

# FCE

## Listening & Speaking Skills

For the revised Cambridge ESOL FCE examination

Virginia Evans – James Milton – Jenny Dooley



**Express Publishing**

# 1

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# Introduction

The book consists of 10 Listening Tests and 10 Speaking Skills sets preparing students for Cambridge ESOL FCE Paper 4 (Listening) and Paper 5 (Speaking).

## A. Listening Tests

The listening tests reflect the format, character and level of difficulty of the FCE examination. Each test consists of four parts (30 questions in total):

**Part 1:** eight short unrelated extracts from monologues or exchanges between interacting speakers, each with a three-option multiple-choice question

**Part 2:** a monologue or a text involving interacting speakers, with a sentence completion task which has 10 questions

**Part 3:** five short related extracts, with five multiple-matching questions

**Part 4:** a monologue or a text involving interacting speakers, with seven three-option multiple-choice questions

## B. Speaking Sets

Each set consists of two parts:

### Preparation & practice

Two themed units help students practise specific vocabulary and develop general speaking skills, through a series of guided tasks, in the context of topics commonly included in the FCE examination.

### Speaking Test

The speaking tests reflect the format and character of the FCE examination, and are designed to activate the language practised in the preparation section. Each test consists of four parts:

**Part 1:** a conversation between the interlocutor and each candidate (3') about everyday topics, guided by the interlocutor's spoken questions

**Part 2:** a minute-long monologue from each candidate, comparing a pair (4') of photographs which are accompanied by a written question, followed by a brief personal response from the second candidate

**Part 3:** a conversation between the candidates in a decision-making task, (3') based on visual stimuli accompanied by written questions

**Part 4:** a discussion on topics related to the task in Part 3, guided by the (4') interlocutor's spoken questions

# Listening Tests

for the revised  
Cambridge ESOL FCE  
examination



## Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

- 1 You hear a man talking on the local radio station. What are you listening to?

A a travel programme  
B an advertisement  
C an economics programme

	1
--	---
  
- 2 You hear a TV chat show host talking about someone called George Grosvenor. What is George Grosvenor?

A a politician  
B a farmer  
C a fisherman

	2
--	---
  
- 3 You hear a man and a woman talking. Where are they?

A in a film studio  
B in a radio studio  
C in a TV studio

	3
--	---
  
- 4 You hear a doctor talking to a patient. How does the patient feel?

A depressed  
B tired  
C in pain

	4
--	---
  
- 5 You hear a news item about a woman called Mrs Turner. What is she supposed to do?

A pay £58 a week rent  
B pay 15 pence a week to the judge  
C pay the Borough Council money

	5
--	---
  
- 6 You hear a young man talking. What is he?

A a parent  
B a student  
C a teacher

	6
--	---
  
- 7 You hear a short news item about a cancelled theatre performance. What is the theatre going to do?

A put on an additional performance  
B cancel all matinées  
C change the dates for afternoon performances

	7
--	---
  
- 8 You hear a woman talking on the telephone. Who is she talking to?

A a lawyer  
B a secretary  
C a builder

	8
--	---

## Part 2

You will hear part of a radio programme on which a reviewer talks about a newly published book about a woman called Natalie Hardcastle. For questions 9-18, complete the sentences.

Natalie Hardcastle and her sons lived in a house which had no running water or

	9
--	---

Natalie's childhood dreams of Olympic fame were ended by a

	10
--	----

When she met Tony Hardcastle, he was a rich

	11
--	----

and  
a racing driver.

Tony's risky business deals led to financial

	12
--	----

leaving  
Natalie and her family penniless.

He went to

	13
--	----

to try to become a racing driver again.

Natalie then decided to start a travelling

	14
--	----

and beauty  
parlour in the back of a van.

At weekends, Natalie travelled to small outback towns in the van, taking

	15
--	----

with her.

When Tony returned and made her give up her business, she soon ran out of

	16
--	----

Tony died suddenly in a

	17
--	----

and left huge debts.

The book made the reviewer think more positively of her own

	18
--	----

### Part 3

You will hear five different people talking about a demonstration. For questions 19-23, choose from the list (A-F) which statement applies to each person. Use the letters only once. There is one extra letter which you do not need to use.

A This person did not expect what happened.

Speaker 1

	19
--	----

B This person was proved right.

Speaker 2

	20
--	----

C This person was prevented from doing their shopping.

Speaker 3

	21
--	----

D This person was curious to see what would happen.

Speaker 4

	22
--	----

E This person was very embarrassed.

Speaker 5

	23
--	----

F This person needed some assistance.

## Part 4

You will hear an interview on the radio with a conservationist called Kay Giles, who is trying to help schoolchildren understand the importance of protecting the environment. For questions 24-30, choose the best answer (A, B or C).

- 24 What is Kay's job?  
A teacher  
B journalist  
C manager

	24
--	----

- 25 What is the purpose of the seminars Kay mentions?  
A to give support to teachers  
B to talk to students about the planet  
C to make environmentalists more active

	25
--	----

- 26 The projects are designed to let the students  
A communicate with their families.  
B see for themselves the consequences of pollution.  
C get away from their classrooms.

	26
--	----

- 27 What does Kay think is the best way for students to learn about the environment?  
A by reading articles and watching videos  
B by doing practical work  
C by doing both of the above

	27
--	----

- 28 How many containers for recycling should you have?  
A two  
B three  
C four

	28
--	----

- 29 What is Kay's opinion of the government?  
A They are not active enough.  
B They are very fair.  
C They are communicative.

	29
--	----

- 30 Kay wants children to  
A educate their families about the environment.  
B think about being grandparents.  
C prepare themselves for their future jobs.

	30
--	----

## Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear the presenter of a TV programme introducing someone. What are you watching?

- A a documentary about Hawaii
- B a quiz show
- C a travel programme

	1
--	---

2 You hear a woman answering questions on the telephone. What is the caller asking about?

- A a railway ticket
- B an airline ticket
- C a bus ticket

	2
--	---

3 You hear a man reading out a newspaper report of a football match. What was the result of the match?

- A Barnsley won.
- B It was a draw.
- C Ambleford won.

	3
--	---

4 You hear a man on the radio describing a procession. What is about to take place?

- A a military parade
- B a funeral
- C a wedding

	4
--	---

5 You hear a news item about a celebrity couple. What did the couple consult lawyers about?

- A the media failing to respect their privacy
- B holding a wedding anniversary party
- C ending their marriage

	5
--	---

6 You hear a man interviewing an actress who has just been given a film part. How does she feel?

- A excited
- B impatient
- C nervous

	6
--	---

7 You hear a woman talking to a man about a car. What is the man doing?

- A hiring the car
- B buying the car
- C borrowing the car

	7
--	---

8 You hear a man and a woman talking. What is the relationship between them?

- A She is one of his customers.
- B She is his business partner.
- C He is her boss.

	8
--	---

## Part 2

You will hear part of a radio interview with a woman called Mary Graham, who talks about the problems of the homeless in London. For questions 9-18, complete the sentences.

Mary Graham is the director of a private

	9
--	---

Some people are homeless because they couldn't repay their

	10
--	----

Some men become homeless after the breakup of their

	11
--	----

For some men, the homeless

	12
--	----

provides friendship  
and comfort.

Most homeless people live in big

	13
--	----

Some young people who have jobs are homeless because they can't afford to pay high

	14
--	----

The homeless spend time in public places such as

	15
--	----

Many landlords are unwilling to rent to families with

	16
--	----

High rents are partly caused by a lack of available

	17
--	----

Every night the charity gives the homeless food which is

	18
--	----

and filling.

## Part 3

You will hear five different people talking about their dancing careers. For questions 19-23, choose from the list (A-F) which statement applies to each person. Use the letters only once. There is one extra letter which you do not need to use.

A This person unexpectedly had to stop dancing.

Speaker 1

	19
--	----

B This person helps run the company.

Speaker 2

	20
--	----

C This person often dances in other countries.

Speaker 3

	21
--	----

D This person dances roles for older dancers.

Speaker 4

	22
--	----

E This person has not danced any leading roles.

Speaker 5

	23
--	----

F This person does not like dancing leading roles.

## Part 4

You will hear a young man called Simon talking about the 'gap year' he took after finishing secondary school. For questions 24-30, choose the best answer (A, B or C).

- 24 Simon's parents  
A supported the idea of a gap year.  
B preferred him to continue his education.  
C wanted him to work until he retired.
- |  |    |
|--|----|
|  | 24 |
|--|----|
- 25 What was the main reason Simon wanted a gap year?  
A to become independent  
B to get away from his family  
C to forget about his schooldays
- |  |    |
|--|----|
|  | 25 |
|--|----|
- 26 What did Simon do in his last year of school?  
A prepare for a change of lifestyle  
B daydream instead of studying  
C plan his gap year trip
- |  |    |
|--|----|
|  | 26 |
|--|----|
- 27 What did Simon enjoy about working in France?  
A He learnt to pick fruit.  
B He improved his language skills.  
C He became interested in Vietnam.
- |  |    |
|--|----|
|  | 27 |
|--|----|
- 28 When Simon got to Australia he  
A got a job in a zoo.  
B had no money left.  
C bought a pet.
- |  |    |
|--|----|
|  | 28 |
|--|----|
- 29 Simon ended his gap year  
A working as a waiter.  
B travelling as a tourist.  
C in the USA and Brazil.
- |  |    |
|--|----|
|  | 29 |
|--|----|
- 30 How did his gap year affect Simon?  
A He was encouraged to diet.  
B He decided to follow a different career.  
C He wanted to go to university when he was older.
- |  |    |
|--|----|
|  | 30 |
|--|----|

## Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear a TV quiz show host introducing a contestant called Julia. Which subject will Julia answer questions on?

- A history
- B sport
- C geography

	1
--	---

2 You hear a telephone weather forecast for tomorrow. What will you probably wear?

- A a T-shirt and shorts
- B a raincoat and hat
- C a warm coat, gloves and scarf

	2
--	---

3 You hear a news item on the radio about a painting by Titian. What has happened to the painting?

- A It has been lost.
- B It has been stolen.
- C It has been found.

	3
--	---

4 You are in an airport departure lounge, waiting for your flight to New York, when you hear an announcement. Where should you go?

- A to the main exit
- B to Gate 20
- C to Hospitality Suite B

	4
--	---

5 You hear a man and a woman talking. How are they related?

- A They are brother and sister.
- B They are husband and wife.
- C They are father and daughter.

	5
--	---

6 You hear a man talking on the telephone. Where does he work?

- A in a theatre booking office
- B in an airline booking office
- C in a travel agency

	6
--	---

7 You hear two students called Maria and George talking about an essay. What does she want him to do?

- A to write her essay
- B to read her essay
- C to help her with her essay

	7
--	---

8 You hear a woman talking to a man about smoking. Where are they?

- A on a plane
- B on a bus
- C on a train

	8
--	---

## Part 2

You will hear part of a TV programme in which the presenter talks about his visit to a small village called Marston in south-east England. For questions 9-18, complete the sentences.

Marston seems a peaceful place, with green fields and

**9** lanes.

Sociologist Martin Boorstein believes the village is divided by

**10** and wealth.

Major Wentworth knows all of the villagers, but they aren't all his

**11**

At the annual village fête, everyone worked together in order to

**12** for a local charity.

Madeline Squire is the village's

**13** inhabitant.

The butler brought Mrs Squire

**14** when he woke her.

To find class divisions, the presenter visits The Moor's Head, which is the local

**15**

The oldest labourer the presenter finds says he knows his

**16** in the village.

The labourer knows everyone in the village would help him if he was

**17**

The presenter doesn't agree with Martin Boorstein's idea that Marston is ready for

**18**

## Part 3

You will hear five different people talking about their holidays in North America. For questions 19-23, choose from the list (A-F) what happened to each person. Use the letters only once. There is one extra letter which you do not need to use.

A They did not do any sightseeing.

B They spent too much money.

C They made an unusual discovery.

D Their luggage was lost.

E They had something stolen.

F They had an accident.

Speaker 1

	19
--	----

Speaker 2

	20
--	----

Speaker 3

	21
--	----

Speaker 4

	22
--	----

Speaker 5

	23
--	----

## Part 4

You will hear a conversation between a woman called Mrs Adams, her son Brian and a neighbour, Mr James. For questions 24-30, choose the best answer (A, B or C).

- 24 Who does Mr James want to speak to?  
A Mrs Adams  
B Brian  
C Gerry
- |  |    |
|--|----|
|  | 24 |
|--|----|
- 25 What does Mr James want to speak about?  
A a fight outside the bakery  
B an amusing event  
C an incident involving Brian
- |  |    |
|--|----|
|  | 25 |
|--|----|
- 26 How is Mr James sure it was Brian he saw?  
A He recognised Brian's jacket.  
B He recognised Brian's orange hair.  
C He saw Brian underneath a street light.
- |  |    |
|--|----|
|  | 26 |
|--|----|
- 27 Brian wants to leave his mother out of the argument because  
A his mother is too tired to discuss the matter.  
B he is ashamed of what he has done.  
C he thinks he's old enough to fight his own battles.
- |  |    |
|--|----|
|  | 27 |
|--|----|
- 28 Which problem in the area do Mr James and Mrs Adams agree on?  
A the pavements  
B the streets  
C the dogs
- |  |    |
|--|----|
|  | 28 |
|--|----|
- 29 What will the residents' association do?  
A teach the neighbours gardening  
B improve the appearance of the area  
C paint the front doors
- |  |    |
|--|----|
|  | 29 |
|--|----|
- 30 How does Mr James feel about forming the association?  
A bored  
B enthusiastic  
C interested
- |  |    |
|--|----|
|  | 30 |
|--|----|

## Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear a news item on the radio about a man who has been arrested.

What is his name?

