Ready for First

Ready for First is a comprehensive course which offers thorough preparation for the Cambridge English: First (FCE) examination.

All four skills are systematically developed and practised in each unit, while in-depth exam training is given in the form of regular help boxes. This step-by-step approach ensures that students will be fully prepared and confident when taking the Cambridge English: First (FCE) examination.

Key features of the Workbook include:

• Exam practice in every unit
• Listening bank and audio CD
• Thorough consolidation of the grammar studied in the Coursebook
• Additional reading texts
• Further reinforcement of Vocabulary from the Coursebook
• Special emphasis on word building, collocations and phrasal verbs
• Extra writing practice and support
• Phrasal verb, lexical phrase and irregular verb lists

Course components:
Coursebook with key with MPO
Coursebook without key with MPO
Teacher's Book with DVD-ROM and class audio CDs
Workbook with key with audio CD
Workbook without key with audio CD

Updated in line with Cambridge English: First (FCE) 2015 revisions
# Contents

1. Lifestyle  
2. High energy  
3. A change for the better?  
4. A good story  
5. Doing what you have to  
6. Relative relationships  
7. Value for money  
8. Up and away  
9. Mystery and imagination  
10. Nothing but the truth  
11. What on earth’s going on?  
12. Looking after yourself  
13. Animal magic  
14. Mind your language  

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening bank</td>
<td>116</td>
</tr>
<tr>
<td>Phrasal verb list</td>
<td>130</td>
</tr>
<tr>
<td>Lexical phrase list</td>
<td>133</td>
</tr>
<tr>
<td>Irregular verb list</td>
<td>135</td>
</tr>
<tr>
<td>Answer key</td>
<td>137</td>
</tr>
</tbody>
</table>
Multiple matching

1 You are going to read an article in which four people talk about their lifestyles. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Which person says the following?

I have become more flexible in my work.  
I could not imagine having a different lifestyle.  
It is difficult to form and maintain close friendships.  
I do not feel as if I am working.  
My lifestyle suits my personality.  
The nature of my living space often leads to tensions.  
Some people are surprised by my choice of lifestyle.  
I try not to accumulate personal belongings.  
Travelling makes it easy to get jobs.  
Many of my ancestors had the same kind of lifestyle.

A nomadic lifestyle

We hear from four people for whom travel is an important part of their lives.

A Dougie

I come from a long line of travelling showmen, and for most of the year we tour the country from fairground to fairground. It’s been in my family’s blood for nearly two centuries. There was someone on my father’s side who used to train bears, and another relative who lost a finger working as the assistant to a knife-thrower.

I live in a caravan, with my wife, Janie, and the two kids, and because conditions are a bit cramped, we get on each other’s nerves quite a lot. Everyone works really hard; we have to set up all our heavy equipment – usually in the middle of the night – then we’re on our feet for hours on end every day for the duration of the fair. And after about a week or so we take it all down again, and move on to the next place. It’s a tough life, but I don’t see myself doing anything else – there’s nothing else I’d rather do.

B Lucy

I’ve taught English in nine countries so far, including Spain, New Zealand, Jordan and now, Vietnam. Being prepared to move around means I never have problems finding work and I think it’s helped me become a better teacher, too – I’ve learnt to adapt to different cultures and respond to the specific problems each type of learner has with the language.

The downside is that, although I’ve met and worked with a lot of different people, it’s hard to get to know them really well, because I’m never in one country for more than a couple of years. We can, and do, keep in touch online, but that becomes fairly superficial after a while and I often lose contact with people.

C Phillip

As the financial director of a multinational company based in France, I spend my life travelling and I’m rarely in one place for more than six months. Home is England at the moment, but last month it was Milan and before that, Atlanta. I live in hotels or rent for short periods, so the sensation is one of being on permanent holiday.

Living nomadically has shaped my attitude to possessions; I do my best to keep them to the bare minimum and I don’t get attached to things. If I have to buy something for a house, like furniture or
curtains, I don’t mind leaving it behind when I move on. I’m not sure how long I’ll be able to go on with this lifestyle; I’ve spent the last twelve years focusing on my career and I’d quite like to settle down soon.

**D Sally**

I always wanted to travel and I like being on my own, but I also enjoy towns and cities and spending time with other people. So I live and work my way around the country in a canal boat, stepping in and out of urban life as I choose. I earn my living as a one-woman theatre company, putting on shows for disabled children in the places I visit.

I’m very different from my parents; they still live in the house they bought when they got married and we never travelled very far when I was growing up. So my old friends from childhood still think it’s weird that I never spend more than a week or so in any one place. My only worry is that I’ll find it hard to settle in the future. I’m a very restless type and living on a boat certainly satisfies that side of my nature.

2 The following extracts from the text contain expressions with the word *on*. Complete the extracts with words from the box.

<table>
<thead>
<tr>
<th>end</th>
<th>feet</th>
<th>holiday</th>
<th>lifestyle</th>
<th>nerves</th>
<th>own</th>
<th>place</th>
<th>shows</th>
<th>side</th>
</tr>
</thead>
</table>

1 There was someone **on my father’s** ________ who used to train bears ...
2 ... we **get on each other’s** ________ quite a lot.
3 ... we’re **on our** ________ for hours **on** ________ every day for the duration of the fair.
4 And after about a week or so we take it all down again, and **move on to the next** ________ .
5 ... the sensation is one of being **on** permanent ________ .
6 I’m not sure how long I’ll be able to **go on with this** ________ .
7 ... I like being **on my** ________, but I also enjoy ... spending time with other people.
8 I earn my living as a one-woman theatre company, **putting on** ________ for disabled children ...

3 Match the meanings a–f to the expressions from exercise 2.

a related to my father

b alone

c standing up for long periods at a time

d annoy one another

e organizing performances

f continue living like this

---------

on my father’s side

---------
A Lifestyle
Match the adjectives in the box to the different lifestyles 1–5.

<table>
<thead>
<tr>
<th>alternative</th>
<th>chaotic</th>
<th>healthy</th>
<th>luxurious</th>
<th>sedentary</th>
</tr>
</thead>
</table>

1. There's nothing better than fruit and yoghurt after an early-morning run. _______
2. Expensive clothes, a huge house and exotic holidays – that's the life for me! _______
3. I spend so much time rushing around that I hardly have time to eat. _______
4. After working all day in front of the computer, I get home and collapse onto the sofa. _______
5. Jake lives on his own in a caravan on a remote Scottish island. _______

B Clothes
1. Use the clues below to complete the grid. When you have all the answers you will find an extra word for number 12 down.

