speaker 2

Speaker 3


Speaker 4

Speaker 5

- 5**  Listen to the speakers and do the tasks.

Note

You may answer the tasks in this exercise either together, as you listen the first time (and check during the second) or one task each time the recording is played.

- 6**  What special moments have you celebrated with your friends/family? What made them interesting? Tell the class.

Speaking skills

1e

Asking for & Giving personal information

1 a) Read the first exchange in the dialogue. Which of these topics are they talking about?

- home • interests • studies • future plans
- routine • travel

- A: Hi, I'm Carla. I think you are in my English class.
 B: Yes, you're right. I am. My name's Jackie. Where are you from, Carla?
 A: I was born in Madrid, in Spain, but I grew up in a small town called Aranjuez. How about you?
 B: I've lived here in Manchester all my life. How long have you been studying at the university?
 A: I'm in my second year of an English degree.
 B: Great. What **1) do you like most** about studying here?
 A: Hmm ... **2) let me see**. That's difficult to answer. What **3) I really love** is all the brilliant cultural events that are going on all the time. This city never sleeps!
 B: That's true! What do you plan on doing after you graduate?
 A: I'm not sure. **4) I hope to be doing** a postgraduate degree either here or in London.
 B: So, **5) what do you do** at the weekends?
 A: Well, besides studying, I usually hang out with my flatmate and I sometimes visit Heaton Park. **6) I'm crazy** about the music events there!
 B: Yes, it's brilliant! There's a great concert there this Saturday. My friends and I are going. Would you like to join us?
 A: Yes, definitely!



b) Replace the phrases in bold (1-6) with similar phrases from the list below.

Listen and check.

- I really want to do • I'm mad
- I need to think about it • is your favourite part
- how do you spend your time • I like the most

2 Work in pairs. Imagine a new student came to your class. Use the phrases in the Useful Language box and/or your own ideas to act out a dialogue similar to the one in Ex. 1.

| Asking | Responding |
|---|--|
| Home & Family | |
| • Where are you from? | • I was born in ... • I come from/I'm from ... |
| Hobbies & Interests | |
| • What free time activity do you most enjoy doing? | • I'm crazy about ... • I am really keen on ... |
| Studies | |
| • Which school/university subject appeals to you most? | • I suppose subjects like ... • I quite like ... • I'm interested in ... |
| Future plans | |
| • What do you plan on doing this time next year? | • Let me see ... • I hope to be ... at ... • I'm not sure. |
| Daily life & Routine | |
| • What do you usually do at the weekends/in the evenings? | • I enjoy ... whenever I get the chance. • I regularly take part in ... |
| Travel & Holidays | |
| • What has been your best experience while travelling? | • That would have to be the time I ... while visiting ... |

STUDY SKILLS

Answering questions about yourself

When answering basic questions about yourself, give detailed reasons for your answers, using a variety of sentence structures and advanced vocabulary.

3 Read the questions. Listen to speakers A and B answering the questions below and tick (✓) the correct box (A or B).

Where are you from? Do you like it there?
Why/Why not?

Which speaker:

- uses short sentences?
- gives detailed reasons to support their answers?
- speaks with some hesitation?
- uses rich language?
- uses a variety of grammar structures?
- speaks in a natural manner?

| A | B |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

4 Work in pairs. Answer the questions in Ex. 3. Use the questions (1-6) in Ex. 3 to evaluate your partner's performance.

General introduction

Informal letters/emails are sent to people we know well (*friends, relatives, etc.*). They can: *describe an experience, give news, make invitations, accept or refuse invitations, ask for or give information, express an apology, ask for/give advice, explain, thank, suggest, express preference, etc.* They usually contain more than one topic.