- A Harold Wilson
- B Ronald Milhench
- C Alquan Quann

	1
--	---

2 You hear a woman talking on the telephone about a missing order. Who is she?

- A the manager
- B a customer
- C a secretary

	2
--	---

3 You hear a young woman reading aloud from a magazine article.

What is the article about?

- A dieting
- B cookery
- C exercising

	3
--	---

4 You hear a man and a woman talking in a shop. What kind of shop is it?

- A a butcher's
- B a baker's
- C a grocer's

	4
--	---

5 You hear someone reading a short passage aloud. What is the passage from?

- A a holiday brochure
- B a history book
- C a book of children's stories

	5
--	---

6 You hear a man and a woman talking about someone called Robert Croft, who is about to be interviewed. What will happen if his interview is successful?

- A He will be promoted.
- B He will be given a job.
- C His book will be published.

	6
--	---

7 You hear a young couple talking about moving house.

What do they think about the move?

- A It would cause huge problems.
- B It would be a good idea.
- C It would be much too expensive.

	7
--	---

8 You want to order a CD from a shop. You telephone the shop and hear a recorded message. What should you do next?

- A wait
- B leave a message
- C call another number

	8
--	---

## Part 2

You will hear a radio interview with the neighbour of an eccentric millionaire called Lawrence McKenzie, who has just died. For questions 9-18, complete the sentences.

Lawrence McKenzie was well known, although he didn't like publicity or

	9
--	---

What McKenzie did

	10
--	----

was completely different from the way he behaved in public.

McKenzie often complained to

	11
--	----

about things which involved very small amounts of money.

Many people know that he

	12
--	----

a lot of money in secret.

McKenzie had strange, childlike

	13
--	----

If he saw a person he knew, he used to cross

	14
--	----

and pretend to look at shop window displays.

McKenzie would phone people in trouble and offer practical suggestions as well as

	15
--	----

for their misfortune.

McKenzie only used to wear a kilt

	16
--	----

Instead of going to expensive shops, McKenzie went to the local

	17
--	----

He always did his own

	18
--	----

## Part 3

You will hear five different people talking about a race they have just run. For questions 19-23, choose from the list (A-F) which statement applies to each person. Use the letters only once. There is one extra letter which you do not need to use.

A He finished first.

B He was disqualified.

C He came last in the race.

D He is going to complain.

E He feels he has disappointed people.

F He was in the lead for most of the race.

Speaker 1

	19
--	----

Speaker 2

	20
--	----

Speaker 3

	21
--	----

Speaker 4

	22
--	----

Speaker 5

	23
--	----

## Part 4

You will hear a mother talking about educating her son Tom at home. For questions 24-30, choose the best answer (A, B or C).

- 24 What did the mother initially think about teaching Tom at home?  
A She thought it was a crazy idea.  
B She was unsure about the idea.  
C She was confident it was a good idea.

	24
--	----

- 25 What kind of person is Tom?  
A shy  
B talkative  
C sociable

	25
--	----

- 26 Which sports is Tom interested in?  
A none at all  
B football  
C swimming

	26
--	----

- 27 How was secondary school different for Tom?  
A He had fewer female friends.  
B The teachers were sympathetic.  
C The school was much bigger.

	27
--	----

- 28 Tom's parents took him out of school because  
A the teaching wasn't satisfactory.  
B he was treated badly by other students.  
C he wasn't communicating with them.

	28
--	----

- 29 How has teaching Tom at home affected the family?  
A They don't have any holidays.  
B They are not so well-off.  
C The parents have given up their careers.

	29
--	----

- 30 What does Tom's mother think about his home teaching?  
A He has had a good all-round education.  
B He has learned the same as any other teenager.  
C He has missed out on some important skills.

	30
--	----

## Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear a man giving a lecture. What subject is he talking about?

- A geography
- B tourism
- C history

	1
--	---

2 You hear an advertisement on the radio. What is being advertised?

- A a breakdown service
- B a garage
- C a car insurance policy

	2
--	---

3 You hear a TV commentary on a sports event. What event is it?

- A a car race
- B a horse race
- C a cycle race

	3
--	---

4 You hear a woman talking on the telephone. Who does she work for?

- A a building company
- B a restaurant
- C a hotel

	4
--	---

5 You hear an announcement at a train station. How can passengers get to Swansea Airport?

- A travel in the front three carriages only
- B take a shuttle bus from Newport station
- C take a buffet car from Cardiff

	5
--	---

6 You hear a shopkeeper talking to a customer called Mrs Figg. What does Mrs Figg buy?

- A cotton wool
- B fruit
- C vegetables

	6
--	---

7 You hear a young man talking about himself. What is he like?

- A skilful
- B reserved
- C sociable

	7
--	---

8 You hear a young woman talking about her holiday. What was the best thing about it?

- A eating local food
- B talking to local people
- C travelling by plane

	8
--	---

## Part 2

You will hear an interview with a woman called Anita Lee, who runs a successful business producing ready-made Chinese meals. For questions 9-18, complete the sentences.

People in millions of British  **9** eat Anita Lee's meals.

The Chinese meals which Anita bought didn't taste like the food cooked by  **10**

In order to cook for herself, Anita had to find authentic Chinese  **11**

A friend of Anita's who was the owner of the local Chinese restaurant had trouble keeping  **12**

Increased demand made it necessary for Anita to hire people  **13**

Anita's company was given the top prize for ethnic food by a well-known food  **14**

She needed money to expand the company, but she didn't want to get a  **15** from the bank.

Lania Foods wanted to make changes in the way that the  **16** was produced.

In order to buy back her company, Anita was forced to sell  **17**

Becoming Businesswoman of the Year was Anita's  **18**

## Part 3

You will hear five different people talking about their work as teachers. For questions 19-23, choose from the list (A-F) which statement applies to each person. Use the letters only once. There is one extra letter which you do not need to use.

A This teacher is not always confident.

Speaker 1

	19
--	----

B This teacher cannot use a computer.

Speaker 2

	20
--	----

C This teacher has a lot of talented students.

Speaker 3

	21
--	----

D This teacher advises colleagues on teaching.

Speaker 4

	22
--	----

E This teacher continues to learn more about teaching.

Speaker 5

	23
--	----

F This teacher takes their students on educational trips.

## Part 4

You will hear a conversation between a 60-year-old father and his two children, John and Sally. For questions 24-30, choose the best answer (A, B or C).

- 24 Where are they?  
A at Sally's place  
B at the father's flat  
C at a restaurant

	24
--	----

- 25 John prefers  
A simple food.  
B fish.  
C sauces.

	25
--	----

- 26 How often does the father see his children?  
A twenty times a year  
B at least twice a month  
C once or twice a year

	26
--	----

- 27 Why doesn't Sally visit her father at weekends?  
A She is busy.  
B She travels to the country.  
C She prefers to rest at home.

	27
--	----

- 28 The father met his fiancée at  
A work.  
B his friend's house.  
C a special club.

	28
--	----

- 29 John is worried  
A that Marjory is unlike his mother.  
B because Marjory is older than him.  
C about his friends' reactions.

	29
--	----

- 30 How do John and Sally react to their father's news?  
A They are both disapproving.  
B They are sorry he's being foolish.  
C They don't think he'll be happy.

	30
--	----

## Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

- 1 You hear a woman talking about herself. What is she going to do?

A travel around the world  
 B learn to become a teacher  
 C study to be a pilot

	1
--	---
  
- 2 You hear a receptionist speaking on the telephone. Who does she work for?

A a garage  
 B the police  
 C a lawyer

	2
--	---
  
- 3 You hear a short news report. What did SS *Persian Gulf* collide with?

A a rock  
 B a ship  
 C a lighthouse

	3
--	---
  
- 4 You hear a student talking about the school dance. Who will they give the ticket money to?

A people who want to protect the environment  
 B students who are going on holiday  
 C young people who don't have parents

	4
--	---
  
- 5 You hear a telephone message from a business representative. What is he doing?

A building a flat in the Bahamas  
 B selling a flat in the Bahamas  
 C renting a flat in the Bahamas

	5
--	---
  
- 6 You hear a critic talking on a discussion programme. What is he discussing?

A a film  
 B a book  
 C a radio programme

	6
--	---
  
- 7 You hear a man talking to his friend Ken. What has Ken done?

A made other plans  
 B been training  
 C done the gardening

	7
--	---
  
- 8 You bought a CD player for your car but it doesn't work. You telephone the dealer and hear a message. What should you do?

A call the new number  
 B leave a message  
 C wait to speak to someone

	8
--	---

## Part 2

You will hear a radio interview with a woman called Juliet Mills, who talks about drinking and alcohol. For questions 9-18, complete the sentences.

Juliet Mills says we started drinking alcohol  **9** ago.

She says alcohol helps people relax and become more sociable and

**10**

Doctors say that a little alcohol can be good for your

**11**

Every year, several thousand British people die from

**12**

Alcohol produces a feeling of well-being because it provides a rush of

**13**

The effects become noticeable as soon as alcohol in your bloodstream gets to your

**14**

Converting alcohol to other substances and clearing it from the system can only be done by your

**15**

Occasional drinking is unlikely to cause permanent

**16**

Since alcohol affects the immune system,

**17** are less  
protected against various infections.

Alcohol is a leading cause of

**18** in Britain.

## Part 3

You will hear five different people talking about how they met their partners. For questions 19-23, choose from the list (A-F) what is true about each person. Use the letters only once. There is one extra letter which you do not need to use.

A This person's partner asked for a dance.

Speaker 1

	19
--	----

B This person was immediately attracted to their partner.

Speaker 2

	20
--	----

C This person didn't like their partner at first.

Speaker 3

	21
--	----

D This person's partner is a doctor.

Speaker 4

	22
--	----

E This person met their partner at work.

Speaker 5

	23
--	----

F This person's partner went to the same school.

## Part 4

You will hear part of a discussion on TV between a psychoanalyst called Mr Stone, his patient Ian and an interviewer. For questions 24-30, choose the best answer (A, B or C).

- 24 What does Mr Stone say about psychoanalysts?  
A They are cynical.  
B They have special skills.  
C They have medical training.
- |  |    |
|--|----|
|  | 24 |
|--|----|
- 25 What was Ian like before his treatment?  
A hostile  
B nervous  
C sociable
- |  |    |
|--|----|
|  | 25 |
|--|----|
- 26 To treat Ian, Mr Stone had to get to know his  
A attitude to life.  
B professional ambitions.  
C friends.
- |  |    |
|--|----|
|  | 26 |
|--|----|
- 27 What was Ian like as a boy?  
A He was not a good student.  
B He used to make fun of people.  
C He was naughty sometimes.
- |  |    |
|--|----|
|  | 27 |
|--|----|
- 28 After treatment, Ian was more  
A confident.  
B introverted.  
C honest.
- |  |    |
|--|----|
|  | 28 |
|--|----|
- 29 How does Ian feel about the future?  
A worried  
B optimistic  
C nervous
- |  |    |
|--|----|
|  | 29 |
|--|----|
- 30 What can someone do to solve their problems?  
A travel to another country  
B take up another profession  
C seek help from a relative
- |  |    |
|--|----|
|  | 30 |
|--|----|

## Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear a woman talking about going to London. How will she travel?

- A by train
- B by car
- C by coach

	1
--	---

2 You hear a woman explaining how to make tea. What does she suggest?

- A use warm water
- B heat the pot
- C brew for a minute

	2
--	---

3 You hear a man talking to his wife.  
How does he intend to contact local companies?

- A by phoning them
- B by writing to them
- C by visiting them

	3
--	---

4 You hear a conversation between two people. Where does it take place?

- A in a shop
- B in a bank
- C in a taxi

	4
--	---

5 You hear an announcement on an aircraft.  
What is it informing passengers about?

- A a holdup
- B the entertainment available
- C the latest news

	5
--	---

6 You hear a recorded telephone message. Who have you phoned?

- A a bank
- B a clothing company
- C a post office

	6
--	---

7 You hear part of a speech. Where does the speech take place?

- A a birthday party
- B a christening
- C a wedding

	7
--	---

8 You hear a conversation in a dress shop.  
What does Brenda think about the red dress?

- A It is too long.
- B It doesn't suit her.
- C It makes her look short.

	8
--	---

## Part 2

You will hear part of a travel show on the radio about a competition for listeners. For questions 9-18, complete the sentences.

The competition's  **9** is a visit to a castle in Bavaria.

The castles Walt Disney put in his  **10** were modelled on Neuschwanstein castle.

The winner's holiday in Germany will last  **11**

King Ludwig II, who was called the ' **12**' built the castle in 1881.

Every year, over  **13** tourists visit the castle.

Don Leek has made 10 porcelain models of the castle, which are painted  **14**

To win the competition, listeners must name the people and places mentioned on the  **15**

To enter, listeners should send a  **16** to the studio with their answers.

Professional  **17** organise all the activities mentioned.

The winner will also receive  **18** as spending money.

## Part 3

You will hear descriptions of five different hotels and the holidays they offer. For questions 19-23, choose from the list (A-F) which statement applies to each hotel. Use the letters only once. There is one extra letter which you do not need to use.

A It would suit guests who like fishing and hunting.

Hotel 1

	19
--	----

B It would suit guests who prefer holidays in a city.

Hotel 2

	20
--	----

C It would suit guests who want to visit places of historical interest.

Hotel 3

	21
--	----

D It would suit guests who enjoy sailing and scuba diving.

Hotel 4

	22
--	----

E It would suit guests who want to keep fit and active.

Hotel 5

	23
--	----

F It would suit guests who enjoy fine food.

## Part 4

You will hear a discussion between a teacher and Mrs Bromley, a student's mother, about her son Billy. For questions 24-30, choose the best answer (A, B or C).