<p>| | | | | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
<td>4</td>
<td></td>
<td>5</td>
<td></td>
<td>6</td>
<td></td>
<td>7</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>11</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. describes clothes which are untidy and dirty
2. a piece of cloth worn round the neck to keep you warm
3. describes clothes which are comfortable and suitable for informal situations
4. the opposite of loose
5. describes clothes which are simple in design with no decoration
6. these are worn on your feet inside your shoes
7. sports shoes
8. describes clothes which are very loose on your body
9. a narrow piece of leather or cloth worn round the waist
10. a hard hat worn by motorcyclists and soldiers to protect their head
11. a piece of jewellery which you wear round your wrist

2. Use one of the adjectives from the Wordlist on pages 205–206 of the Coursebook to describe the items of clothing 1–5.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>a shabby overcoat</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C  Get

Lexical phrase list on page 132; Phrasal verb list on pages 130–131

1 Complete the sentences with words from the box to form a verb with get. The verb with get should have the same meaning as the verb or phrase in brackets.

<table>
<thead>
<tr>
<th>away</th>
<th>back</th>
<th>by</th>
<th>off</th>
<th>out of</th>
<th>over</th>
<th>to</th>
</tr>
</thead>
</table>

0 We didn’t get ____ to ____ (arrive in) London until midnight.
1 I don’t earn very much but I get _______ (manage to live) OK.
2 It took him a long time to get _______ (recover from) the flu.
3 What time do you think you’ll get _______ (return)?
4 He was shot while trying to get _______ (escape) from the police.
5 You have to get _______ (leave) the bus at the shopping centre.
6 I can’t seem to get _______ (stop) the habit of biting my nails.

2 Complete the sentences with appropriate words from the box.

<table>
<thead>
<tr>
<th>exercise</th>
<th>impression</th>
<th>paid</th>
<th>ready</th>
<th>rid</th>
<th>touch</th>
<th>worse</th>
</tr>
</thead>
</table>

1 I haven’t written to Steve for ages – I really ought to get in _______ with him.
2 I think footballers get _______ far too much.
3 The car kept breaking down so we decided to get _______ of it.
4 I spent the day getting _______ for Christmas, buying presents and cooking.
5 My throat’s getting _______. I think I ought to see a doctor.
6 I got the _______ she was bored; she kept yawning all the time.
7 I’m going out on my bike; I need to get some _______.

D  Word combinations

1 Each pair of words can be used with one noun from the box. Match the nouns to 1–5.

<table>
<thead>
<tr>
<th>event</th>
<th>interview</th>
<th>jacket</th>
<th>life</th>
<th>party</th>
<th>premiere</th>
</tr>
</thead>
</table>

| 0 dinner sports | ______ jacket ______ | 3 annual sporting | _________ |
| 1 political birthday | _________ | 4 film world | _________ |
| 2 radio job | _________ | 5 social private | _________ |

2 Complete the sentences with a word combination from exercise 1.

1 The Olympic Games is the only major _______ I ever watch on television.
2 I have three young children, so I don’t have a _______ at the moment.
3 It’s a formal event so I have to wear a _______ and a bow tie.
4 The _______ of this opera took place in London on June 16th.
5 The tennis star spoke about his knee injury during a recent _______.
6 The prime minister is the leader of the country’s main left-wing _______.
Language focus

Grammar reference on page 209 of the Coursebook

A  Adverbs of frequency

In each of the following sentences, one of the adverbs or adverb phrases is in an incorrect position. Underline the incorrectly placed adverb or adverb phrase and rewrite the relevant part of the sentence.

0 I normally cycle to work but I from time to time walk, especially in summer.
   \textit{but from time to time I walk}

1 Always I set my alarm clock for seven o'clock, but usually I wake up before it goes off.

2 I've hardly ever had a day off school and I never am late.

3 I very often have a cup of tea mid-morning but rarely I drink it in the afternoon.

4 My mum cooks once a week paella, but I don't normally eat very much of it.

5 We sometimes go to France on holiday, but we never have been to Paris.

B  Be used to, get used to and used to

Write the words in the correct order to make sentences. Begin each sentence with the word in bold.

0 trouble / school? / Did / use / into / you / at / to / get
   \textit{Did you use to get into trouble at school?}

1 bike / school / to / to / to / a / Lucy / use / used / get

2 got / used / morning / to / in / up / the / She's / getting / early

3 every / dad / to / to / me / My / his / clean / Sunday / used / get / car

4 paid / worked / didn't / much / waiter / he / as / to / a / when / use / Paul / get

5 not / doing / are / people / Many / work / used / hard / young / to

Transformations

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. \textbf{Do not change the word given.} You must use between two and five words, including the word given. There is an example at the beginning (0). Write only the missing words \textbf{IN CAPITAL LETTERS}.

0 She often went abroad on holiday before she got married.
   \textbf{WOULD}
   She \underline{WOULD OFTEN GO} abroad on holiday before she got married.
1. I almost always go out on Saturday night.
   **EVER**
   I __________________________ at home on Saturday night.

2. We’ve been back at school for two weeks and I still find it hard to get up early.
   **USED**
   We’ve been back at school for two weeks and I’m still not
   ___________________________ up early.

3. I can’t wait to go on holiday.
   **FORWARD**
   I’m really __________________________ on holiday.

4. I’m sorry I haven’t written to you for such a long time.
   **TAKEN**
   I’m sorry it __________________________ long to write to you.

5. Anna rarely gets less than 70 per cent in her English exam.
   **RARE**
   It __________________________ get less than 70 per cent in her English exam.

6. Richard is normally very talkative so I’m surprised he was so quiet.
   **LIKE**
   I’m surprised that Richard didn’t say very much because it’s
   __________________________ so quiet.

---

**Multiple-choice cloze**

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

---

**Graeme Black**

Scottish designer Graeme Black talks about how he became (0) ______ in fashion.

‘I didn’t have any contact with the fashion (1) ______ from within my family but I always wanted to design. My first real (2) ______ of understanding I wanted to be a designer was when I saw a Karl Lagerfeld fashion show on TV and was so excited by seeing the clothes, the girls – the whole world (3) ______ so exotic I was hooked. I then began to study (4) ______ so I could get into art school, doing every possible art, pottery, creative course to improve my (5) ______ of getting a place.’

Black was the (6) ______ boy in the sewing class at his school, soaking up knowledge and working with whatever fabrics he could lay his hands on.

‘I once made a dress out of one of my mother’s sheets. I tore it up into strips, then knotted it together to form a dress with a hand-painted back panel. I didn’t (7) ______ my mother’s permission and, yes, I did get into (8) ______ for ruining a perfectly good sheet.’

---

0. A keen  B enthusiastic  C interested  D fond
1. A industry  B affair  C style  D activity
2. A reminder  B remembrance  C memory  D souvenir
3. A resulted  B worked  C affected  D seemed
4. A much  B strong  C hard  D heavy
5. A occasions  B chances  C applications  D risks
6. A lonely  B own  C alone  D only
7. A ask  B demand  C look  D search
8. A blame  B fault  C trouble  D problem
In Part 2 of the Writing paper of the First exam you may have to write a letter or an email. Some of the reasons for writing letters and emails are given in the table below.