General outline for letters/emails

Dear/Hi (recipient's first name),

Para 1 ► opening remarks, reason for writing

Paras 2 & 3 ► development of topic (start each paragraph with a sentence that introduces the main idea of the paragraph)

Para 4 ► closing remarks

Best wishes/Regards/Yours/Take care/etc
(your first name)


Informal Style

Greeting: Dear Philip/Uncle Tom/Dad/Hi Sally/etc

- friendly, relaxed, personal style (*Thanks so much for your last email.*)
- frequent use of colloquial expressions (*It's been ages since we last saw each other.*), idioms (*I'm over the moon*), phrasal verbs (*pass on, get on*), contractions (*I've, there's, you'd*)
- omission of pronouns (*Thought I'd drop you a line.*)
- chatty language (*I hope you're OK.*)
- simple linking words (*and, but, so*)

Sign off: Best wishes/Yours/Regards/Take care
(*first name*)

1

 **Match the informal phrases (1-9) with their equivalents (a-i). Which are opening/closing remarks?**

- | | |
|---|---|
| 1 I was happy to get your email. | a Just a few lines to tell you my news. |
| 2 Sorry I haven't written for ages. | b Hope everything's OK. |
| 3 I'm writing to let you know how I'm getting on. | c I've got to run. |
| 4 Give my regards to your parents. | d Say hello to your parents from me. |
| 5 I hope you're well. | e I'm sorry for not writing earlier. |
| 6 Have to go now. | f That about sums it up. |
| 7 Let me know what happens. | g How are things going? |
| 8 How's everything? | h Keep in touch. |
| 9 That's all my news. | i It was great hearing from you. |

Rubric analysis

Read the rubric carefully and underline the key words/phrases. These will help you to decide on:

- **the imaginary situation** you will write about, who you are, and the reason you are writing.
- **the imaginary reader** who is going to read your piece of writing.
- **the writing style** you will use (formal, semi-formal or informal)
- **the type of writing task**
- **the specific topics** you should include in your piece of writing

Always think about what the situation is in the rubric. This will help you to plan your piece of writing.

2



Read rubrics A and B and find the key words. Then answer the questions for each rubric.

A

You have received an email from an English friend.

Next month my class is having a retirement party for one of our favourite teachers and I'm in charge of organising it. I remember that you organised a party for one of your teachers last year. I'd like your advice please. Can you tell me what went well at your party and what didn't? I would really appreciate any suggestions you might have.

Cheers,
Jenna

Write your **email** in reply (220-260 words).


B

Write an **email** of about 220-260 words to a friend. In your email you should:

- tell your friend that you are happy that he/she will be visiting your home town.
- suggest some fun activities for your friend as they've asked what to do on weekdays and on weekend excursions.

- 1 What are you going to write?
- 2 Who is going to read it? Why?
- 3 What style should you write in?
- 4 What information should you include?
- 5 How many words should you write?

3

a)  Read the models.
Which rubric (A-B) in Ex. 2 do they answer?

b) Read models A and B again.
Which model(s):

- 1 uses a wide range of vocabulary?
- 2 uses basic everyday language, colloquial expressions, idioms, phrasal verbs?
- 3 uses contractions?
- 4 has appropriate opening and closing remarks?
- 5 answers all points in the rubric?
- 6 uses simple linking words to join sentences?
- 7 has well-organised paragraphs and is coherent?
- 8 uses simple grammar structures?
- 9 uses more complex grammar structures?
- 10 uses appropriate register?
- 11 is written in a relaxed, friendly style?
- 12 has chatty language?

c) Which model best answers the rubric? Why? Think about: the situation, the reader, the style, the type of task, the specific topics in the rubric.

d) Model B contains full verb forms and formal linking words. How does this affect the tone of the email?

Model A

From: Chloe
To: Jenna
Subject: Re: Retirement party

Hi Jenna,

1 I'm so happy to hear from you! You seem very busy with school. The retirement party for your teacher sounds like a great idea! I'm sure I can help.

2 The party I organised last year for my teacher Mrs Jenkins was a great success and I've got plenty of ideas you could use. One thing that worked really well was playing some fun games. You could do a search online to find plenty of ideas. Another hit with everyone was showing a video we made of students and teachers saying a few heartfelt words about Mrs Jenkins. This was played at the end of the party and she was really touched. Just imagine how happy this will make your teacher!

3 A few things didn't go so well at the party, though. For a start, I really wouldn't recommend having a sit-down meal. We did this but it was far too much work and quite expensive. You'd be much better off asking all your classmates to bring some finger food to share. Also, there's no point having a DJ perform. We did this but it wasn't worth it because not very many people wanted to dance and it made it difficult to talk.