- 24 Why has the teacher asked to see Mrs Bromley?  
A to offer Billy help preparing for his exams  
B to discover why Billy's personality has changed  
C to discuss Billy's poor standard of homework
- |  |    |
|--|----|
|  | 24 |
|--|----|
- 25 How has Billy reacted to his brother leaving home?  
A He's become closer to his parents.  
B He spends more time alone at home.  
C He is studying to go to university.
- |  |    |
|--|----|
|  | 25 |
|--|----|
- 26 What is a possible consequence of children watching violent films?  
A They can't think about other things.  
B They don't sleep well.  
C They act out scenes from the film.
- |  |    |
|--|----|
|  | 26 |
|--|----|
- 27 What solution to the problem does the teacher suggest?  
A Billy should take his friends home.  
B Billy should seek professional help.  
C Billy should stop seeing his new friends.
- |  |    |
|--|----|
|  | 27 |
|--|----|
- 28 Mrs Bromley is upset because she feels that she  
A has let her son down.  
B can't trust her son.  
C needs help to be a good mother.
- |  |    |
|--|----|
|  | 28 |
|--|----|
- 29 How does the teacher feel about finding a solution?  
A shocked  
B anxious  
C optimistic
- |  |    |
|--|----|
|  | 29 |
|--|----|
- 30 According to the teacher, parents  
A don't take their children's exam success seriously.  
B don't want to know if their children have problems.  
C aren't always aware of their children's problems.
- |  |    |
|--|----|
|  | 30 |
|--|----|

## Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear a news item. If the workers don't get what they want, what will happen?

- A more warnings
- B more inflation
- C more strikes

	1
--	---

2 You hear a man talking on the telephone. Who is he talking to?

- A a farmer
- B a lorry driver
- C a policeman

	2
--	---

3 You hear two women talking. Where do they agree to go to?

- A a cinema
- B a theatre
- C a restaurant

	3
--	---

4 You hear an announcement in a department store. You want to buy a pair of shoes. Where should you go?

- A to the third floor
- B to the ground floor
- C to the second floor

	4
--	---

5 You hear two business colleagues talking. Who is senior?

- A John Jameson
- B Michael Jones
- C They have the same status.

	5
--	---

6 You hear a young man talking. Why does he write poetry?

- A because he's stressed
- B because he's happy
- C because he's angry

	6
--	---

7 You hear a woman talking on the telephone. What does she finally agree to do?

- A resell the tickets
- B give back the money
- C issue different tickets

	7
--	---

8 You hear a man talking about his holiday. How did he travel?

- A on foot
- B by bike
- C by car

	8
--	---

## Part 2

You will hear a man on the radio paying tribute to someone called Gerald Durrell, who has recently died. For questions 9-18, complete the sentences.

Gerald Durrell wrote more than  **9** about his life.

Gerald thought other people didn't take risks because they didn't have enough

**10**

Although he was born in India, Gerald Durrell moved to Britain when

**11** died.

From an early age, Durrell was a keen  **12** of animals and insects.

*My Family and Other Animals* is a book about Gerald Durrell's

**13** adventures on Corfu.

This best-selling book was later made into a TV

**14**

He was the founder of Jersey  **15** as well as the World Wildlife Fund.

His natural talent as a  **16** and mimic helped his public speaking.

It can be said that today's  **17** movement is largely the result of Gerald Durrell's efforts.

One side of his character was the good  **18** which can be found in his books.

## Part 3

You will hear descriptions of five different walks planned for the guests of a hotel. For questions 19-23, choose from the list (A-F) which statement applies to each walk. Use the letters only once. There is one extra letter which you do not need to use.

A This walk includes a guided tour.

B This walk takes people underground.

C This walk needs special clothing.

D This walk includes a swim in the river.

E This walk includes a trip on water.

F This walk includes refreshments.

Walk 1

	19
--	----

Walk 2

	20
--	----

Walk 3

	21
--	----

Walk 4

	22
--	----

Walk 5

	23
--	----

## Part 4

You will hear a conversation between a young woman called Sarah Edwards, her mother Mrs Allen and Mike Hughes, the organiser of an aerobics class. For questions 24-30, choose the best answer (A, B or C).

- 24 Why has Sarah arrived early?  
A She has changed to an earlier class.  
B She has brought her mother to talk to Mike.  
C She wants to join the aerobics class. 

	24
--	----
- 25 Mrs Allen is worried because  
A her daughter has told her how difficult the classes are.  
B she doesn't think she'll have enough time.  
C she feels she is too old to join the class. 

	25
--	----
- 26 Mike Hughes reassures Mrs Allen by telling her she can choose  
A whether or not to do strenuous exercises.  
B the pace at which she does the exercises.  
C to join a special class for older people. 

	26
--	----
- 27 What does Mike Hughes suggest?  
A that she try out one of the classes before signing up  
B that she sign up for classes straight away  
C that she take her money back if she is not satisfied 

	27
--	----
- 28 How does Mrs Allen react to his offer?  
A She still seems undecided.  
B She decides to start classes immediately.  
C She turns it down. 

	28
--	----
- 29 What does the gym offer its clients?  
A plastic surgery  
B advice about what to eat  
C advice on medical problems 

	29
--	----
- 30 Mike thinks he may appear too  
A happy.  
B committed.  
C forceful. 

	30
--	----

## Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear a news item about a man who has just been given an award.

Why was he given the award?

- A for shooting a man
- B for holding up a restaurant
- C for catching a robber

	1
--	---

2 You hear an announcement. You have left your car in the car park for 40 minutes. How much will you pay?

- A nothing
- B 50p
- C £1

	2
--	---

3 You hear two men talking. Where are they?

- A in a factory
- B in a garage
- C in a supermarket

	3
--	---

4 You hear two women called Vera and Jane talking. What does Vera think of Tony?

- A He's talkative.
- B He's polite.
- C He's mean.

	4
--	---

5 You hear part of a university lecture. Which subject is the lecture about?

- A Law
- B Medicine
- C History

	5
--	---

6 You hear an introduction on a TV show. What kind of show is it?

- A a documentary
- B a game show
- C a chat show

	6
--	---

7 You hear a radio announcement. Who is Mr Hill?

- A a hospital patient
- B a criminal
- C a holiday maker

	7
--	---

8 You hear a woman talking to her husband. What will she buy?

- A dog food
- B olive oil
- C cheese

	8
--	---

## Part 2

You will hear a man called Wilhelm Zeppelin talking on the radio about his great-grandfather Ferdinand. For questions 9-18, complete the sentences.

Wilhelm Zeppelin is  **9** that Ferdinand von Zeppelin is still so famous.

Ferdinand von Zeppelin began making airships more than  **10** ago.

Ferdinand was originally a  **11**, not an inventor.

While visiting  **12** as a young man, Ferdinand flew in an 'aerostat', an early form of balloon.

After this, he became interested in making a  **13** which could carry passengers around the world.

His first patent described the airship he had designed as a flying  **14**

Unlike balloons, Ferdinand's airship had  **15** so it could fly into the wind.

The  **16** of his airship LZ-1 took place on 2 July 1900.

The German  **17** asked him to build a fleet of airships.

Zeppelin wanted his airships to be used for travel rather than only for  **18**

## Part 3

You will hear descriptions of five different days from the itinerary of a tour of Russia. For questions 19-23, choose from the list (A-F) which statement applies to each day. Use the letters only once. There is one extra letter which you do not need to use.

A On this day you don't have a specific programme to follow.

B On this day you travel on water as well as by road.

C On this day you learn to do some traditional crafts.

D On this day you can choose to listen to music.

E On this day you can buy local souvenirs.

F On this day there is a surprise event in the evening.

Day 1 

	19
--	----

Day 2 

	20
--	----

Day 3 

	21
--	----

Day 4 

	22
--	----

Day 5 

	23
--	----

## Part 4

You will hear a sociology lecturer talking about shopping habits. For questions 24-30, choose the best answer (A, B or C).

- 24 What were shops like in the past?  
A They specialised in goods for families.  
B Their goods cost much less than today.  
C They often had a limited range of goods.
- |  |    |
|--|----|
|  | 24 |
|--|----|
- 25 What is shopping like today?  
A There are price reductions all the time.  
B Most shops can only be reached by car.  
C There are similar shops in most towns.
- |  |    |
|--|----|
|  | 25 |
|--|----|
- 26 What is the most popular method of payment today?  
A cash  
B credit card  
C cheque
- |  |    |
|--|----|
|  | 26 |
|--|----|
- 27 Why is shopping on the Internet popular?  
A It's convenient and time-saving.  
B The staff are helpful.  
C There are fewer new shops opening.
- |  |    |
|--|----|
|  | 27 |
|--|----|
- 28 Why is Internet shopping good for older people?  
A They can learn to use computers.  
B It is not as tiring as going to the shops themselves.  
C Shopping in supermarkets is more expensive.
- |  |    |
|--|----|
|  | 28 |
|--|----|
- 29 Shoppers may not like ordering on the Internet because  
A pictures of the goods are often unclear.  
B goods may not be the quality you expect.  
C orders take a long time to arrive by post.
- |  |    |
|--|----|
|  | 29 |
|--|----|
- 30 What does the lecturer believe?  
A There are too many disadvantages to Internet shopping.  
B Internet shopping will be less popular in the future.  
C Shopping habits will continue to change.
- |  |    |
|--|----|
|  | 30 |
|--|----|

## Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear two answerphone messages.  
After the messages, what is Nick supposed to do?

- A visit his mother
- B take his mother to Blackpool
- C phone Jenny

	1
--	---

2 You hear an advertisement for a supermarket.  
What does it suggest you should buy?

- A Asdaway products
- B popular products
- C half-price products

	2
--	---

3 You hear a short news item. Why did a doctor stop at Alan's house?

- A His car had broken down.
- B He was lost.
- C The house was on fire.

	3
--	---

4 You hear a girl talking to her mother.  
What does she think of her mother's suggestions?

- A One dish is too fattening.
- B One dish needs too much cooking.
- C One dish is too complicated.

	4
--	---

5 You hear a receptionist talking on the phone. Where does she work?

- A a college
- B an accountant's office
- C a doctor's surgery

	5
--	---

6 You hear someone addressing a crowd of people. Where are they?

- A at a building site
- B at a road accident
- C outside a burning building

	6
--	---

7 You hear two men, Alan and Jim, talking about a tree. Who will keep the tree?

- A Alan
- B Jim
- C Steve

	7
--	---

8 You hear a chef on a TV cookery programme.  
Why doesn't she make brownies very often?

- A They are hard to resist.
- B They are too moist.
- C They are very heavy.

	8
--	---

## Part 2

You will hear a radio programme on which the host, Gordon Joyce, talks to a woman called Maggie Forbes about food packaging. For questions 9-18, complete the sentences.

Gordon says that, until quite recently, most food packaging consisted of a brown

	9
--	---

Plastic packaging is supposed to keep food

	10	and so make it better.
--	----	---------------------------

Maggie Forbes is in charge of packaging and

	11	for a chain of supermarkets.
--	----	---------------------------------

She says that 30-50% of food is wasted in countries without modern packaging and

	12	systems.
--	----	----------

In contrast, Maggie says, people in Europe throw away no more than

	13	of food nowadays.
--	----	-------------------

Maggie claims plastic packaging saves money, but Gordon suggests that it is a

	14
--	----

Maggie says food stored in the

	15	should be wrapped in plastic to prevent loss of water content.
--	----	---

She points out that glass and stone containers are easily broken and very

	16
--	----

She says that plastic packaging prevents food smelling and

	17	bacteria which cause food poisoning.
--	----	--------------------------------------

Gordon is worried that plastic bags have a very bad effect on the

	18
--	----

## Part 3

You will hear five different horoscopes on the radio. For questions 19-23, choose from the list (A-F) what each horoscope says. Use the letters only once. There is one extra letter which you do not need to use.

- A You will have a difficult year.
- B You should think about getting married.
- C You can meet new companions.
- D You should take care at work.
- E You might get promoted.
- F You are good with money.

Horoscope 1

	19
--	----

Horoscope 2

	20
--	----

Horoscope 3

	21
--	----

Horoscope 4

	22
--	----

Horoscope 5

	23
--	----

## Part 4

You'll hear a radio interview with Doctor Ramsdale about keeping healthy. For questions 24-30, choose the best answer (A, B or C).

24 According to Dr Ramsdale, how does life today differ from the past?

- A People rarely visit the doctor.
- B People have more money.
- C People are healthier.

	24
--	----

25 Dr Ramsdale advises people to

- A cook food without fat.
- B check their blood pressure.
- C learn about heart disease.

	25
--	----

26 What does Dr Ramsdale say could help fat teenagers?

- A They should eat regularly and often.
- B They should learn more about food.
- C They should count their calories.

	26
--	----

27 According to Dr Ramsdale, nowadays children

- A eat too many potatoes.
- B enjoy playing outside.
- C are usually inactive.

	27
--	----

28 What does Dr Ramsdale feel children today are like?

- A independent
- B capable
- C spoilt

	28
--	----

29 What should people do if they suffer from stress or depression?

- A improve the way they live
- B take pills prescribed by the doctor
- C buy fewer expensive possessions

	29
--	----

30 What does Dr Ramsdale believe?

- A Changing your lifestyle is worth the extra money.
- B It is not difficult to adopt a better lifestyle.
- C People should visit their doctor less often.

	30
--	----

The background features a large, flowing teal graphic that starts as a thin line at the top left, curves down and across the middle, and then rises back up towards the bottom right. The teal has a slight gradient and a soft, watercolor-like texture.