1 Read sentences 1–10 and decide if each one is formal or informal. Then write the number of the sentence in the correct column in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complaining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking for information</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Giving information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apologizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving advice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Could you please also inform me of the exact dates you would require me to work if I were accepted for the job.
2 You really shouldn't buy anything in the markets there – it's all poor-quality stuff and far too expensive.
3 Please accept my sincere apologies for the delay in responding to you.
4 And I do think the hotel could have organized some kind of bus service – it took us ages to get to the beach every day!
5 I have a wide range of experience in working with children, including a two-month period spent as an assistant at an international summer camp.
6 I'm really sorry it's taken me so long to get back to you – I've just been so busy lately.
7 Moreover, when the food eventually arrived, the fish was undercooked and we had to ask one of your waiters to take it back to the kitchen.
8 Owing to the high frequency of thefts in the area, we would strongly advise you not to carry large amounts of cash with you.
9 I've done loads of jobs in hotels so you can believe me when I tell you that the work is often very stressful.
10 Can you let me know what time you think you'll be arriving?

2 Look at the words and expressions that have been underlined in exercise 1. Match each formal word or expression with its informal equivalent and write them both in the table.

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>inform me</td>
<td>let me know</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10
Informal letter

Informal letter: pages 14 and 15 of the Coursebook

1 Read the following Part 2 instructions.

This is part of a letter you have received from your English friend, Jim.

I'm really looking forward to staying with you just after Christmas. What kinds of things do you normally do then? What plans do you have for when I'm there? Please let me know what the weather will be like and if there are any special clothes I should take.

Thanks

Jim

Write your letter in 140–190 words.

2 The letter should contain the information in a–c. Match a–c to paragraphs 1–3 of the letter below. Write the correct letters next to the paragraphs.

a the kinds of things you normally do at that time
b the type of weather he can expect and clothes he should bring
c the plans you have for when he comes to stay

Dear Jim

Thanks a lot for your letter – we're really looking forward to your visit as well. We talk about it all the time!

We normally spend the period just after Christmas relaxing at home and getting over all the celebrations. We either read or play games, and occasionally we go out for a walk in the snow.

When you’re here, though, we’d like to take you to the mountains for a couple of days. We've rented a small apartment in a lovely area about an hour’s drive away. We can go cross-country skiing during the day and in the evenings we can try out different restaurants. The area is famous for its good food. We'll come back to the city on the 31st and celebrate New Year's Eve at home.

The temperature drops to minus 10°C in December, so make sure you bring some warm clothes. A pair of walking boots would be ideal, as well as some waterproof trousers - just in case you fall over in the snow!

That's all for now, then. We'll see you at the airport on the 27th.

Best wishes

Katrin

3 Write your own letter to a British friend who is coming to stay with you for the first time for a week in August. Include the same points, a, b and c, as in the letter above and follow the same paragraph plan. Write your letter in 140–190 words.

Don’t forget!

Plan your letter before you write it. Use some of the informal language and linkers from page 14 of the Coursebook.
You are going to read an interview with Paolo Fazioli, who makes pianos. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

Paolo Fazioli makes some of the world’s most sought-after pianos. His concert grands cost around £80,000. He lives close to his factory in Sacile, near Venice. By Norman Beedie

I start the day with orange juice, two kiwi fruits, vitamins, weak coffee with milk and biscuits, before driving in my green BMW 530 to the factory. Building the best piano I possibly can: that is my passion, my life’s work.

I started studying piano late, but I obtained the diploma in piano from the Conservatorio di Pesaro. I had an engineering degree, too. And because my father was in the furniture and wood industry, it seemed obvious to me what my career must be. I knew there was a gap in the market, for as a pianist I had never found a piano I was happy with. So I started from scratch. I rebuilt that piano 17 times before I was happy.

Now I have my own factory, I do as I please. I spend eight hours a day in the workshop, and if I see a change that needs to be made, I can make it straightaway.

Each piano is born, like a human being, with its own unique character. It is the combination of good materials and good construction that gives the best results. For this we use the red spruce, sometimes called ‘the tree of music’. I like to choose the trees myself, in the Val de Fiemme forest. These are 150-year-old trees, descended from the ones Stradivarius used for his violins, and only one in 200 will have the natural resonance I am looking for.

But first the wood must rest for up to a year, so that any tension in it disappears. A piano’s case, too, is important. It must be very solid, with 8 to 10 layers glued together. Then there is the iron frame – the iron and wood work against each other with a beauty that is fundamental. A piano has thousands of working parts and the strings must be able to bear 20 tonnes of tension. Then there are 88 keys to be balanced, the hammers to be ‘voiced’ and the strings tuned.

My 35 workers take hours over each detail, like spinning copper round steel for the strings. Last year we made about 90 pianos – our best since we started in 1980, but 120 would be our maximum. Quality is my only interest.

My staff go home for lunch with their families. They are important to me. We are like a family. Sometimes, when we have made a special piano, perhaps with a beautiful inlaid case, my workers ask me if they can invite their friends in to look at it. So on Sundays the factory is open to their friends and families. Maybe 100 to 150 will come.

In the evening my colleagues and I often eat out. I like simple food: spaghetti alla carbonara, or with basil sauce. I sleep well. Because, you know, when you have such an intensive day, then you sleep like a log.
A First we choose the wood for the sounding board, the heart of the piano – the flat board which lies under the strings.

B I hand them the key and leave them to it.

C I saw I must build my own, and I knew that if I built a piano that pleased me, it would sell.

D To do this they take only the finest quality wood and always under my supervision.

E It will take two years for that tree to become a piano.

F With the big firms, to make even a small alteration can take years of discussions and meetings.

G A machine could do this in minutes, but when they do it by hand I know the result will be perfect.

2 In the two sentences from the text below the word *hand* is used both as a noun and as a verb. Complete 1–6 with a part of the body from the box. The word required in a and b is the same.

*When they do it by hand, I know the result will be perfect.*
*I hand them the key and leave them to it.*

<table>
<thead>
<tr>
<th>arm</th>
<th>eye</th>
<th>face</th>
<th>foot</th>
<th>head</th>
<th>mouth</th>
</tr>
</thead>
</table>

1 a He's a reasonable footballer but he can't _______ the ball very well.
   b The person in charge of a school is known as the _______ teacher.

2 a The _______ of a storm or a hurricane is the centre of it.
   b His dirty clothes and scruffy appearance caused the policewoman to _______ him suspiciously.

3 a They found her lying unconscious at the _______ of the stairs on the ground floor.
   b Taxpayers shouldn't have to _______ the bill for repairs to the palace – the royal family should pay for them.

4 a It's my belief that if you _______ the police, more criminals will carry guns.
   b They walked along _______ in _______.

5 a When she reads, she'll often _______ the words without actually saying them.
   b The _______ of a river is the place where it flows out into the sea.

6 a Most of the rooms in the hotel _______ the sea.
   b We've only ever spoken on the phone – we've never met _______ to _______.