4 Anyway, don't worry about getting everything perfect at the party. I bet your teacher will be over the moon whatever you do. Don't forget to write and tell me how it went. I'd better go now, things to do.

Best wishes,
Chloe

Model B

From: Marsha
To: Jenna
Subject: Re: Retirement party

Hi Jenna,

1 Great to hear from you! Sorry I did not write earlier, but I have been really busy with school. However, I hope it is not too late to pass on some useful tips for the retirement party.

2 The party I organised last year went very well. I got all the students to bring in some food and drinks. You could do the same. What is more, make sure to have a party theme. My teacher loved animals. We made animal sculptures with colourful balloons and decorated the classroom. Consequently, she was thrilled! Furthermore, we had great fun playing games. We turned our classroom into a game show and it was great! This is a good way to get everyone in your class to take part! In addition, we gave our teacher a photo album with some old pictures of her and her students. Then, we gave her a huge card. Every student wrote a few words. She liked it a lot. I am sure your teacher will like it too!

3 Well, I had better get going. In short, I hope my suggestions help. Email me soon and let me know how it went.

Take care,
Marsha

- 4 a) Read the model below answering rubric B in Ex. 2 and put the paragraphs in the right order.

Video

EMAIL

LOGIN

SIGN UP

HOME

Hello Jim!

A You can also go on weekend excursions. **1) Have you thought about going to** the ancient city of Toledo? It's only a 30-minute train ride away and its winding streets are full of history. You could also visit the town of Segovia to enjoy traditional Spanish cuisine. Also, there's an impressive Roman aqueduct, over 800 metres long, stretching through the town.

B **2) I'm glad** to hear your news. How wonderful that you'll be visiting Madrid! We can finally get together and catch up. **3) I've come up with** some ideas of what to do during your visit.

C I hope **4) my advice helps**. If there's anything else I can do, please get in touch. **5) I can't wait to see you!**

D First of all, there's so much to do and see here during the week. **6) It's a great idea to** explore some of the museums in my city. The Prado is one of the world's best. **7) You may need to** spend three whole days touring it. Another brilliant thing to do is visit Retiro Park. It's a perfect spot **8) for rest and relaxation**. You can have a picnic or go boating on the lake there.

Take care,
Tony

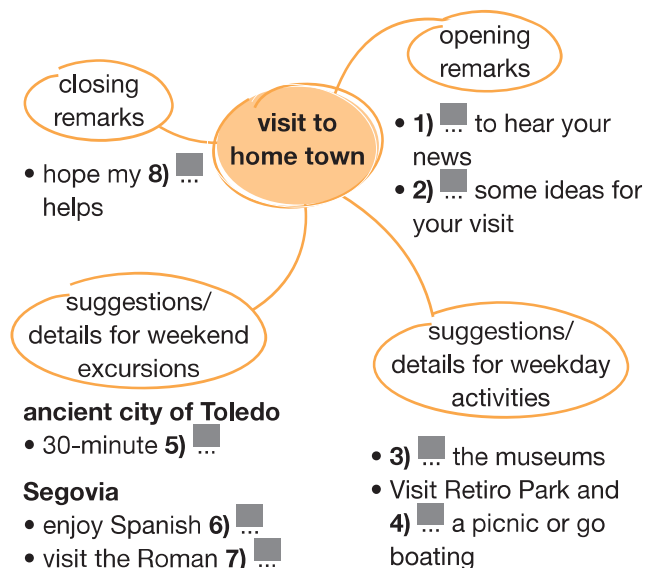
- b) Replace the phrases in bold (1-8) with synonymous phrases from the list (A-H).

- A See you soon!
- B It was so great
- C I've been of help
- D I've got
- E I think you should
- F Why don't you visit
- G to take it easy
- H You could easily

- c) Replace the first sentence in paragraphs A and D with the sentences below.

- 1 I've got some interesting trip ideas for Saturdays and Sundays, too.
- 2 To start with, there are plenty of activities to keep you busy on workdays.

- d) Read the model in Ex. 4a again and complete the spidergram.



STUDY SKILLS

Brainstorming


Before you begin writing, spend some time thinking of ideas related to your task. Make a spidergram or table and make notes under the topics you will write about. This will help you plan what you are going to write.

- 5 a) Read the rubric and find the key words, then answer the questions.