# Speaking Sets

for the revised

Cambridge ESOL FCE

examination

## Word power

### • Houses

1 Use the vocabulary to describe the houses in the pictures.

#### SIZE

small, cramped,  
medium-sized, spacious,  
three-bedroom, huge

# Home



#### FEATURES

garage, garden, central  
heating, thatched roof,  
balcony, lift, stairs,  
fireplace, nice view

#### STYLE

traditional, old, modern

#### COST

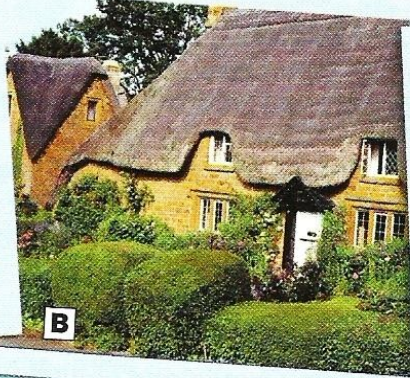
cheap, a bargain,  
reasonably priced, low/  
average/high-priced,  
expensive

#### TYPES

terraced, bungalow,  
mansion, flat, cottage,  
semi-detached,  
detached, villa,  
townhouse



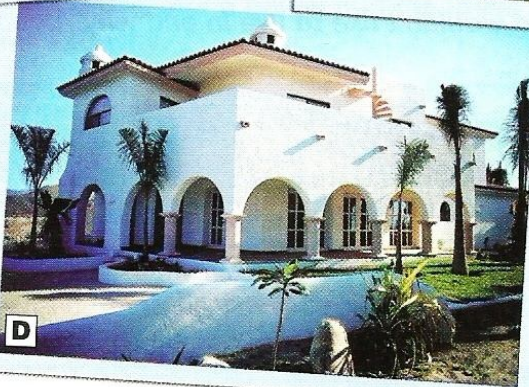
A



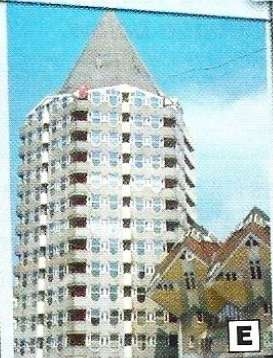
B



C



D



E



F

► In picture A, I can see a **modern semi-detached** home. It looks quite spacious and probably has two or three bedrooms. It has a small front **garden** and a **garage**. I think it's **reasonably priced**.

## Developing your speaking skills

### • Preferences/Comparisons

- 2 Use the ideas from the table and the useful language below to talk about the pros and cons of houses and flats.

	PROS	CONS
flats	economical, cheap to heat, easy to clean, comfortable, cosy, low security risk, conveniently located for public transport, easy to maintain	lack of space, no garden, offer no privacy, thin walls, noisy, no individuality
houses	lots of storage space, pleasant surroundings, good investment, roomy	expensive to maintain, less secure, isolated, costly to heat, difficult to clean

### Useful language

listing advantages	a good thing about, one advantage is, one important thing is, the best thing about
adding advantages/disadvantages	moreover, in addition, furthermore, also, as well, too
listing disadvantages	a bad thing about, one disadvantage is, the worst thing about, it's a bit/rather
contrasting advantages/disadvantages	but, however, on the other hand

- ▶ *The best thing about flats is that they are economical. They are cheap to heat and quite easy to maintain. Often, flats are conveniently located for public transport such as buses and trains. On the other hand, they can be small and have a lack of space. Also, they have no garden so they are not really suitable for families with children.*

- 3 In pairs, discuss which type of dwelling you would and wouldn't like to live in and why. Use the ideas from Ex. 2 and the useful language below.

### Useful language

Expressing Preferences	Making Comparisons
I'd prefer, I'd rather, I'd like, I'd fancy, I'm keen on, I (don't) think I'd, I wouldn't like, I wouldn't fancy, If I had a choice I'd ...	more (expensive) than, as (expensive) as, less (expensive) than, twice/three times as (expensive) as

- ▶ A: *I'd like to live in a flat, as they are economical. They are cheap to heat and easy to maintain.*  
 B: *Really? I'd prefer to live in a house because they're usually in pleasant surroundings.*

## Word power

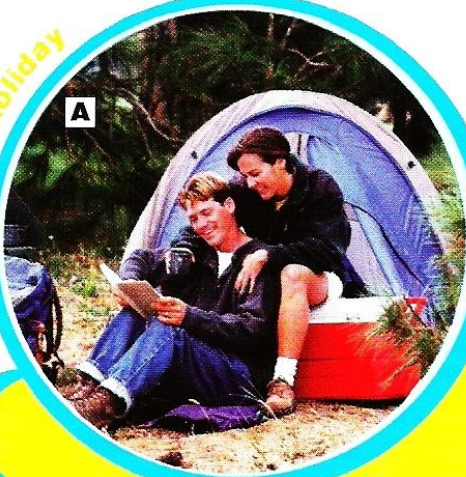
### • Holidays

1 Look at the pictures. On which of the holidays could you

- enjoy nature?
- visit galleries/museums/ancient ruins/historical sites?
- have an opportunity to meet new people?
- sample local dishes?
- hear a new language?
- experience a different lifestyle?
- buy handmade souvenirs?
- compare cultures?
- spend pleasant hours in cafés/restaurants/shops?
- cook in the great outdoors?
- appreciate wildlife?

sightseeing holiday

camping holiday



► On a camping holiday I could enjoy nature.

## Developing your speaking skills

### • Agreeing/Disagreeing

2 Use the expressions below and the ideas in Ex. 1 to discuss which of the two holidays you would prefer and why.

### ○ Useful language

#### Agreeing

I completely agree because ...  
Yes, that's right. I couldn't agree more.  
There's no doubt about that.

#### Disagreeing






I see what you mean, but ...  
I agree up to a point, but ...  
That's a good point. However ...  
I'm afraid I don't agree because ...

- A: *If I had a choice, I think I'd go on the camping holiday because it would give me a chance to enjoy nature.*  
B: **That's a good point. However,** I'd choose the sightseeing holiday because then I could visit galleries and museums.

## Word Power

### • Holiday equipment

3 Underline the items you don't think you would need on the following types of holidays.

1	skiing holiday		ski jacket, <u>dinner jacket</u> , skis, ski goggles, <u>bush hat</u> , ski boots, <u>shorts</u>
2	mountaineering holiday		map, jacket, rubber ring, compass, swimming costume, rope, gloves
3	yachting holiday		life jacket, ropes, camera, sunscreen, hat, riding boots, tennis racket
4	seaside holiday		raincoat, snorkel, fishing rod, flippers, umbrella, mittens, towel
5	touring holiday		walking boots, car, travellers cheques, map, parachute, net, bait
6	safari holiday		map, insect repellent, binoculars, wet suit, evening gown, hammock
7	camping holiday		oxygen, tent, camping stove, sleeping bag, tinned food, matches, whistle
8	fishing holiday		fishing rod, bait, saddle, hairdryer, net, hooks, goggles

## Developing your speaking skills

### • Expressing Choice/Reason/Purpose

4 Choose a type of holiday from Ex. 3. Use the list of items and some of the useful language below to discuss in pairs what you would and wouldn't take with you, giving reasons for your choices. You can also use your own ideas.

### ○ Useful language

choice	I'd definitely, I might (not), It'd be a good idea, I'd consider, I wouldn't bother, I don't think I'd, I'd also
reason/purpose	because, since, to, in case, so (that), as

- A: If I went on a safari holiday, I'd **definitely** take sunscreen with me **as** the sun is very dangerous.  
 B: I agree with you. I'd **also** take binoculars **so that** I could see animals that were far away.  
 A: Yes, that's right. I **wouldn't bother to** take a map **because** we would have a guide with us.

# Speaking Test

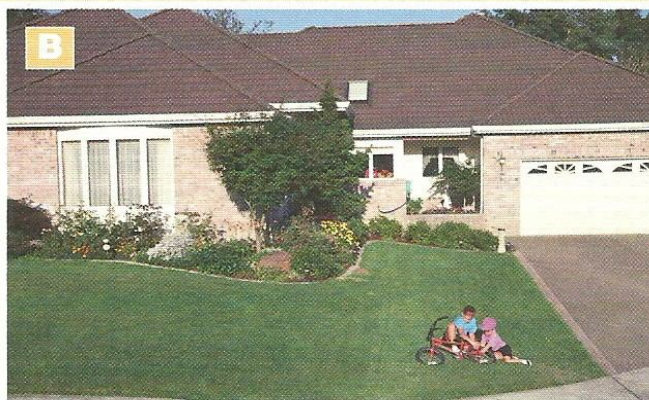
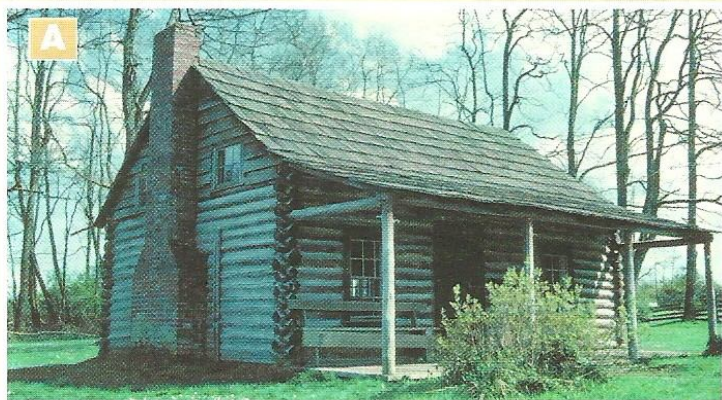
1

## Part 1 Talking about general topics (3 minutes)

- How long have you been learning English?
- What do you find easy/difficult about learning English?
- How will you use your English in the future?
- How do you think your knowledge of English will help you find a job?

## Part 2 Monologue (4 minutes)

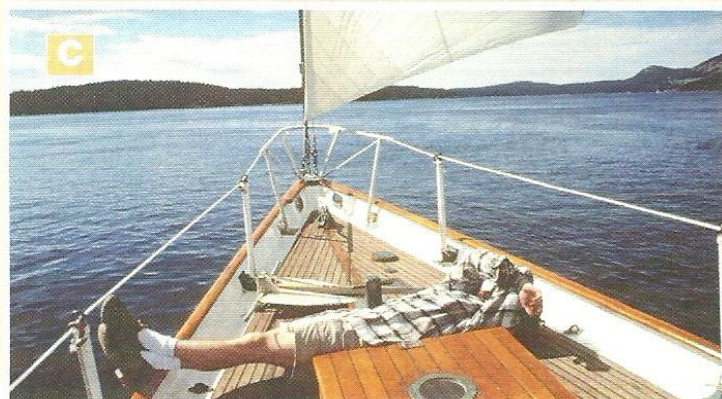
What might it be like to live in homes like these?



**Candidate A:** Compare the pictures and say **what it might be like to live in homes like these.** (1 minute)

**Candidate B:** Which of these homes would you prefer to live in? (20 seconds)

Why do you think people choose holidays like these?



**Candidate B:** Compare the pictures, and say **why you think people choose holidays like these.** (1 minute)

**Candidate A:** Would you choose either of these holidays or something else? (20 seconds)

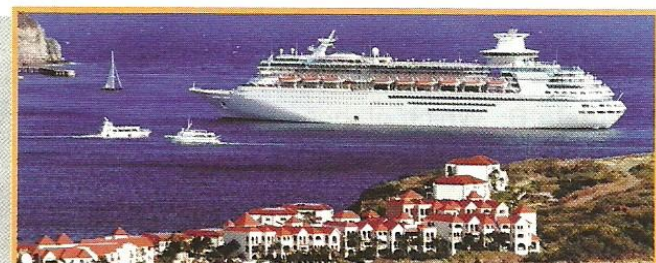
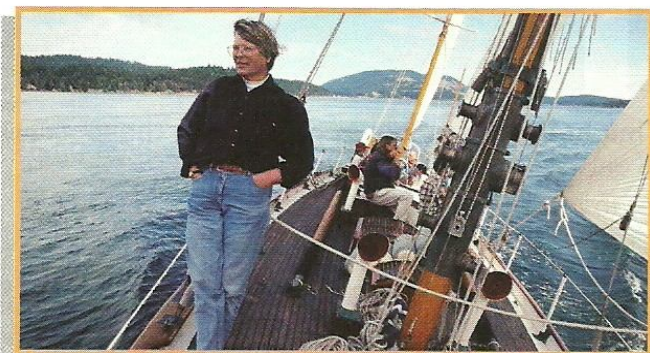
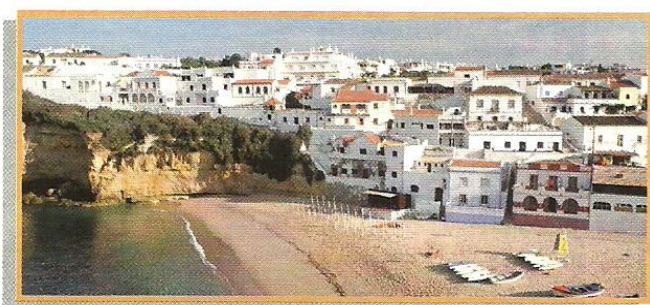
### Model Interview:

Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?

### Part 3 Decision making (pairwork) (3 minutes)

An older couple is going away on holiday for their 40<sup>th</sup> wedding anniversary. Here are some of the suggestions they are considering.

- How enjoyable might these suggestions be for older people?
- Which two would be the most suitable.



### Part 4 Discussing in pairs (4 minutes)

- Would you like to go on any of these holidays? Why?
- Do you prefer winter or summer holidays? Why?
- Do you like going away with your family? Why/why not?
- What sort of holiday do people from your country prefer?
- Why do you think young people choose different holiday destinations from older people?
- Some people think that going on holiday is more tiring than staying at home. Do you agree?

#### Model Interview:

Listen to two candidates doing the speaking task in Parts 3 and 4 and answer the questions.