### Vocabulary

Wordlist on page 206 of the Coursebook

**Music**

1 Write the names of the musical instruments.
2 Complete the sentences with words from the box.

| charts          | lead          | session          | song          | tune          | wind          |

1 She's miming that ________ – her mouth isn't moving in time with the words.
2 I have to write the names of five ________ instruments. So far I've got flute, trumpet and saxophone.
3 This album was number one in the ________ for 15 consecutive weeks.
4 They cancelled the concert because the ________ vocalist had lost his voice.
5 My uncle's a ________ musician; he's played keyboards for loads of different bands on their albums.
6 Dad, it is not a horrible noise and their instruments are in ________! You just don't understand music.

B Sport

1 Write the words for the people who do each of the following sports.

| 0 surfing      | surfer        | 5 gymnastics    | ________ |
| 1 athletics    | ________      | 6 skiing       | ________ |
| 2 basketball   | ________      | 7 snowboarding | ________ |
| 3 cycling      | ________      | 8 tennis       | ________ |
| 4 golf         | ________      |                |          |

2 Match the sports in column A with the places in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 motor-racing</td>
<td>circuit</td>
</tr>
<tr>
<td>2 football</td>
<td>court</td>
</tr>
<tr>
<td>3 athletics</td>
<td>slope</td>
</tr>
<tr>
<td>4 ski</td>
<td>pool</td>
</tr>
<tr>
<td>5 swimming</td>
<td>track</td>
</tr>
<tr>
<td>6 golf</td>
<td>pitch</td>
</tr>
<tr>
<td>7 tennis</td>
<td>________</td>
</tr>
<tr>
<td>8 ice-skating</td>
<td>circuit</td>
</tr>
</tbody>
</table>

3 Choose the best answer (A, B, C or D) to complete the sentences.

1 He was given a full set of golf ________ as a retirement present.
   A bats    B clubs    C sticks    D posts
2 Only five seconds separated the winner from the ________ in this year's marathon.
   A opponent  B failure  C loser    D runner-up
3 Olympiakos ________ 0–0 with Chelsea in the first leg of the semi-final in Athens.
   A drew     B equalled  C equalized D shared
4 Second Division football ________ get paid very little in my country.
   A judges   B arbitrators C referees D umpires
5 We are expecting over 300 surfers to take ________ in this year's surfing championship.
   A place    B up       C part     D competition
6 I've never really enjoyed ________ sport.
   A going in  B taking up C making D doing
C Word formation

Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. All of the words require a prefix.

1. Most of what you've written in your answer has nothing to do with the question and is therefore ________________.
2. There was some ________________ about who should be captain and it took quite a while to reach a decision.
3. You obviously ________________ when I set the homework. You've done the wrong exercise.
4. He claimed he had won the lottery, but most people who knew him suspected he had obtained the money ________________.
5. Derek is so ________________ . You can never trust him to arrive on time for anything.
6. His childish and ________________ behaviour often gets him into trouble at school.
7. I keep telling you you're ________________ ; those trousers are far too tight for you now!
8. The potatoes are ________________ ; you should have boiled them for a bit longer.
9. The parents, who had left the two young children alone in the house, were accused of behaving ________________.
10. He always asks me what I think he should do. He seems ________________ of making his own decisions.

Language focus

Grammar reference on pages 209–210 of the Coursebook

A Indirect ways of asking questions

Write the words in the correct order to make sentences.

1. doing / have / me / been / you / telling / what / recently
   Would you mind ________________ ?
2. something / can / cold / drink / where / I / to / get
   Does anybody know ________________ ?
3. party / time / week / the / are / what / you / coming / to / next
   Could you tell me ________________ ?
4. homework / did / the / not / me / you / to / do / why
   Could you explain ________________ ?
5. interested / Friday / playing / if / in / on / are / tennis / you
   We'd like to know ________________ .
6. he / living / does / a / for / what
   I wonder ________________ .
B Gerunds and infinitives

Complete the sentences with either the infinitive with to or the gerund form of the word in brackets.

1 I don’t mind ________ (look) after the neighbour’s cat for a week, but I refuse ________ (have) it here in the house.

2 At first I was really keen on the idea of ________ (learn) ________ (speak) Swahili, but now I’m beginning ________ (think) it’s a bit of a waste of time.

3 There appeared ________ (be) no one in the house. Pickering considered ________ (climb) through one of the open windows but if he did this, he risked ________ (attract) the attention of the neighbours. He decided ________ (wait) until it was dark.

4 Please stop ________ (make) so much noise. I’m trying ________ (concentrate).

5 I really don’t feel like ________ (go) out tonight. I’d prefer ________ (stay) in and watch a film.

6 ________ (give) up chocolate is a good idea, but if you intend ________ (lose) ten kilos in three months, you’ll have to do a lot more than that!

7 I’m delighted ________ (hear) you’re coming to the wedding. Rachel and I are certainly both looking forward to ________ (see) you again.

8 I’ve been meaning ________ (paint) the front door for ages, but I keep ________ (forget) ________ (buy) the paint.

9 We’d really like ________ (live) in the city centre but it’s virtually impossible ________ (find) a three-bedroom flat at a price we can afford ________ (pay).

10 I left school when I was 16 ________ (work) in my father’s firm, but now I regret not ________ (go) to university.

C Open cloze: Prepositions

Complete the text with a suitable preposition in each gap. There is an example at the beginning (0).

Heavy musicians

I’ve never been particularly fond (0) ________ heavy metal music, but my dad’s a real fan. He used to go and see groups play (1) ________ concert all the time when he was a teenager, and when he found out that one of his favourite live bands, Black Purple, was going (2) ________ tour again, he just had to get tickets. I knew they’d had a few records (3) ________ the charts (4) ________ the seventies, and the two or three tracks I’d heard (5) ________ the radio didn’t sound too bad, so when my dad asked me to go with him I agreed.

When they came (6) ________ stage I began to realize I’d made a big mistake. All the members of the band were (7) ________ least 60 years old, they all looked really out of condition and they produced some of the worst sounds I’ve ever heard. The guitarists were either extremely untalented or their instruments just weren’t (8) ________ tune. The drummer looked completely uninterested (9) ________ everything and seemed to be playing the same beat over and over again. And as for the lead vocalist, he was quite good (10) ________ jumping up and down, but he certainly couldn’t sing. I got fed up (11) ________ it all after about three songs and wanted to go home, but my dad made me stay (12) ________ the end.
Transformations

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Write your answers in capital letters.

1 It’s impossible for me not to laugh when he starts singing.
   HELP
   I can’t ____________________________ when he starts singing.

2 I really don’t want to go out this evening.
   FEEL
   I really don’t ____________________________ out this evening.

3 Amy played much better than her opponent, so it was unfair that she lost the match.
   DESERVE
   Amy ____________________________ the match, because she played much better than her opponent.

4 Rock stars often wear dark glasses so that people don’t recognize them.
   PREVENT
   Rock stars often wear dark glasses ____________________________ them.