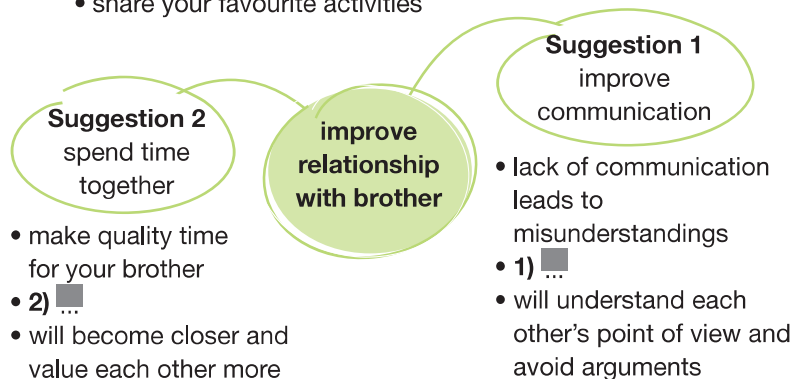
Write an email of about 220-260 words to a friend. In your email you should:


- tell your friend that you are sorry to hear that he is having problems getting along with his brother.
- suggest some things your friend could do to improve their relationship.

- 1 Who are you writing to and why?
- 2 What style will you write it in?
- 3 What information should you include?
- 4 What opening and closing remarks could you write?
- 5 How many words should you write?

b)  Put the notes below in the correct place in the spidergram. Use the notes to write the two main body paragraphs. Use appropriate linking words.

- discuss issues in a calm way
- share your favourite activities



6 a)  Read the rubric and find the key words. Then answer the questions.

You have received a letter from an English friend who is planning on studying abroad.

I'm nervous about studying abroad. How will I make new friends and cope with the workload at college? Also, I'm worried that I'll miss my friends and family.

You decide to write to your friend giving your opinion and making suggestions (220-260 words).

- 1 Who are you going to write to and why?
- 2 What style will you write it in?
- 3 What information should you include?
- 4 What opening/closing remarks could you write?
- 5 What points should you include in your email?

b) Fill in the table using the points below (two are extra). Think of a third suggestion/supporting detail/result.

- won't fall behind in your coursework
- join clubs/societies to meet people with same interests
- hire a private tutor
- be more willing to make friends

| | Suggestions | Supporting details | Results |
|---|---|---|-----------------|
| 1 | try and meet lots of people during the first few days | ... | won't be lonely |
| 2 | do assignments as soon as you get them | organise timetable – seek help from tutor | ... |
| 3 | ... | ... | ... |

7  Use your answers in Ex. 6 and the Useful Language box to write your email.

Useful Language

Opening remarks (general)

- How are you doing?
- I hope everything's going OK.
- Thanks for your letter/email ...
- (It was) lovely/great to hear from you (after so long).
- What wonderful news about ...!
- I was delighted/surprised/interested, etc to hear that ...
- Sorry to hear about .../I really enjoyed hearing about ...
- Sorry it's taken so long to reply ...
- Sorry for not writing earlier ...

Making suggestions

- If I were you, .../I'd/I would(n't) ...
- You should/shouldn't ...
- It would(n't) might be a good idea (for you) to ...
- Why don't you ...? Have you thought of/about ... (+ -ing)?
- Another good idea is to ...
- You could also ...

Expressing an opinion

- I think • I believe • The way I see it

Expected result

- This will/would mean that ...
- This/That way ... • If you do this, you would ...

Closing remarks (general)

- Well, I'd better go now/get going now/get on with ...
- I hope that my suggestions help ...
- Good luck with ...
- Let me know how ... goes.



Checklist

When you finish your piece of writing, check that:

- all points asked for in the rubric are included
- appropriate opening and closing remarks are used
- the writing is well-organised and has coherent, clearly structured paragraphs
- the content is relevant to the task
- the appropriate tone & style are used
- grammar and spelling are used accurately
- there is a range of rich vocabulary
- the target reader is fully informed

Multiple choice cloze


Preparing for the task

STUDY SKILLS

Read the title and the text quickly to get an idea of what it is about. Try to guess what word fits each gap before looking at the possible answers. Look carefully at the words and sentences before and after each gap, decide what kind of word is being tested, then choose the answer that best fits the context. Read through the completed text to check your answers.