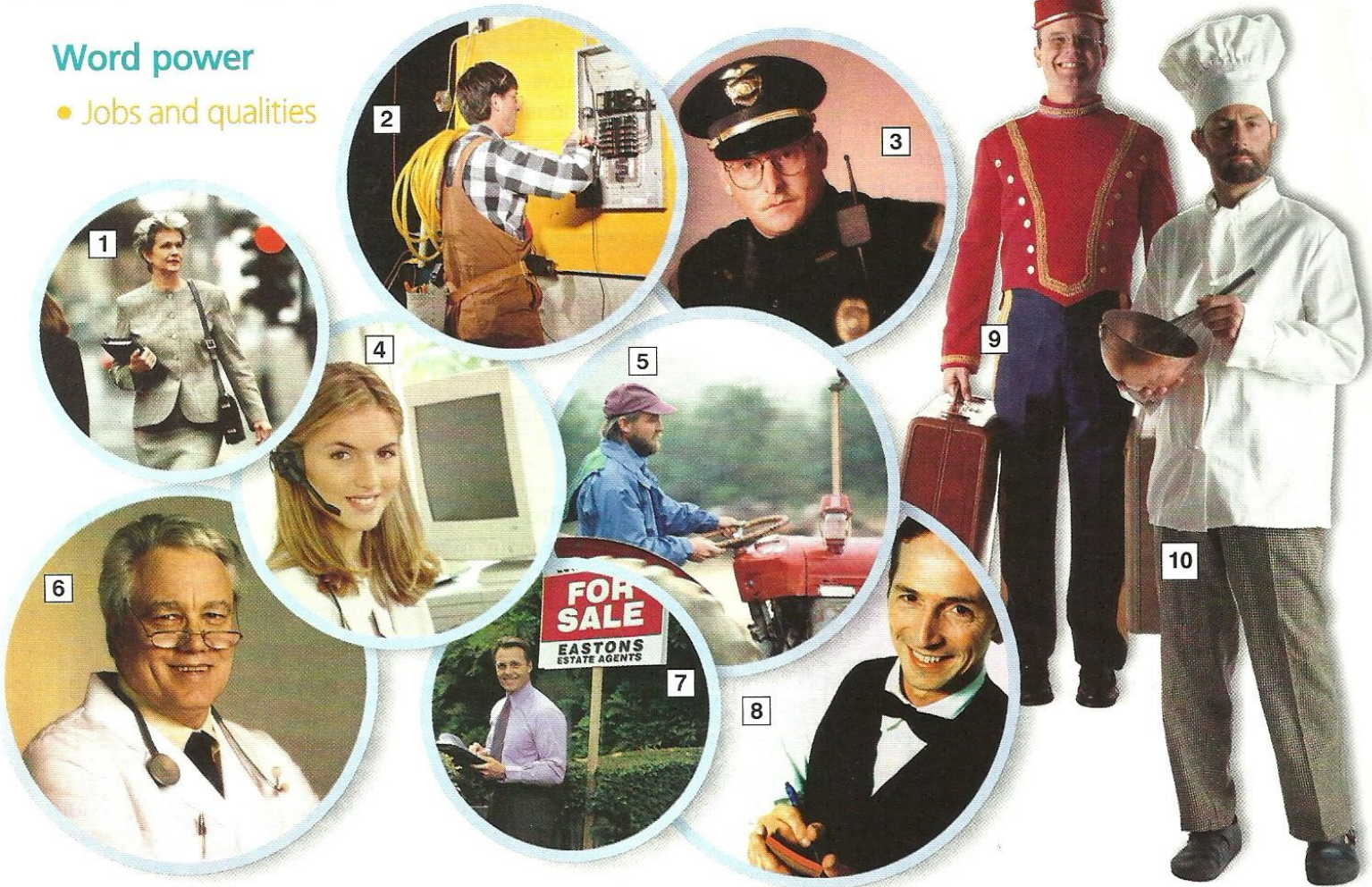
**Part 3** 1 Which types of holiday do the candidates suggest for the older couple? Which two do they choose and what reasons do they give to support their decision?

**Part 4** 2 What sort of holiday do people from the candidates' countries prefer?

3 Why do the candidates think young people's choice of holiday destination differs from that of older people? What reasons do they give to justify their answers?

## Word power

### • Jobs and qualities



1 a) Which of the following jobs can you see in the pictures?

- |              |                  |             |                      |
|--------------|------------------|-------------|----------------------|
| • doctor     | • estate agent   | • farmer    | • business executive |
| • journalist | • deep sea diver | • policeman | • scientist          |
| • builder    | • nurse          | • secretary | • lawyer             |
| • teacher    | • ballerina      | • cashier   | • mechanic           |
| • chef       | • vet            | • porter    | • electrician        |

b) Look at the jobs in Ex. 1a and answer the questions. Who ...

- |                           |                            |
|---------------------------|----------------------------|
| • works 9 to 5?           | • works indoors?           |
| • works with their hands? | • gets a commission?       |
| • works in an office?     | • gets a high salary?      |
| • gets tips?              | • has flexible hours?      |
| • works in a hospital?    | • does shift work?         |
| • works outdoors?         | • wears a uniform at work? |

2 a) Underline the adjective that best fits each of the sentences.

- A good teacher is always **reliable/alert/patient/honest/competitive** with students.
- A ballet dancer must be very **fit/energetic/calm** to cope with the long hours of training and energetic performances.
- Waiters need to be **strong/skilful/polite/imaginative** to ensure customers enjoy their meal out.
- Secretaries need to be **courageous/disciplined/organised/confident** to run an office efficiently.
- Nurses should be **curious/flexible/adaptable/dedicated** and always put their patients' welfare first.
- Architects need to be **persuasive/imaginative/cautious/outgoing** in detail while designing.

b) Use the adjectives to discuss what qualities are needed for the following jobs. Give reasons.

JOBS	QUALITIES
chef estate agent business executive police officer electrician secretary	motivated, imaginative, confident, practical, cautious, flexible, honest, tactful, fit, alert, able to remain/stay calm, disciplined, organised, courageous, persuasive, curious, responsible, sociable, energetic, polite, skilled, able to work in a team

► A chef needs to be **imaginative** so that he can design menus and present his cooking in an attractive way. He also needs to be able to stay calm while working under pressure especially during weekends.

### Developing your speaking skills

• Likes/Dislikes/Neutrality

3 Read the table below. Then tell your partner which of the jobs appeals to you the most and the least. Use the useful language below. You can also use your own ideas.

	ADVANTAGES	DISADVANTAGES
teacher	rewarding work, long holidays	involves a lot of preparation and marking
doctor	helps improve people's health, has a high income	has irregular working hours, has to deal with unpleasant situations, job is stressful
farmer	works in the open air, avoids hectic city life	relies on the weather, may get lonely and isolated
forest ranger	works in a natural environment, protects wildlife and their habitats	often works alone, faces dangers
dancer	involves travel, keeps fit	low pay, short career antisocial hours

### Useful language

Likes	Dislikes	Neutrality
I like/love/enjoy (+ -ing form/noun) ...	I don't/wouldn't enjoy/like ...	I wouldn't mind (+ -ing form) ...
I'm keen on (+ -ing form/noun) ...	I'm not keen on (+ -ing form/noun) ...	It's all the same to me if ...
The best thing about that is ...	(Nursing) is not my cup of tea.	It doesn't/wouldn't matter to me if ...
I'd love/like to (+ -ing form/noun) ...	I don't fancy (+ -ing form/noun) ...	
What I like most is ...	I hate (+ -ing form/noun) ...	
The thing I like best about ...	I can't stand (+ -ing form/noun) ...	

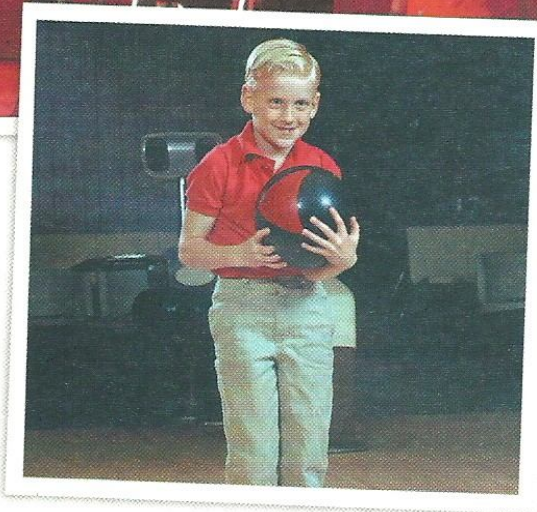
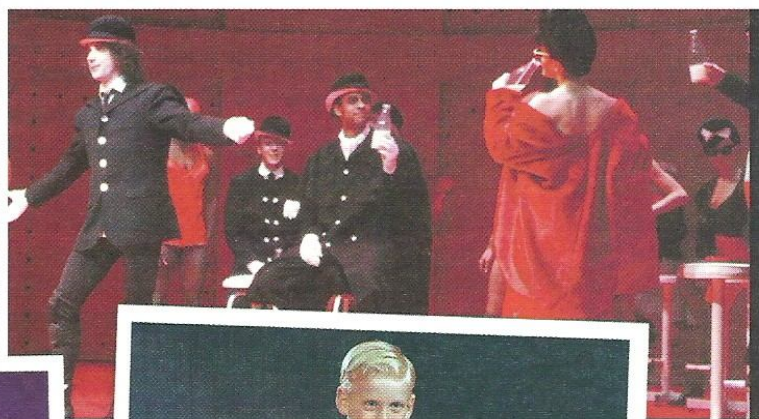
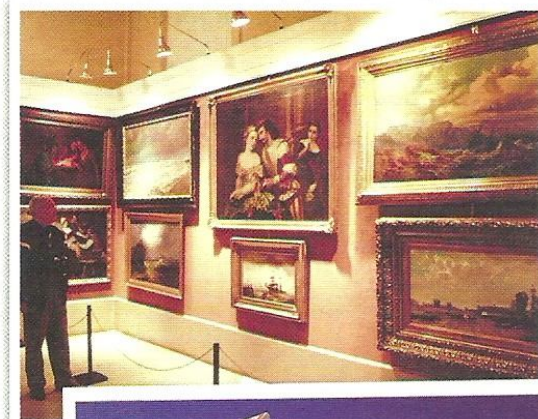
► The best thing about being a doctor is that you **help** people who need your care and attention. I **wouldn't like** to be a forest ranger because they **often work alone** and they may have to work in **dangerous conditions**.

## Word power

### • Forms of entertainment

1 Here is a list of forms of entertainment. Which ones can you see in the pictures? Can you think of any more?

- art gallery
- ballet performance
- concert
- musical
- amusement park
- cinema
- zoo
- bowling alley
- circus



2 Use the positive/negative adjectives to tell your partner why you like or dislike two of the above forms of entertainment.

### POSITIVE ADJECTIVES

interesting	exciting	thrilling
funny	educational	enjoyable
intellectual	emotional	lively
cultural	cheap	fascinating
relaxing	energetic	entertaining

### NEGATIVE ADJECTIVES

boring	noisy	cruel
dull	upsetting	expensive
loud	horrifying	frightening
tiring	childish	hazardous
crowded	dangerous	drab

► I love going bowling because it's a **lively** activity and an **enjoyable** way to socialise with friends. Going to an art gallery is not really my cup of tea because I find it dull and boring.

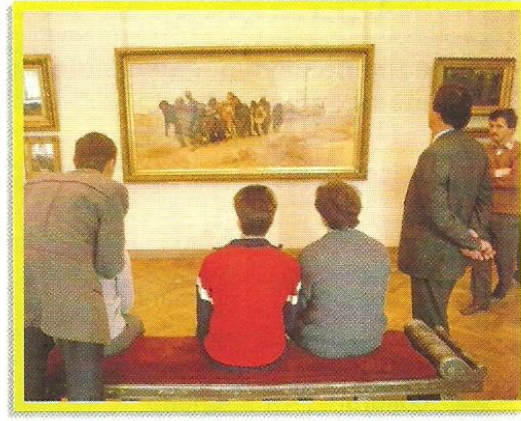
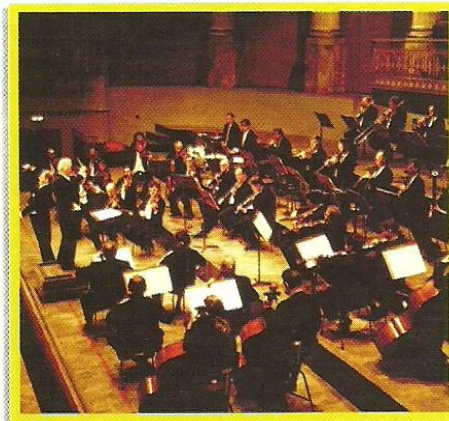
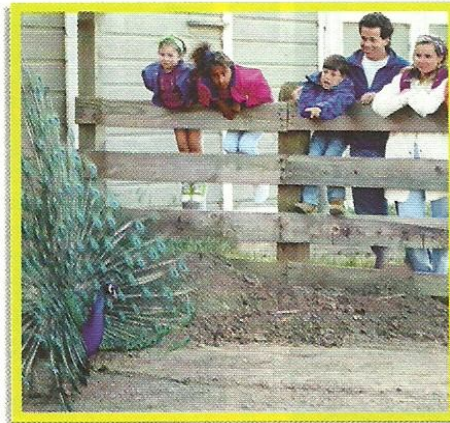
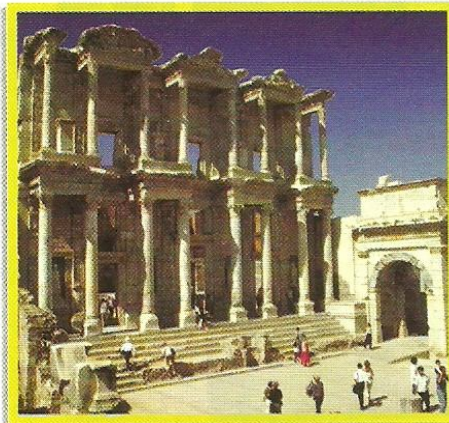
## Developing your speaking skills

### • Suggestions/Accepting/Rejecting

- 3** You are planning a one-day excursion for a group of foreign students who are visiting your school. In pairs, discuss which forms of entertainment the students might enjoy and why. Decide which two to include. Use the useful language below to help you.