5 It’s obvious he shot himself in the foot by accident.
   MEAN
   He obviously ____________________________ himself in the foot.

6 I hate it when I’m ill.
   STAND
   I ____________________________ ill.

Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Felix Baumgartner

On a sunny Sunday morning in October 2012, sitting in a small capsule suspended from a giant helium balloon, Austrian Felix Baumgartner (0) ___ to a height of 24 miles (39 kilometres) above the deserts of New Mexico. Wearing a specially designed survival suit to (1) ___ his blood from boiling, he jumped out of the capsule and into the history books.

Baumgartner became the world’s first supersonic skydiver by (2) ___ an estimated speed of 833 mph (1,340 kph) and breaking the sound barrier at Mach 1.24. He broke two (3) ___ records – the highest freefall jump and the highest balloon flight by a human – but (4) ___ to make the longest freefall jump, which he had also been (5) ___ to achieve.

A problem with his helmet nearly (6) ___ Baumgartner to abandon his attempt at the last minute. He was (7) ___ to see clearly because the heater on his visor was not working properly, causing it to fog up. (8) ___ , he went ahead and landed safely back on the ground just nine minutes after jumping.

0 A lifted
1 A avoid
2 A getting
3 A added
4 A failed
5 A imagining
6 A made
7 A incapable
8 A Despite

A B C D
A grew reject rose increased
B prevent catching best deny
C rose refusing hoping maximum
D increased reaching using able
D deny reaching using able
D increase reaching using able
D increase reaching using able
D increase reaching using able
D increase reaching using able

Reading and Use of English

Part 1

High energy

Part 4
High energy

Formal letter

Read the following Part 2 instructions and do the related tasks in A–C below.

This is part of a letter from a teacher who will be staying in your area with a group of foreign students next month.

I would be very grateful if you could provide us with information on any dance shows we could see during our stay. Is there one you would particularly recommend? Thank you in advance for your help.

Yours sincerely

Ms J Appleby

Write your letter in 140–190 words.

A Formal and informal style

Decide which sentence in each pair, a or b, is more formal. Tick (✓) the formal sentences.

1 a I've seen every one of their shows and I'd definitely go and see this new one if I were you.
   b I saw them on all three previous occasions and would certainly recommend going to see this latest show.

2 a The advert says they're strong and powerful like workmen but also really skilful tap dancers.
   b According to the publicity, the show combines the strength and power of workmen with the precision and talent of tap dancing.

3 a Firstly, the popular Irish dance troupe 'Rhythm of the Dance' will be performing here for the fourth time in five years.
   b To start with, there's the Irish dance troupe 'Rhythm of the Dance', who are on here again for the fourth time in five years.

4 a If you would like any further information, please do not hesitate to contact me.
   b If you want any more info, just let me know.

5 a I'm just writing to tell you about some of the dance shows you could go and see with your students when you come next month.
   b I am writing in reply to your request for information on dance shows which your students could see during their visit here next month.

6 a In addition, the six Australians dance on water during the performance, splashing members of the audience in the front rows.
   b Also, there's a lot of dancing on water during the show and people in the front rows get a bit wet.

7 a Whichever of these shows they go to, I'm sure your students will have a great time.
   b I feel certain your students would enjoy either of the shows I have described.

8 a There are loads of shows you could go to, but here are two I think they'll be especially interested in.
   b There is a wide range of shows to choose from, but there are two which I believe would be of particular interest to your students.

9 a Another option which sounds enjoyable is the all-male Australian tap dance group, 'Tap Dogs'.
   b Another one that sounds like it could be fun is 'Tap Dogs', a tap dance group from Australia with just men in it.
10  a  There’s the usual mix of traditional dance and music but this time apparently, they’ve got all the latest technology in it.

   b  It includes their usual mixture of traditional dance and music, but combines it, this time apparently, with up-to-date stage technology.

B  A formal letter

Informal letter: pages 14–15 of the Coursebook
Put the sentences from exercise A in the correct order to make a letter. Write the letter in the space provided. Organize the letter into logical paragraphs.

Dear Ms Appleby

I am writing in reply to your request for information on dance shows which your students could see during their visit here next month.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Yours sincerely
Rita Kuyper

C  Writing task

Write your own answer to the question on page 18 or do the following task.
This is part of a letter from a teacher who will be staying in your area with a group of foreign students next month.

I would be very grateful if you could provide us with information on any concerts or musicals we could see during our stay. Is there one you would particularly recommend?

Thank you in advance for your help.

Yours sincerely

Mr K Simpson

Write your letter in 140–190 words.
Phrasal verb list

**Coursebook unit**
The Coursebook unit(s) in which the phrasal verb occurs is represented by the number(s) in brackets.

**Verbs marked with an asterisk***
With these verbs the noun is usually used after the particle. The pronoun, however, must be used before the particle.