- 1** a) Read the sentences. What is being tested: a common collocation, the context, a phrasal verb, an idiom, a set phrase or the precise meaning of something?

- 1 Parents must give ... for their child to go on the trip.
A agreement C permission
B approval D blessing
- 2 Ann was scared out of her ... when her brother jumped out from behind the door.
A emotions C wits
B ideas D thoughts
- 3 The newly-elected student council hopes to ... about some positive changes.
A cause C see
B make D bring
- 4 My little sister has a ... to overreact when she doesn't get what she wants.
A tendency C fondness
B leaning D feeling
- 5 The two friends' relationship is ... on trust.
A developed C supported
B rooted D based
- 6 Don't argue – just go with the ...
A course C flow
B movement D drift

- b)  For each sentence in Ex. 1a decide which answer (A, B, C or D) best fits each gap.

- 2** Read the text and decide which answer (A, B, C or D) best fits each gap (1-8). There is an example at the beginning (0). Compare answers with a partner.

Why Won't You Listen?

Everyone agrees that having well-behaved children is important, which is why the 0) **vast** majority of parents create rules in an attempt to teach their children 1) ... from wrong. Nevertheless, does a child's behaviour actually improve 2) ... of obedience when they have to adhere to a set of rules?

It seems that the extent to which children take household rules into consideration depends on how parents actually deal with their children's actions and whether or not they 3) ... past behaviours. Rebellious behaviour on the child's behalf is often the result of a child's inability to 4) ... the reasoning behind a rule. Understandably, this can be quite challenging for a parent, which is why making the threat that they will be 'grounded' if they don't 5) ... attention may not have the desired outcome.

Putting strict conditions on children will most likely prompt them to avoid doing as they are told and will put more stress on the parent/child relationship. Getting children to 6) ... with rules can be a struggle; however, parents can make sure they create household rules that encourage their children into better behaviour, as opposed to imposing strict guidelines, which may have the opposite effect. If parents want to 7) ... eye to eye with their children about how to behave, they should provide positive examples by following the rules themselves at home. A home environment with positive reinforcements not only nourishes cooperative behaviour, but could have important 8) ... for a child's overall social development.

- | | | | |
|-----------------|---------------|---------------|----------------|
| 0 A vast | B wide | C extensive | D huge |
| 1 A truth | B right | C good | D justice |
| 2 A in case | B by means | C in terms | D on behalf |
| 3 A prey on | B call in | C turn over | D weigh up |
| 4 A seize | B hold | C grip | D grasp |
| 5 A offer | B pay | C give | D provide |
| 6 A comply | B maintain | C fulfil | D obey |
| 7 A realise | B recognise | C see | D understand |
| 8 A indications | B conclusions | C predictions | D implications |



Grammar

3 Choose the correct item. Give reasons.

- 1 I enjoyed visiting family in Scotland, ... the last day when it rained.
A except C besides
B apart D aside
- 2 Harry is ... at sport than his brother.
A for the best C good enough
B much better D too good
- 3 Her mother talks about her as if ... the most talented child in school!
A being C she were
B she had been D she has been
- 4 Kim is a brilliant dancer ... that she's only been learning for a year.
A provided C saying
B supposing D given
- 5 My dad can't sing very well and
A nor me C neither can't I
B me too D neither can I
- 6 Mable will be amazed ... how well her granddaughter did in her piano exam.
A by B with C for D in
- 7 Georgia's decision to move out ... surprise.
A caught me in C was caught by my
B caught me by D was caught in my
- 8 Ron ... play football, he plays rugby and hockey too.
A just doesn't C does just
B just does D doesn't just
- 9 Cassie didn't make it onto the cheerleading team because she ... the necessary dance skills.
A has lacked C lacks
B is lack D is lacking
- 10 "Jessica can't decide which university offer to accept."
"I'm sure she'll be happy"
A however she takes one
B with whichever one she takes
C whether she takes one
D whatever she takes one
- 11 When ... , Olive's an expert.
A it's coming to sewing C come to sew
B it comes to sewing D coming to sew
- 12 You'll never be a good swimmer ... you practise regularly.
A unless C if
B because D in case