#### ○ Useful language

Making suggestions	Accepting	Rejecting
How about ( <i>going to a concert</i> )?	That would be fine/great.	I don't think so. It might be too ( <i>boring</i> ).
Why don't we ( <i>go to a concert</i> )?	Yes. Let's do that.	I don't think so. How about ( <i>going to the theatre</i> ) instead?
Why not ( <i>go to a concert</i> )?	That sounds perfect.	It's a nice idea, but ...
We could (+ bare inf) ...	That's not a bad idea.	Oh, it's far too ( <i>expensive</i> ).
Perhaps/Maybe we could ...	Yes, I suppose we could do that.	There won't be time for ...
I think we should ...		I think ( <i>the concert</i> ) would be a bad choice because ...
We ought to ...		



- A: **How about** taking them to the zoo? They **could** learn about animals in our country.  
 B: **That sounds perfect.** They **could** also take lots of photographs to show back home.  
 A: ...

## Part 1 Talking about general topics (3 minutes)

- Do you have any brothers or sisters?
- What do you enjoy doing with your family?
- Do your parents go to work? What do they do?
- Are there any special occasions when all your family is together?

## Part 2 Monologue (4 minutes)

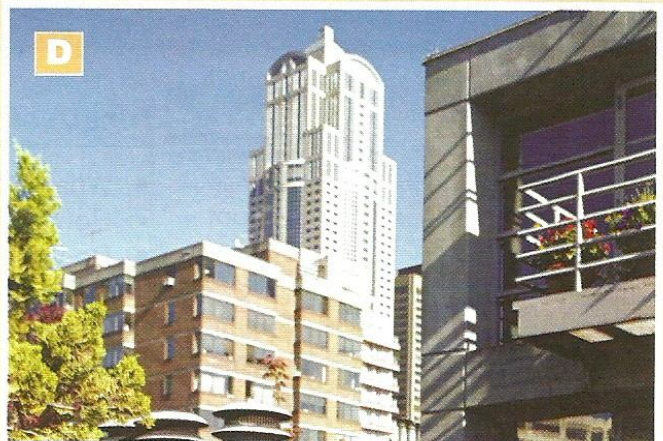
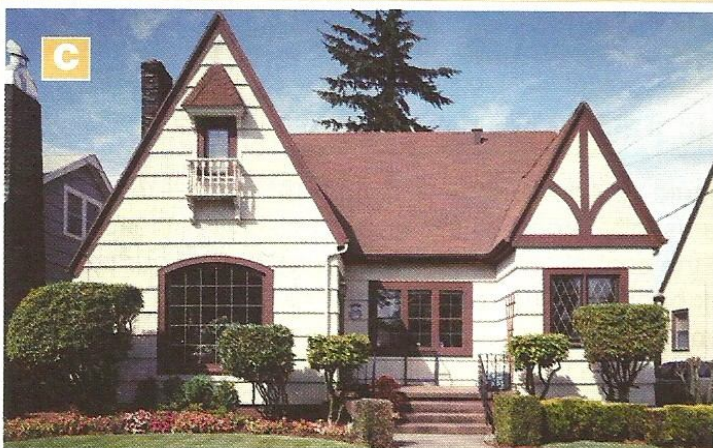
What might it be like to do jobs like these?



**Candidate A:** Compare the pictures and say **what it might be like to do jobs like these.** (1 minute)

**Candidate B:** Which of the jobs would you prefer to do? (20 seconds)

Which place is closest to your ideal home?



**Candidate B:** Compare the pictures, and say **which place is closest to your ideal home.** (1 minute)

**Candidate A:** Which place would you prefer to live in? (20 seconds)

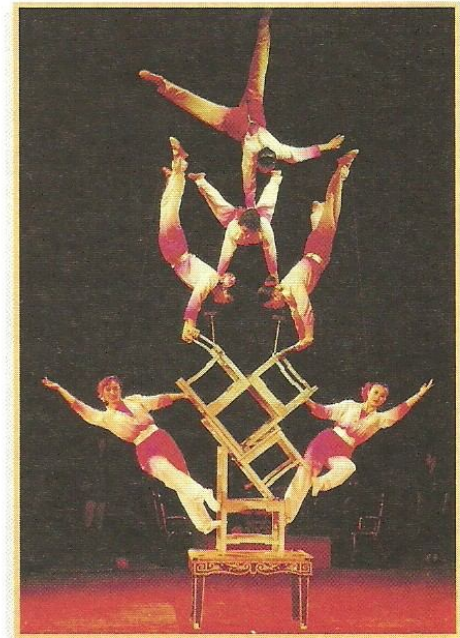
**Model Interview:**

- Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?

### Part 3 Decision making (pairwork) (3 minutes)

You are trying to decide what to do during the school holiday. Here are some suggestions on how to entertain yourselves.

- How attractive are each of the suggestions?
- Which two things will you not do?



### Part 4 Discussing in pairs (4 minutes)

- What else could you do during the holidays?
- How do you usually spend an evening out with your friends?
- Do you find the cost of entertainment reasonable in your country?
- Do you think people spend too much time and money on entertainment?
- How satisfied are you with the variety of entertainment where you live?

#### Model Interview:

Listen to two candidates doing the speaking tasks in Parts 3 and 4 and answer the questions.

**Part 3** 1 Which of the suggestions do the candidates find least attractive and why? Which two things do they decide not to do and what reasons do they give to support their decision?

**Part 4** 2 How do the candidates usually spend an evening out with their friends?

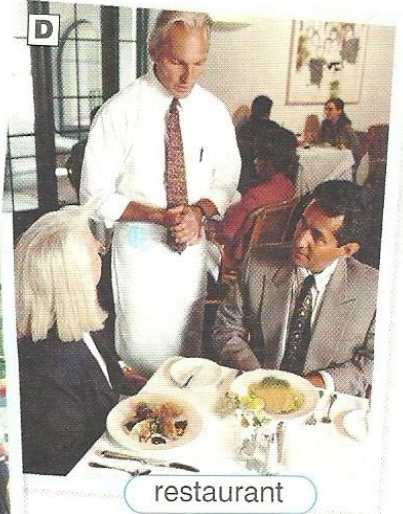
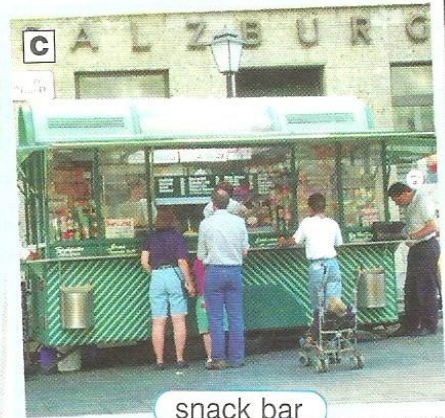
3 Are the candidates satisfied with their local entertainment facilities or not?

## Word power

### • Places to eat out

1 a) Look at the pictures. In which of the places could you

- enjoy a quiet and formal atmosphere?
- meet with other young people for a burger?
- try some traditional food?
- have some light refreshment while out shopping?
- have lunch with a business colleague?
- celebrate a special occasion?



b) How do these places compare with places to eat in your country?

► *We have a lot of cafés and fast food restaurants but not many snack bars.*

2 Using the table, choose two places to eat and say what you do or don't find appealing about them.

	▲ ADVANTAGES	▼ DISADVANTAGES
<p><b>Café'</b></p>	convenient, good place to socialise, sit outside in good weather	can be noisy and crowded, very limited menu
<p><b>FAST FOOD Restaurant</b></p>	cheap, quick service, informal atmosphere	can be crowded, unhealthy food, limited choice, noisy
<p><b>SNACK BAR</b></p>	convenient, quick service	limited choice of meals such as sandwiches and also drinks, cannot sit down
<p><b>Restaurant</b></p>	suitable for formal/special occasions, varied menu, traditional food, comfortable	more expensive, reservations sometimes necessary, quite formal

► *What I like about fast food restaurants is that you get quick service and the food is quite cheap. However, they can get noisy and crowded, and I must admit the food is rather unhealthy.*

## Word power

### • Complaints

- 3 Look at the list of complaints some people have when eating out. Can you think of any other complaints when eating out?

food	salty soup, tough/undercooked steak, overcooked vegetables, small portions
service	rude/slow waitress, (The food took ages to come.) slow
atmosphere/decor	bright light, loud music, dark and depressing
price	overcharged, extremely expensive, charged a fortune
hygiene	dirty tablecloths/glasses/cutlery, no towels in the toilets

- *Sometimes the tablecloths are stained, which is really horrible. Other diners sometimes get served before you, when it is not their turn, which is very annoying.*

## Developing your speaking skills

### • Expressing dissatisfaction

- 4 In pairs, tell each other about a time you ate out and were dissatisfied. Use the ideas from Ex. 3 and the useful language below. You can also use your own ideas.

### ○ Useful language

#### Dissatisfaction

The worst (meal) I've ever had was ..., The (service) was absolutely awful/terrible/disgraceful, I wouldn't have minded if ... but ..., What really bothered me was ...

- A: *The worst meal I've ever had was when my parents and I were on holiday this year. We went to a restaurant and **the food was absolutely terrible. They charged us a fortune for it, too.***  
B: *That's awful! I'll never forget going out for a meal on my birthday. We went to an expensive restaurant but the **steak** was so **tough** you couldn't eat it.*



# Free-time activities and hobbies 3b

## Word power

### • Free-time activities and hobbies

1 Look at the pictures. Use the key language to discuss which qualities are needed for the activities and why.



archery



fishing



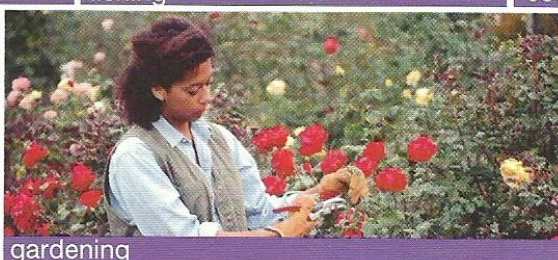
cookery



karate



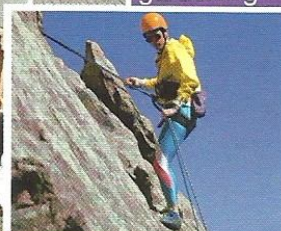
painting



gardening



stamp collecting



rock climbing

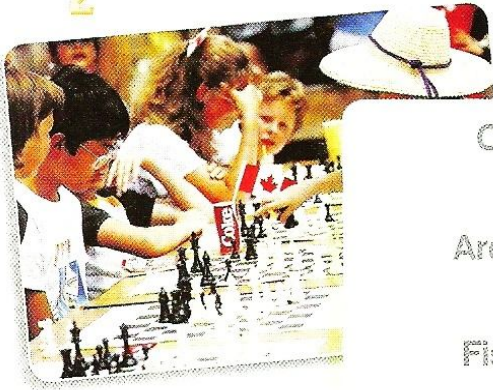


white-water rafting

KEY LANGUAGE		KEY LANGUAGE	
daring	willing to do dangerous/ difficult things	careful	giving attention to what you are doing to avoid mistakes
creative	able to invent & develop original ideas	flexible	able to change early & adapt to different conditions
patient	able to stay calm & not get annoyed if sth takes a long time	observant	paying a lot of attention to things
energetic	having a lot of enthusiasm & determination, active & not feeling tired	fit	strong and healthy
artistic	good at drawing/painting	well-organised	able to plan your activities

► If you want to do white-water rafting, you have to be **daring** and **willing to do dangerous things**.

2 In pairs, use the table to talk about the hobbies as in the example.



	GOOD POINTS	BAD POINTS
Chess	relaxing	not get any exercise
Archery	exciting, satisfying	needs special equipment, expensive
Fishing	relaxing, close to nature	takes up a lot of time
Cookery	rewarding, creative	tiring, needs a lot of equipment
Painting	relaxing, creative	needs special equipment, time-consuming
Karate	good form of exercise, challenging	high risk of injury, violent
Rock climbing	exciting, good form of exercise, rewarding	dangerous, risk of serious injury

### Useful language

#### Concession

Although/Even though + clause

... but + clause

Despite/In spite of + noun/-ing form

- ▶ *I think chess is an extremely relaxing hobby, but you don't get any exercise.*  
*Although you don't get any exercise, I think chess is an extremely relaxing hobby.*

### Developing your speaking skills

#### • Recommending

- 3 In pairs, decide which of the activities in Ex. 2 you would recommend for a) Susan, a 40-year-old housewife, b) Tony, a 30-year-old business executive, c) Bill, a teenager. Use the useful language below.

### Useful language

#### Recommending

I think he/she should try ..., I would definitely recommend (archery) for ..., He/She should avoid (rock climbing) as/since ..., I don't think (fishing) would be a good idea for ..., He/She might like to try ...

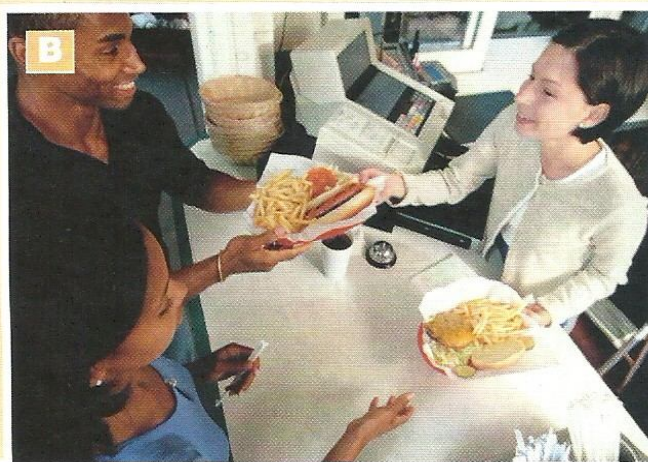
- ▶ A: *I would definitely recommend painting for Susan as it is quite creative. What do you think?*  
 B: *I agree. Painting would give her the chance to relax and create at the same time.*

## Part 1 Talking about general topics (3 minutes)

- How do you spend your free time?
- Do you think you have enough free time?
- Is there anything you would like to learn to do?