- be given over to something (5)
  - use something for a particular purpose
- be made up of something (2)
  - consist of; be composed of
- be taken up with something (5)
  - be busy doing something
- bolt something down (12)
  - eat food very quickly
- branch out (13)
  - start doing something new or different
- bring someone up (6)
  - take care of a child until they become an adult
- call someone out (5)
  - ask a person or organization that provides a service to come and deal with something for you
- carry out* something (9/12/13)
  - do a piece of work or research
- catch on (8)
  - begin to understand
- clear something up (5)
  - make a place tidy
- come across something/
someone (8)
  - find/meet by chance
- come in for criticism (13)
  - receive criticism
- come in (10)
  - visit someone in their house
- come up with an idea (8)
  - think of
- eat up* something (12)
  - eat all of something
- end up (somewhere) (2)
  - be in a particular place, after or because of something
- fall for someone (6)
  - fall in love with someone
- fall out with someone (6)
  - stop being friendly with someone because you have had an argument or disagreement with them
- find something out (3/10)
  - discover
- get about (a place) (8)
  - travel around
- get away with something (10)
  - manage to do something bad without being punished or criticized for it
- get by (1)
  - manage to survive/live
- get on (3)
  - progress
- get on with someone (6)
  - have a good relationship with someone
- get out of (doing) something (10)
  - avoid doing something that you should do
- get over someone (6)
  - start to forget someone and feel happy again after a relationship has ended
- get over something (1)
  - recover from
- get through something (5)
  - pass a test or stage of something
- give away* information (9)
  - tell information that should be kept secret
- give homework in (9)
  - hand homework to the teacher
- give in (to someone’s requests) (10)
  - agree to something after initial resistance
<table>
<thead>
<tr>
<th>Phrasal verb list</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>give off a smell</strong> (9)</td>
</tr>
<tr>
<td><strong>give oneself up</strong> (9)</td>
</tr>
<tr>
<td><strong>give out (books/paper)</strong> (9)</td>
</tr>
<tr>
<td><strong>give out information</strong> (9)</td>
</tr>
<tr>
<td><strong>give something up</strong> (5/9)</td>
</tr>
<tr>
<td><strong>go ahead</strong> (3)</td>
</tr>
<tr>
<td><strong>go away (to somewhere)</strong> (8)</td>
</tr>
<tr>
<td><strong>go on</strong> (3)</td>
</tr>
<tr>
<td><strong>go on to do something</strong> (5)</td>
</tr>
<tr>
<td><strong>grow up</strong> (6)</td>
</tr>
<tr>
<td><strong>gulp something down</strong> (12)</td>
</tr>
<tr>
<td><strong>hand over to someone</strong> (5)</td>
</tr>
<tr>
<td><strong>head for somewhere</strong> (8)</td>
</tr>
<tr>
<td><strong>head off (in search of something)</strong></td>
</tr>
<tr>
<td><strong>let someone down</strong> (6)</td>
</tr>
<tr>
<td><strong>look forward to something</strong> (1)</td>
</tr>
<tr>
<td><strong>look up to someone</strong> (6)</td>
</tr>
<tr>
<td><strong>make something up</strong> (10)</td>
</tr>
<tr>
<td><strong>make up one's mind</strong> (14)</td>
</tr>
<tr>
<td><strong>nod off</strong> (8)</td>
</tr>
<tr>
<td><strong>open up to someone</strong> (10)</td>
</tr>
<tr>
<td><strong>own up to someone</strong> (10)</td>
</tr>
<tr>
<td><strong>put a book down</strong> (11)</td>
</tr>
<tr>
<td><strong>put a team/crew together</strong> (11)</td>
</tr>
<tr>
<td><strong>put an event off</strong> (11)</td>
</tr>
<tr>
<td><strong>put clothes on</strong> (11)</td>
</tr>
<tr>
<td><strong>put on an event</strong> (11)</td>
</tr>
<tr>
<td><strong>put prices up</strong> (11)</td>
</tr>
<tr>
<td><strong>put someone off (doing)</strong></td>
</tr>
<tr>
<td><strong>put someone off (doing)</strong></td>
</tr>
<tr>
<td><strong>put someone through something</strong></td>
</tr>
<tr>
<td><strong>put someone up (for the night)</strong> (11)</td>
</tr>
<tr>
<td><strong>put something out</strong> (5)</td>
</tr>
<tr>
<td><strong>put the radio/TV on</strong> (11)</td>
</tr>
<tr>
<td><strong>put up with something/</strong></td>
</tr>
<tr>
<td><strong>put weight on</strong> (11)</td>
</tr>
<tr>
<td><strong>put your feet up</strong> (11)</td>
</tr>
<tr>
<td><strong>put your hand up</strong> (11)</td>
</tr>
<tr>
<td><strong>run into (problems)</strong> (2)</td>
</tr>
<tr>
<td><strong>run out of something</strong> (2/10)</td>
</tr>
<tr>
<td><strong>show off</strong> (10)</td>
</tr>
</tbody>
</table>
Phrasal verb list

sleep in (8) continue sleeping after the time you usually get up
sort out* a problem (6) deal with a problem
speak out (3) say firmly and publicly what you think
split up with someone (3/6) end a romantic relationship with someone
take after someone (4) resemble
take off (4) start to become successful
take on a challenge (13) accept
take over (4) gain control
take someone aside (4) move away from other people to talk
take someone on (4) employ
take something in (4) accept as true
take to something/someone (4) start to like
take up* a new sport/hobby (4) start doing
team up with someone (2) join with other people in order to do something
tell someone off (6) criticize someone angrily for doing something wrong
turn back (14) return instead of continuing
turn into something (14) change or develop into
turn off (a road) (14) leave one road to take another
turn out (14) become known
turn out (8) attend/take part in an event
turn someone down (14) reject
turn something off (14) stop something working
turn something over (14) turn something to see the other side
turn the volume up (14) increase the volume
turn to someone (6) go to someone for help
turn up (14) arrive in a way that was not planned
### Lexical phrase list

#### do (Unit 14)
- do a course
- do a degree
- do a job
- do an exercise
- do some exercise
- do nothing but
- do some research
- do someone a favour
- do the housework
- do the ironing/shopping/washing/washing up
- do badly/better/well/worse
- do your best
- do your homework
- I/it could do with something
- it will/would do someone good/no harm to do something
- it has something to do with

#### get (Unit 1)
- get angry/upset/bored/lonely, etc.
- get a cold/headache/the flu, etc.
- get a job (5)
- get a nose bleed (12)
- get (back) home
- get better/worse/older, etc.
- get engaged/married/divorced
- get (some) exercise
- get in touch with someone
- get in/out of a car/taxi
- get into trouble (with the police)
- get into/out of the habit of doing something
- get on/off a bus/train/plane
- get on someone's nerves
- get one's head round something
- get paid
- get promoted/transferred/sacked
- get ready (for work/school/Christmas)
- get rid of something/someone
- get someone to do something

#### give (Unit 9)
- give a broad smile
- give a concert
- give a deep sigh
- give a lengthy speech
- give a nervous laugh
- give a party
- give a piercing scream
- give an example
- give an impressive performance
- give me great pleasure
- give someone a blank look
- give someone a call
- give someone a hand
- give someone an idea
- give someone an injection (12)
- give someone a lift
- give someone a nasty shock
- give someone a pleasant surprise
- give someone a prescription (12)
- give someone a tender kiss
- give someone advice
- give someone full details
- give someone my best regards
- give someone permission to do something
- give someone the impression that

#### put (Unit 11)
- put (a lot of) time/effort/hard work/energy into (doing) something
- put a plaster on a cut (12)
- put a CD/DVD on
- put one's feet up
- put pressure on someone (to do something)
- put some money aside
- put someone's arm in plaster (12)
- put someone/someone's health/life at risk
- put someone in a good mood
- put someone on a course of antibiotics (12)
- put someone up for the night
- put the blame on someone for (doing) something
- I can't/couldn't put my book down

#### take (Unit 4)
- take ages/a long time to do something
- take a joke
- take a photo
- take a risk
- take a turn for the worse (14)
- take care of
- take (a keen) interest in
- take notice of
- take offence at
- take part in something (2)
- take pity on
- take place (2)
- take pride in
- take some medicine/a pill (12)
- take someone to a restaurant/out for a meal

#### make (Unit 14)
- make a complaint
- make a decision
- make a good/bad impression
- make a living
- make a mess (of something)
- make a mistake
- make a noise
- make a phone call
- make a speech
- make an appointment
- make an arrangement
- make an effort
- make friends with someone
- make fun of someone
- make it to the top (2)
- make progress
- make sure
- make up your mind
**Lexical phrase list**

- take someone to school/hospital/work
- take someone's advice
- take someone's temperature (12)
- take something back to a shop
- take someone/something seriously
- take the blame for
- take the infinitive/gerund
- take time to do something
- it takes courage to do something