Vocabulary

4 Choose the correct item. Give reasons.

- 1 Adam is a(n) ... of mine; I met him at a company event last year.
A accomplice C contact
B acquaintance D understudy
- 2 Maggy is ... about meeting her new niece for the first time.
A captivated C ecstatic
B agitated D accessible
- 3 Ann's only ... is that she has a terrible memory.
A blame C inaccuracy
B fault D restraint
- 4 Tears ... down her cheeks when the film reached its dramatic conclusion.
A streamed C plummeted
B leaked D ploughed
- 5 He is a highly ... child and often asks questions during class.
A intriguing C ingenious
B inquisitive D innovative
- 6 My grandparents' ... about their life are always really interesting.
A summaries C anecdotes
B adaptations D variations
- 7 Jane ... in Maths; it's her strongest subject at school.
A supersedes C excels
B overshadows D develops
- 8 He has a ... sense of humour and is always playing silly pranks on his friends.
A naughty C mischievous
B spiteful D dishonest
- 9 Isabelle has been really ... lately. Do you think something is bothering her?
A wobbly C patchy
B moody D unsteady
- 10 Sam was ... by the number of people that came to wish him luck on his new endeavour.
A stranded C sequestered
B sidelined D stunned
- 11 Michael has promised he will be on his best ... during his grandparents' visit.
A style C approach
B action D behaviour
- 12 You can ... me to be there on time, don't you worry.
A look for C look over
B count on D stick to

Feelings & Personality

1 Fill in:

• blunt • brash • presumptuous • argumentative

- Isn't it rather ... of you to think that you know what's best for your brother?
- My sister never agrees with me; she's always so ...
- It's not a sign of confidence to be loud, ... and aggressive.
- Sue can be very ... at times; she just says what she thinks even if she offends someone.

• sulky • withdrawn • resentful • wretched

- Since the accident, Andy has become increasingly ... and doesn't want to talk to any of his family.
- My little sister has been quite ... since she lost her favourite toy and nothing seems to cheer her up.
- Anna feels absolutely ... about what happened; she's very sorry that she upset her whole family.
- Joshua was very ... of the attention his brother got after passing all his exams.

• overjoyed • jubilant • content • gleeful

- Kevin and Mike were in a(n) ... mood after their team won the cup.
- My uncle was tired but really ... at the end of a hard day's work.
- My mum was absolutely ... to finally be given her promotion.
- The garden was full of ... children playing and laughing.

Idioms

Describing feelings

2 a) Tick (✓) the correct column. Then use the idioms to complete the sentences.

- be over the moon
- be down in the dumps
- hit rock bottom
- be happy go lucky
- have a face like thunder



- Mandy ... ; she looks really annoyed!
- Eric ... ; he's always so cheerful.
- Joe looks miserable. He really ...
- Poor George! He ... when he lost his job and his home.
- Mike ... after winning the holiday to India.

b) Draw a sketch to illustrate one of the idioms. The class guesses which one it is.

Prefix self-

3 Which adjective best describes each person in sentences 1-6? Choose from the list. Make sentences with the rest.

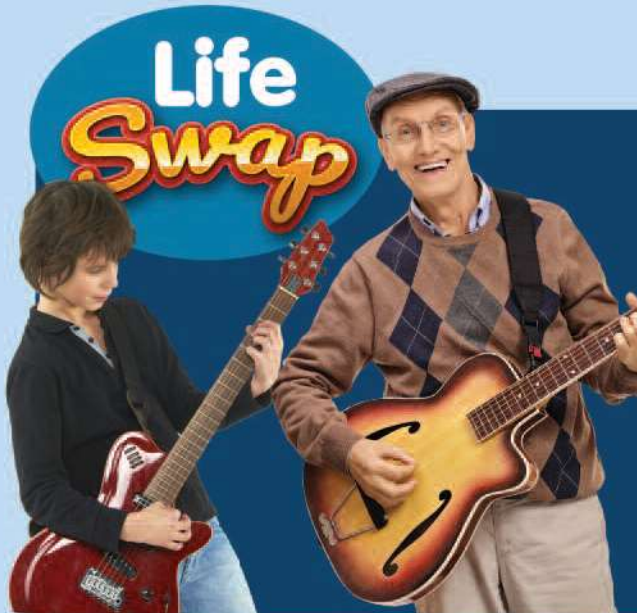
| | | |
|-------|-------------------------------|------------------|
| self- | <i>centred</i> | <i>conscious</i> |
| | <i>disciplined/controlled</i> | <i>indulgent</i> |
| | <i>assured/confident</i> | <i>pitying</i> |
| | <i>righteous</i> | <i>important</i> |
| | <i>destructive</i> | <i>reliant</i> |