## Part 2 Monologue (4 minutes)

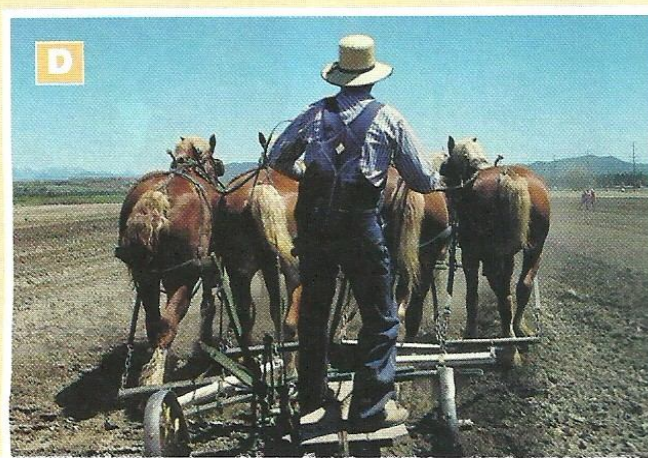
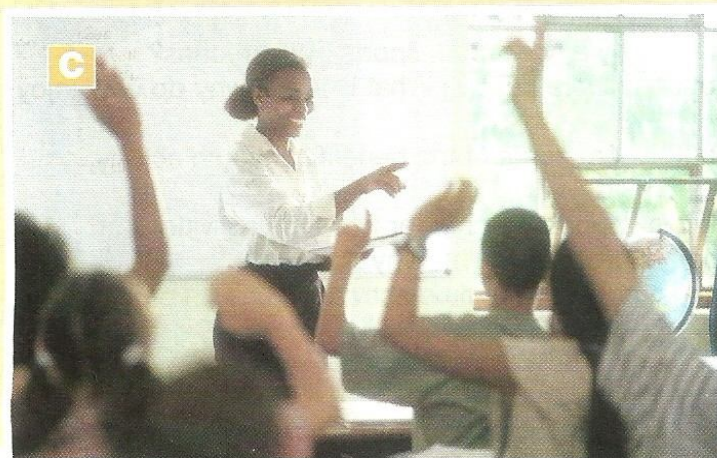
Why do people choose to eat in places like these?



**Candidate A:** Compare the pictures and say **why people choose to eat in places like these.** (1 minute)

**Candidate B:** Where would you prefer to eat? (20 seconds)

Which person has the most difficult job?



**Candidate B:** Compare the pictures and say **which person you think has the most difficult job.** (1 minute)

**Candidate A:** Which job do you find more interesting? (20 seconds)

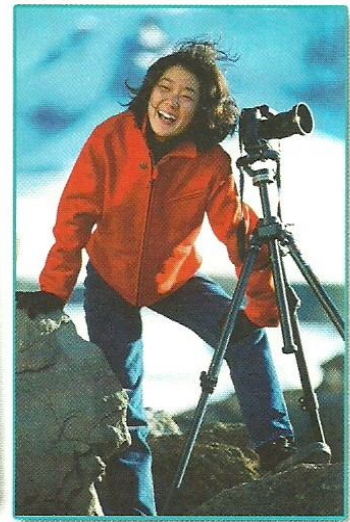
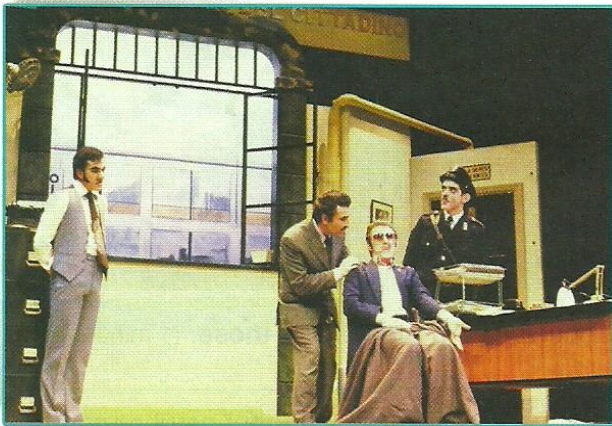
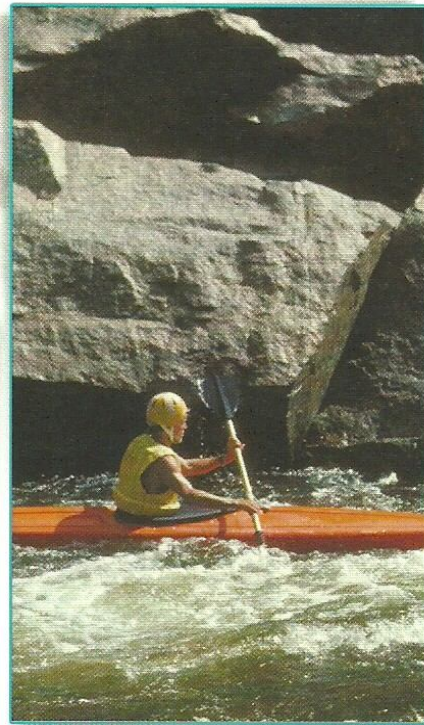
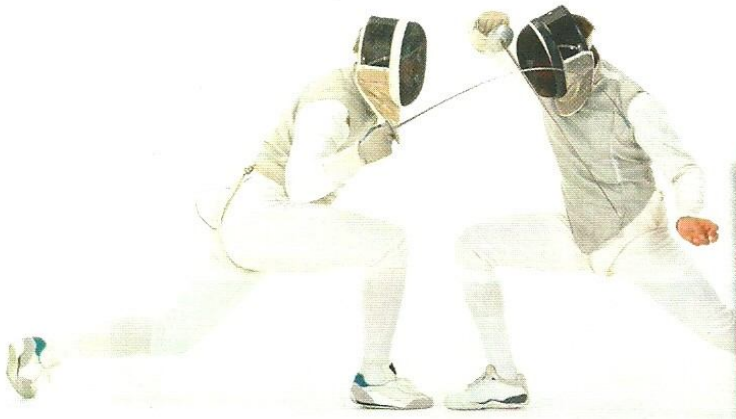
### Model Interview:

- Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?

### Part 3 Decision making (pairwork) (3 minutes)

Your local youth club is going to introduce some new activities for the teenagers in your area. You have been asked to give your opinion on the suggestions below.

- How useful do you think these activities would be for teenagers?
- Which two would be the most popular?



### Part 4 Discussing in pairs (4 minutes)

- Would you like to try any extreme sports? Which ones?
- Have you got a favourite hobby? What is it and why do you enjoy it?
- What do you think are some of the benefits of youth activity clubs?
- Do you think it is important or not for free-time activities and hobbies to be educational? (Why/Why not?)
- What is the most popular free-time activity amongst your friends?

#### Model Interview:

Listen to two candidates doing the speaking tasks in Parts 3 and 4 and answer the questions.

**Part 3** 1 Which of the suggestions do the candidates think would be most popular with the teenagers and why? What two options do they finally choose and what reasons do they give to support their choice?

**Part 4** 2 What are the candidates' opinions on the benefits of youth activity clubs? What reasons do they give to support their answers?

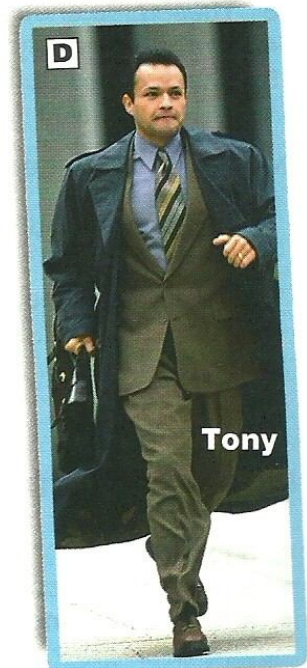
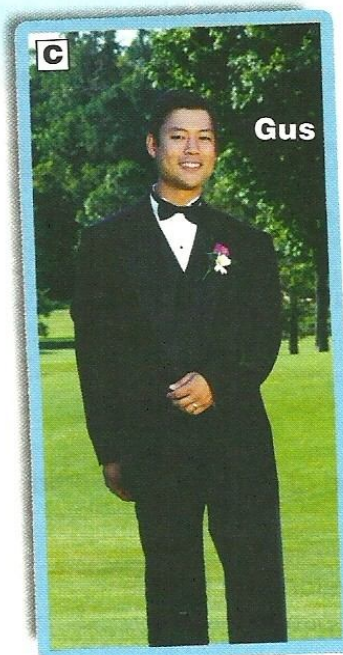
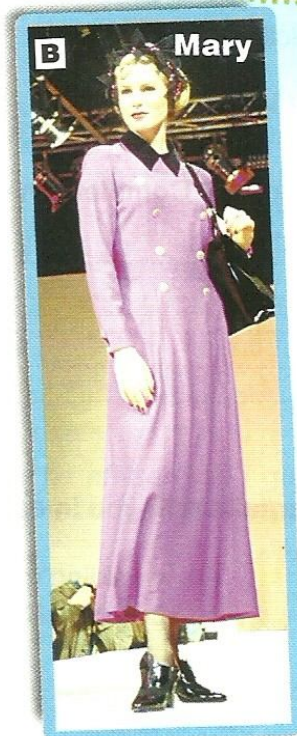
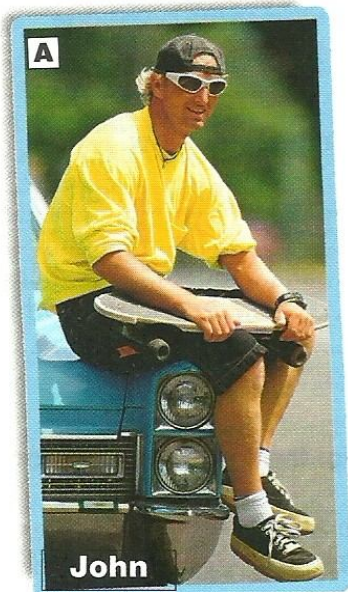
3 Do the candidates consider the educational value of free-time activities to be important or not? What reasons do they give to support their answers?

## Word power

### • Clothing and fashion

1 Use the words below to describe what the people are wearing in the pictures.

# Clothing and fashion



▶ In picture A John is wearing a **cap**, a yellow **sweatshirt**, **shorts**, and a pair of blue **trainers**. He's also wearing white **sunglasses**. He looks casual and trendy.

## Developing your speaking skills

### • Expressing frequency

#### 2 Use words from Ex. 1 to complete the descriptions.



**a** The two men are wearing casual country clothes. The man on the left is wearing a checked **1)** ..... and a V-necked **2)** ..... over a cream-coloured turtle-neck **3)** ..... . He's also wearing light brown trousers. The man on the right is wearing a long black winter **4)** ..... over a yellow turtle-neck sweater and dark greenish-brown trousers.

**b** The girl is wearing a school **1)** ....., which is a black pinafore dress over a smart white blouse. She has **2)** ..... in her hair. She's wearing knee-high black **3)** ..... and black shoes. Although her clothes are conservative, her hair and the things she's carrying make her look sporty.



**c** The family is casually dressed. The man is wearing light blue **1)** ..... and a blue **2)** ..... . We can see only the red collar of the **3)** ..... he's wearing underneath. The young girl is wearing a bright red denim jacket over a blue shirt. Her trousers are light blue with a pattern of white flowers on them. The woman is wearing a long grey **4)** ..... and black **5)** ..... . She's carrying a black **6)** .....

#### 3 Fill in *match*, *suit* or *fit* in the correct form.

- 1 Most of my clothes don't ..... me now that I've put on weight.
- 2 She shouldn't wear red; it doesn't ..... her.
- 3 These blue shoes ..... her blue dress perfectly.
- 4 That jacket really ..... you, you look great.
- 5 These shoes don't ..... me; they're far too big.

#### 4 What kind of clothes do you like/don't you like wearing? Complete the sentences below.

- 1 I don't usually wear .....
- 2 I nearly always .....
- 3 Most of the time, you'll see me in .....
- 4 ..... once in a while.
- 5 I rarely .....

#### 5 In pairs, decide what kind of clothes you would wear/take with you in each of the following situations.

- a job interview
- a picnic in the countryside with friends
- a formal wedding reception
- skiing in the Alps
- a visit to a farm

- **A:** *If I were going to a job interview, I would want to make a good impression, so I'd wear something **formal**. I'd probably choose my best **suit** with a matching **shirt** and **tie**.*
- B:** *Yes, I agree that **smart** clothes are essential. I would wear a **plain dress** and **jacket** and a pair of **smart shoes**.*

## Word power

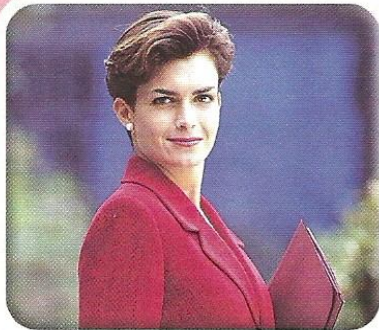
### • Describing lifestyles

1 Look at the pictures and read the profiles. Whose lifestyle is

- conventional?
- simple?
- affluent?
- active?
- glamorous?
- relaxing?

Why? Tell you partner.