**turn (Unit 14)**

- at the turn of the century
- turn 30/40, etc.
- turn a blind eye to something
- turn blue/green, etc.
- turn to page 20
- turn out well (12)
- it's my/your, etc. turn to do something
- one good turn deserves another
<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past simple</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>arise</td>
<td>arose</td>
<td>arisen</td>
</tr>
<tr>
<td>awake</td>
<td>awoke</td>
<td>awoken</td>
</tr>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
</tr>
<tr>
<td>bear</td>
<td>bore</td>
<td>borne</td>
</tr>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>bend</td>
<td>bent</td>
<td>bent</td>
</tr>
<tr>
<td>bet</td>
<td>bet</td>
<td>bet</td>
</tr>
<tr>
<td>bind</td>
<td>bound</td>
<td>bound</td>
</tr>
<tr>
<td>bite</td>
<td>bit</td>
<td>bitten</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>breed</td>
<td>bred</td>
<td>bred</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>built</td>
</tr>
<tr>
<td>burn</td>
<td>burnt/burned</td>
<td>burnt/burned</td>
</tr>
<tr>
<td>burst</td>
<td>burst</td>
<td>burst</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>cost</td>
</tr>
<tr>
<td>creep</td>
<td>crept</td>
<td>crept</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>deal</td>
<td>dealt</td>
<td>dealt</td>
</tr>
<tr>
<td>dig</td>
<td>dug</td>
<td>dug</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>dream</td>
<td>dreamt/dreamed</td>
<td>dreamt/dreamed</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
<td>fed</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>felt</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>flee</td>
<td>fled</td>
<td>fled</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>forbid</td>
<td>forbade</td>
<td>forbidden</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>forgive</td>
<td>forgave</td>
<td>forgiven</td>
</tr>
<tr>
<td>freeze</td>
<td>froze</td>
<td>frozen</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got/gotten (AE)</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>grind</td>
<td>ground</td>
<td>ground</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>hang</td>
<td>hung</td>
<td>hung</td>
</tr>
<tr>
<td>Infinitive</td>
<td>Past simple</td>
<td>Past participle</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>heard</td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
<td>hidden</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>hold</td>
<td>held</td>
<td>held</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
</tr>
<tr>
<td>kneel</td>
<td>knelt</td>
<td>knelt</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>lay</td>
<td>laid</td>
<td>laid</td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
<td>led</td>
</tr>
<tr>
<td>lean</td>
<td>leant/leaned</td>
<td>leant/leaned</td>
</tr>
<tr>
<td>learn</td>
<td>learnt/learned</td>
<td>learnt/learned</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
</tr>
<tr>
<td>lend</td>
<td>lent</td>
<td>lent</td>
</tr>
<tr>
<td>let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>lie</td>
<td>lay</td>
<td>lain</td>
</tr>
<tr>
<td>light</td>
<td>lit</td>
<td>lit</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>mean</td>
<td>meant</td>
<td>meant</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>seek</td>
<td>sought</td>
<td>sought</td>
</tr>
<tr>
<td>show</td>
<td>showed</td>
<td>shown</td>
</tr>
<tr>
<td>shrink</td>
<td>shrank/shrunken</td>
<td>shrunken</td>
</tr>
<tr>
<td>slide</td>
<td>slid</td>
<td>slid</td>
</tr>
<tr>
<td>smell</td>
<td>smelt/smelled</td>
<td>smelt/smelled</td>
</tr>
<tr>
<td>sow</td>
<td>sowed</td>
<td>sown</td>
</tr>
<tr>
<td>speed</td>
<td>sped</td>
<td>sped</td>
</tr>
<tr>
<td>spill</td>
<td>spilt/spilled</td>
<td>spilt/spilled</td>
</tr>
<tr>
<td>spin</td>
<td>spun</td>
<td>spun</td>
</tr>
<tr>
<td>spit</td>
<td>spat</td>
<td>spat</td>
</tr>
<tr>
<td>split</td>
<td>split</td>
<td>split</td>
</tr>
<tr>
<td>spoil</td>
<td>spoilt/spoiled</td>
<td>spoilt/spoiled</td>
</tr>
<tr>
<td>spread</td>
<td>spread</td>
<td>spread</td>
</tr>
<tr>
<td>spring</td>
<td>sprang</td>
<td>sprung</td>
</tr>
<tr>
<td>sting</td>
<td>stung</td>
<td>stung</td>
</tr>
<tr>
<td>stink</td>
<td>stank/stunk</td>
<td>stunk</td>
</tr>
<tr>
<td>strike</td>
<td>strick</td>
<td>strick</td>
</tr>
<tr>
<td>swear</td>
<td>swore</td>
<td>sworn</td>
</tr>
<tr>
<td>sweep</td>
<td>swept</td>
<td>swept</td>
</tr>
<tr>
<td>swell</td>
<td>swelled</td>
<td>swollen/swelled</td>
</tr>
<tr>
<td>swing</td>
<td>swung</td>
<td>swung</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>tread</td>
<td>trod</td>
<td>trodden</td>
</tr>
<tr>
<td>weave</td>
<td>wove</td>
<td>woven</td>
</tr>
<tr>
<td>weep</td>
<td>wept</td>
<td>wept</td>
</tr>
<tr>
<td>wind</td>
<td>wound</td>
<td>wound</td>
</tr>
</tbody>
</table>
Part 3: Multiple matching

Speaker 1
It all happened really quickly. One minute I was going to my local secondary school and moaning about how much work we had to do and then suddenly the whole family was on a plane to the USA because my dad got transferred. I was faced with the prospect of starting a completely new school, mid-term! I know a lot of people would have been excited about moving to another country, but I like my routine and I was worried I wouldn’t be able to stay in touch with all my mates. Luckily that didn’t happen and I’ve kept in contact with a lot of them. And I got used to things pretty quickly, too. At least the Americans don’t speak a different language!

Speaker 2
I must admit I like a challenge and taking up a new job in Italy certainly offered me a big one! A lot of people I knew wouldn’t fancy being uprooted like this but I’ve moved to different hospitals in different countries a fair few times over the last few years so it’s not a big upheaval to me. I’m not married so I don’t have a family to consider. I was actually looking forward to meeting new people and finding out about the different work ethics and practices. I think it’s fascinating to see how people approach things in different ways all round the world.

Speaker 3
I’d been expecting a lot of changes – it’s inevitable when you go off to a completely different learning environment – but this was a bit of a shock to the system. The good thing was the brilliant food, even though it was a bit pricey! But there was a downside. In France that was absolutely no sporting ability. As a consequence I was never picked for a team or ever really encouraged by the teachers, although I’d love to have been a footballer! In those days only those who were naturally talented joined teams and entered competitions. Today, fortunately, things are different and someone whose ideas have influenced a lot of people is Matthew Syed, a former Olympic® athlete. Syed believes that natural talent only plays a small part in a sportsperson’s success. The important thing is the number of hours that you practise. A lot of people think that child prodigies, er, kids that become brilliant at sport or even music very early on like Mozart or the skateboarder Ryan Sheckler, had unusual talent. But apparently Mozart put in about 3500 hours of practice before the age of six and a half! Syed says that the magic number is about 10 000 hours. If you spend that long practising something, you’re going to be seriously successful! And a lot depends on how young you start. In tennis the famous Williams sisters started when they were three years old and Tiger Woods, the amazing golfer, was hitting golf balls one year earlier, aged two.