- "I really don't want to get up and dance - I feel like everyone will stare at me and laugh."
- "I know it's a flaw but I have to admit I often put my own needs before those of others."
- "Everything in my life always seems to go wrong and it really gets me down."
- "This organisation would collapse without me."
- "I'm determined to stick to my diet and exercise routine."
- "I've been taking care of myself for a long time. Really, I'm so used to doing things for myself."

Grammar in Focus

Fill in the gaps with the correct word. Then put the verbs in brackets into the correct form.

Tamara and Andriana had 1) ... knowledge of each other's existence until they 2) ... (**study**) at universities in Long Island, USA. Suddenly, people Tamara 3) ... (**never/meet**) claimed to know her. The confusion turned to pure astonishment after a friend 4) ... her that he knew someone who looked 5) ... similar to her that they must be related. The girls finally got 6) ... contact over the Internet and emailed each other a picture. They were exactly the same height and resembled each other so closely that they no 7) ... had any doubt that they were twins. Eventually, they found 8) ... that different families 9) ... (**adopt**) them as babies. The girls 10) ... (**be**) close friends ever since then.



Why we all need OLD friends: in a remarkable TV experiment, four troubled youngsters were asked to look after four lonely pensioners. What happened surprised them all ...

Bandmates Johnny and Trevor share an easy rapport that spills over into their music. Trevor accompanies Johnny as he strums the guitar. When the session ends, they laugh and chat over a drink.

1 Johnny was one of four young people chosen to spend a week with pensioners at a retirement village, for a new TV show that set out to prove to both generations that their preconceived ideas of each other were wrong. The young people helped the elderly, went on holiday with them and welcomed one into their homes for a week.

2 Johnny says, 'When I first walked into the old people's home, I thought, "What have I done?" I didn't think I'd last the week. I saw an ad for the show on the Internet and like everything in my life, I thought it would be a laugh without any real responsibility.'

3 Sent on his rounds to check on the residents of Whiteley residential village, Johnny came across a grey-haired man sitting on a bench, playing the guitar. Drawn to the music, Johnny introduced himself. Trevor, a divorcee with Parkinson's disease, welcomed the chance to chat.

4 After the initial meeting, Trevor and Johnny went on holiday together and finally Trevor spent a week with Johnny and his parents. Trevor says, 'When Johnny turned up, it was the first time in years that anyone had played the guitar with me. I like his energy and his love of music – he reminds me of myself when I was younger.'

5 'It was only when I entered the old people's home, and faced the toughest week of my life – that all the bottled-up emotions came flooding back.' As Zoe found herself at breaking point, she met 83-year-old widower Roy Hone – a man who had rarely cried since losing his wife to cancer some 18 years earlier.

6 'Roy and I cried together,' says Zoe. 'For the first time since losing my father, I had met someone who actually understood what grief was like. Once we finished filming, I decided to change my life for good. Now I take life more seriously. Roy comes to visit and has met all my friends, my mum and my brother. Thanks to a TV programme, we've both found a friend for life.'



1

Progress Check

Reading

1

You are going to read an article about some young people who spent time with some older adults. Choose from the paragraphs A-G the one which fits each gap (1-6). There is one extra paragraph.

A For the first time, both of them found themselves opening up about their losses. After telling Zoe how his wife spent her last year teaching him to cook and clean, Roy burst into tears, saying, 'I've never spoken like this to anyone before. I've just bottled it all up.'

B Similarly, life had lost its meaning for Zoe Day since the death of her beloved father from a stroke a few years before. Zoe, 25, a customer service officer from Winchester in Hampshire, says, 'Before this series, I was living a reckless life, running up credit card bills and just living for the day. I spotted details of the programme online and thought I would apply because I wanted a new challenge – I hated my job.'