Speaker 4
Remember I said I was by no means an angel? I must have some things I want to hide about it. In France that was absolutely impossible. They expect full classes every day and you get a reprimand if you’re even five minutes late. I had to set the alarm for seven o’clock. It took me a while to get used to that.

Speaker 5
Setting up a business in another country is not an easy thing to do! As you can imagine, there’s a lot to get your head round – especially all the legal aspects and the finances. As well as buying the business, it cost a lot to move the family, too! Looking back I think it’s the best decision I’ve ever made, but it didn’t seem like that at the time! Understanding what people were saying to me at all the time was hard and caused a few difficulties but I employed local staff as waiters and they helped a lot. We managed OK and it turned out to be a great success. Plenty of my friends from England have come out to stay and they love it here. I haven’t looked back!
Unit 1 Lifestyle

Reading and Use of English: Multiple matching, pages 4–5
1 1 B 2 A 3 B 4 C 5 D 6 A 7 D 8 C 9 B 10 A
2 1 side 2 nerves 3 feet, end 4 place 5 holiday 6 lifestyle 7 own 8 shows 3 b on my own c on our feet for hours on end d get on each other's nerves e putting on shows f go on with this lifestyle

Vocabulary, pages 6–7
A Lifestyle
1 healthy 2 luxurious 3 chaotic 4 sedentary 5 alternative
B Clothes
1 scruffy 2 scarf 3 casual 4 tight 5 plain 6 socks 7 trainers 8 baggy 9 belt 10 helmet 11 bracelet 12 fashionable
C Get
1 by 2 over 3 back 4 away 5 off 6 out of 2 1 touch 2 paid 3 rid 4 ready 5 worse 6 impression 7 exercise
D Word combinations
1 1 party 2 interview 3 event 4 premiere 5 life 2 1 sporting event 2 social life 3 dinner jacket 4 world premiere 5 radio interview 6 political party

Language focus, page 8
A Adverbs of frequency
1 I always set my alarm clock 2 I am never late 3 I rarely drink it 4 My mum cooks paella once a week 5 we have never been to Paris
B Be used to, get used to and used to
1 Lucy used to use a bike to get to school. 2 She's got used to getting up early in the morning. 3 My dad used to get me to clean his car every Sunday. 4 Paul didn't use to get paid much when he worked as a waiter. 5 Many young people are not used to doing hard work.

Reading and Use of English: Transformations, page 8
1 hardly ever stay/am hardly ever 2 used to getting 3 looking forward to going 4 has/s taken (me) so 5 is/s rare for Anna to 6 not like Richard/him to be

Reading and Use of English: Multiple-choice cloze, page 9
1 A 2 C 3 D 4 C 5 B 6 D 7 A 8 C

Writing: Informal letter and email, pages 10–11
1 Formal Informal
Complaining 7 4
Asking for information 1 10
Giving information 5 9
Apologizing 3 6
Giving advice 8 2
2 Formal Informal
1 inform me 10 let me know 8 We strongly advise you not to 2 You really shouldn't 3 for the delay in responding to you 6 it's taken me so long to get back to you 7 Moreover 4 And 9 I've done loads of jobs in hotels

Informal letter
2 Paragraph 1 a Paragraph 2 c Paragraph 3 b
Answer key

Unit 2 High energy

Reading and Use of English: Gapped text, pages 12–15

1

1 C 2 F 3 A 4 E 5 G 6 B D not used

2

1 head 2 eye 3 foot 4 arm 5 mouth 6 face

Vocabulary, pages 13–15

A Music

1 trumpet 2 flute 3 violin 4 tambourine

5 drum 6 saxophone 7 keyboard 8 accordion

2

1 song 2 wind 3 charts 4 lead 5 session

6 tune

B Sport

1 a athlete b basketball player c cyclist d golfer

e gymnast f skier g snowboarder h tennis player

2

2 football pitch 3 athletics track 4 ski slope

5 swimming pool 6 golf course 7 tennis court

8 ice-skating rink

3

1 B 2 D 3 A 4 C 5 C 6 D 7 A 8 B

C Word formation

1 irrelevant 2 disagreement 3 misunderstood

4 dishonestly 5 unreliable 6 immature

7 overweight 8 undercooked 9 irresponsibly

10 incapable

Language focus, pages 15–16

A Indirect ways of asking questions

1 telling me what you have been doing recently

2 where I can get something cold to drink

3 what time you are coming to the party next week

4 to me why you did not do the homework

5 if you are interested in playing tennis on Friday

6 what he does for a living

B Gerunds and infinitives

1 looking, to have

2 learning, to speak, to think

3 to be, climbing, attracting, to wait

4 making, to concentrate

5 going, to stay

6 Giving, to lose/losing

7 to hear, seeing

8 to paint, forgetting, to buy

9 to live, to find, to pay

10 to work, going

C Open cloze: Prepositions

1 in 2 on 3 in 4 in 5 on 6 on 7 at 8 in

9 in 10 at 11 with 12 until/to

Reading and Use of English: Transformations, page 17

1 help laughing

2 feel like going

3 didn’t/did not deserve to lose

4 to prevent people (from) recognizing

5 didn’t/did not mean to shoot

6 can’t/cannot stand being

Reading and Use of English: Multiple-choice cloze, page 17

1 B 2 D 3 B 4 A 5 C 6 C 7 D 8 D

Writing: Formal letter, pages 18–19

A Formal and informal style

1 b 2 b 3 a 4 a 5 b 6 a 7 b 8 b 9 a 10 b

B A formal letter

5 b, 8 b (new paragraph); 3 a, 1 b, 10 b (new paragraph); 9 a, 2 b, 6 a (new paragraph); 7 b, 4 a

Dear Ms Appleby

(5b) I am writing in reply to your request for information on dance shows which your students could see during their visit here next month. (8b) There is a wide range of shows to choose from, but there are two which I believe would be of particular interest to your students.

(3a) Firstly, the popular Irish dance troupe ‘Rhythm of the Dance’ will be performing here for the fourth time in five years. (1b) I saw them on all three previous occasions and would certainly recommend going to see this latest show. (10b) It includes their usual mixture of traditional dance and music, but combines it, this time apparently, with up-to-date stage technology.

(9a) Another option which sounds enjoyable is the all-male Australian tap dance group, ‘Tap Dogs’. (2b) According to the publicity, the show combines the strength and power of workmen with the precision and talent of tap dancing. (6a) In addition, the six Australians dance on water during the performance, splashing members of the audience in the front rows.

(7b) I feel certain your students would enjoy either of the shows I have described. (4a) If you would like any further information, please do not hesitate to contact me.

Yours sincerely

Rita Kuyper