C The youngsters each had their own demons to overcome. Johnny was a bit of a Jack the lad, Zoe a daddy's girl who'd gone off the rails since her father's death, Jace a teenager who had no contact with his dad, and Estenetia was raised by a single mother. But what happened as the cameras rolled astonished everyone.

D 'Instead, over the next week I found myself doing things I never thought I'd be able to. I helped to wash and bathe old men and women – even though I'd announced beforehand that I wouldn't be doing any of that! I saw loneliness and frailty that broke my heart, and I learned to talk to old people with a kindness and patience I didn't think I had.'

E Johnny, who works as a fetcher and carrier at a builder's yard, says, 'It sounds corny, but the years just melted away. I forgot about the age difference. We had so much in common. We both love travel and motorbikes, and both play the guitar – I'm in a band and he used to be in one too. Everything I dream of doing in my life, Trevor has already done, so I didn't tire of hearing his stories.'

F 'If you start thinking you're old, you'll get old. You need to think of yourself as being still young,' says Trevor. 'I've felt younger by many years just being around Johnny and his pals. I may limp around a bit, but I don't half feel like getting up and dancing.'

G It's a formula that has launched many bands on to great things. But while Johnny is just at the start of his career, Trevor won't be looking for any record deals, because Johnny Rowland is just 22, while Trevor Syson is 70. And incredibly, their friendship was forged by a television experiment.

(6x4=24)

Listening

2



Listen and do the task.

You will hear five short extracts in which people are talking about where they live. For questions 1-5, choose from the list (A-H) the reason each speaker gives for choosing to live where they are.

- A a calmer existence
- B the need for peace to recuperate
- C an opportunity too good to refuse
- D the ease of getting to a workplace
- E a lack of distractions
- F close relations
- G the benefits of familiar surroundings
- H the fast pace of life

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

(5x4=20)

Vocabulary

3



Choose the correct item.

- 1 Carla is shy and can be quite **tolerant/timid/thoughtless** when she meets new people.
- 2 Kevin is so **considerate/laid-back/uncompassionate**, nothing seems to bother him.
- 3 This paper requires the signature of the children's legal **guardian/descendant/partner**.
- 4 All of your physical characteristics are dependant on your **cultural/heritage/genetic** mix.
- 5 Sue and Laura have a very **solid/strained/continuing** friendship; they've been through so much together.

(5x2=10)

Grammar

4



Choose the correct item.

- 1 Dana and Kelly **would/used to/got used to** be very close when they were young.
- 2 No one I know is even **twice as/half as/not quite as** generous as Steve.
- 3 Mike **is always leaving/always is leaving/always has left** his dirty dishes in the sink!
- 4 Zara **is talking/was talking/talked** to Lucy when Josh interrupted them.
- 5 Andy is becoming **the more/more and more/ the most** sure of himself every day.

(5x2=10)

Speaking

5



Choose the correct response.

- 1 A: What are you going to do on Saturday?
B: **a** I'm planning to go to the cinema.
b I mostly go out with my friends.
- 2 A: Where are you from?
B: **a** I live in London now.
b I grew up in Manchester.
- 3 A: What are your plans after you graduate?
B: **a** I suggest getting a full-time job.
b I hope to go to university.
- 4 A: What do you like doing in your free time?
B: **a** I'm really keen on painting.
b I used to paint when I was a child.

(4x4=16)

Writing

6



Read the rubric and do the writing task.

You have received an email from your English friend.

Now that I've got my first job, I'm thinking of moving out of my parents' home and getting a flat of my own. I know that you have been living on your own for a few years so I thought maybe you can give me some advice on things I could do and what to expect.

Thanks,
Sabrina

Write your **email** (220-260 words) in reply.

(20 marks)

(Total = 100)

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can ...

Lexical Competence

- use vocabulary about relationships, family life, personality & personal qualities

Reading Competence

- read an article and match missing paragraphs to the gaps
- answer comprehension questions

Grammar Competence

- present & past tenses, stative verbs, *used to/would/be used to/get used to*, comparisons

Listening Competence

- listen to people talking about special events
- do multiple matching exercises

Speaking Competence

- ask for and give personal information about home, family, daily routine and interests

Writing Competence

- write informal letters and emails