Jennifer, (40 years old)  
marketing executive,  
London



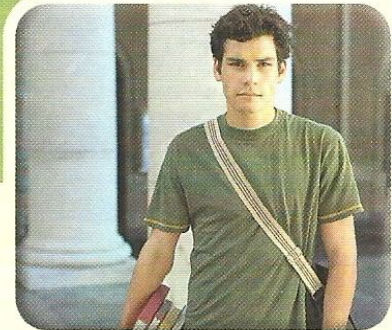
- lives in an expensive flat
- earns €100,000 a year
- owns a €50,000 sports car
- goes on exotic holidays
- flies to Paris for shopping sprees
- buys designer clothes
- eats in five-star restaurants
- goes to the gym three times a week

Miranda, (35 years old)  
housewife,  
English countryside



- lives in a cottage with a garden
- spends quality time with her family
- owns a small family car
- goes to family holiday resorts
- cooks healthy meals for her family
- buys clothes at departments stores
- invites friends for Sunday lunch
- enjoys long walks in the countryside

John, (22 years old)  
university student,  
Manchester




- lives in halls of residence
- has a part-time job
- owns a €1,500 second-hand car
- goes backpacking around Europe
- goes to rock music festivals
- buys clothes at second-hand shops
- goes jogging every morning

▶ Jennifer's lifestyle seems to be **affluent** and **glamorous** because she can afford an expensive car, and designer clothes. She also flies to Paris for shopping sprees or goes on exotic holidays.

b) Whose lifestyle is closest to your own?

▶ I would say that Miranda's lifestyle is fairly close to that of mine and my family's. We spend quite a lot of time together, as Miranda's family seems to do. We don't have a house in the countryside, though, as my parents both have jobs in the city centre.

2 In pairs, use the table to talk about the advantages and disadvantages of living in the countryside, the city and the suburbs. You can also use your own ideas.

Countryside		<p><b>PROS</b></p> <p>quiet and peaceful, fresh air, slower pace of life, possibility of garden, pleasant environment for children, relaxing atmosphere</p>	<p><b>CONS</b></p> <p>isolated, lack of facilities/schools/healthcare, less job opportunities, boring</p>
City		<p>job opportunities, full range of facilities/schools/hospitals, lively atmosphere, wide variety of entertainment, easy transportation</p>	<p>pollution, noisy, crowded, higher crime rate, faster pace of life, stress, more consumerism</p>
Suburbs		<p>community atmosphere, good facilities, spacious accommodation, ideal for families</p>	<p>noisy neighbours, boring, far from the city centre, limited entertainment</p>

- ▶ A: **A good thing about living in the countryside is that you are close to nature and get lots of fresh air! The pace of life is slower there so you don't get so stressed.**  
 B: That's true. **On the other hand, there isn't much to do there, so you might find it boring.**

## Developing your speaking skills

- Wishes for the present/future

3 In pairs, tell each other what you would like to change about your lifestyle if you had the chance. Use the ideas from Exs. 1 & 2, and the useful language below. You can also use your own ideas.

### Useful language

#### Wishes for the present/future

I wish/If only I could ..., I wish/If only I were able to ..., I would really like ..., I hope to (*own a sports car*) one day. I would gladly exchange the ... for ... .

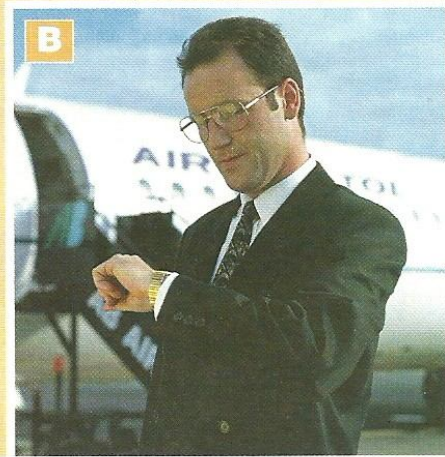
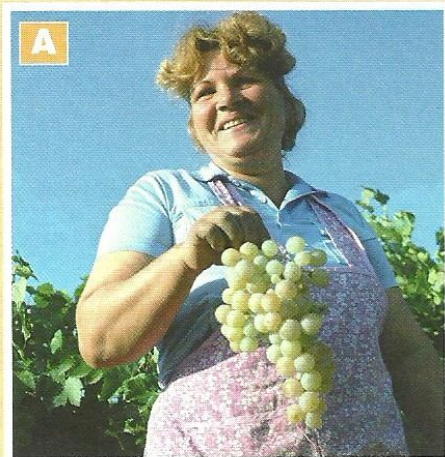
- ▶ A: **I wish I could have a more exciting, active lifestyle. At the moment, I spend a lot of time studying for school. I would really like to have more free time. I hope to become a doctor when I graduate and be able to afford a house in the suburbs.**  
 B: **If only I were able to live in the city centre. I would gladly exchange the conventional suburbs for somewhere more glamorous. I love hanging out, and the city would offer lots of interesting choices.**

## Part 1 Talking about general topics (3 minutes)

- Have you ever travelled abroad? What was it like?
- Would you like to live in another country? Why/Why not?
- How would you describe a typical weekend?

## Part 2 Monologue (4 minutes)

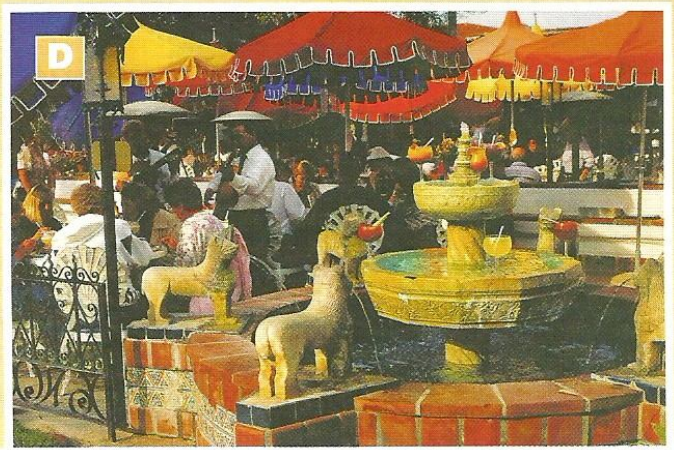
What do these people's clothes tell you about their lifestyles?



**Candidate A:** Compare the pictures and say what these people's clothes tell you about their lifestyles. (1 minute)

**Candidate B:** Which lifestyle do you think would be more rewarding? (20 seconds)

What would you enjoy about eating in places like these?



**Candidate B:** Compare the pictures, and say what it would be like to eat in places like these. (1 minute)

**Candidate A:** Which place do you find more relaxing? (20 seconds)

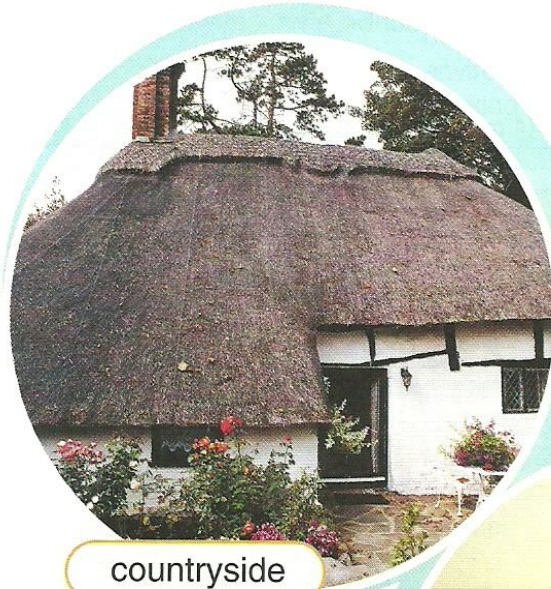
### Model Interview:

- Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?

### Part 3 Decision making (pairwork) (3 minutes)

Imagine that a retired couple wants to move to another area. Here are some of the suggestions they are considering.

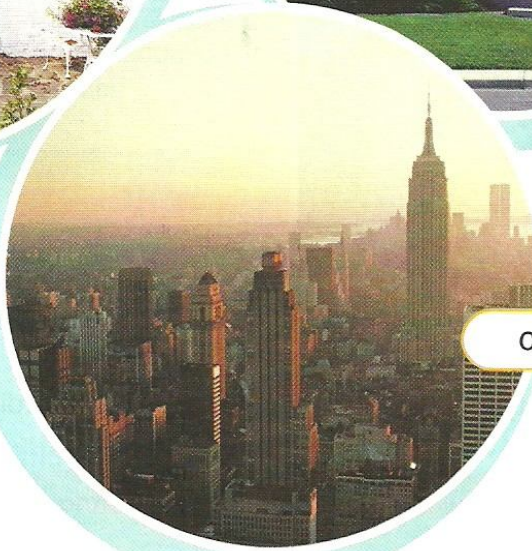
- Discuss the advantages and disadvantages of these suggestions.
- Decide which one would be the most suitable for the couple.



countryside



suburb




city

### Part 4 Discussing in pairs (4 minutes)

- Do you think you lead a healthy lifestyle?
- Does a wealthy lifestyle necessarily make someone happy?
- Do you consider anything to be missing from many people's lifestyle today?
- How important is it for people to spend time with other family members?
- Do people who live on their own necessarily feel lonely?
- How satisfied are you with your own lifestyle?

#### Model Interview:

 Listen to two candidates doing the speaking tasks in Parts 3 and 4 and answer the questions.

**Part 3** 1 What pros and cons do the candidates mention regarding the suggestions? Which place do they finally decide on and what reasons do they give to support their decision?

**Part 4** 2 What are the candidates' opinions on wealth and whether or not it makes someone happy? What reasons do they give to support their answers?

3 How satisfied are the candidates with their own lifestyles?

## Word power

- Source and causes of pollution

- 1 a) Match the sources of pollution to the pictures.

vehicles

factories

oil tankers

aerosol sprays

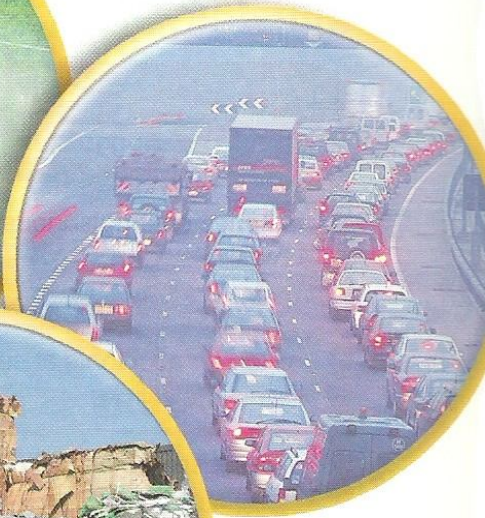
landfill sites

pesticides

1



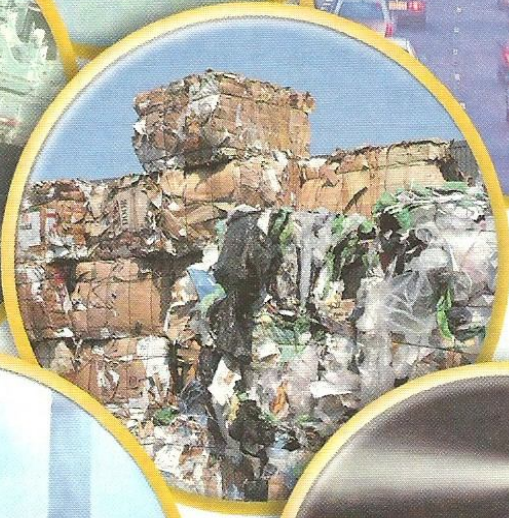
2



3



4



5



6



- b) Complete the sentences with words from Ex. 1a.

- 1 ► **Factories** and ..... release poisonous chemicals like carbon monoxide and sulphur into the air, especially over cities.
- 2 ..... release CFCs which pollute the air.
- 3 Accidents involving ..... which spill their loads in the sea, pollute the water.
- 4 ..... used in crop spraying release harmful chemicals which are deposited in the soil.
- 5 ..... are full of too much packaging.

## Developing your speaking skills

### • Results/problem solving

2 Use the tables below to talk about the effects of pollution and its possible solutions. You can also use your own ideas.

KEY LANGUAGE		
cause of pollution	effects	possible solutions
factories emit poisonous chemicals	acid rain, smog, damage trees/ lakes/ buildings, global warming, contamination of seas/ rivers by toxic waste	improve the way we dispose of waste products, introduce stricter laws/fines
oil tanker accidents at sea result in oil slicks	destruction of sea life and surrounding environment	more careful navigation, introduce stricter patrolling/ fines
aerosol sprays emit CFCs	damage to the ozone layer/increase in skin cancer	use of ozone-friendly sprays
overfull landfill sites	waste piles, unhygienic conditions	recycling, less use of packaging
pesticides in farming	contamination of food, water and soil	natural pest control using 'green' products
vehicles emit carbon monoxide	acid rain, smog, damage trees/ lakes/buildings, global warming	use of alternative fuels

### ○ Useful language

results	bring(s) about, result(s) in, consequently, lead(s) to, as a consequence, therefore
problem solving	... can/could be avoided/reduced/overcome/solved by ...

- ▶ A: **Factories** emit a lot of **poisonous chemicals** into the air.  
 B: Yes, and this can **result in acid rain** which **damages trees, lakes and buildings**.  
 A: This problem **could be solved** by improving the way they **dispose of waste products**.



## Word power

### • Wildlife

1 a) Which of these animals can you see in the pictures?

- whale
- sea turtle
- penguin
- crocodile
- deer
- tiger
- rhino
- golden eagle
- polar bear
- cheetah
- elephant

# Wildlife

## food

plants, grass,  
leaves, meat, fish,  
insects, shellfish,  
seals

## habitat

the jungle, forests, the  
sea, lakes, rivers, the  
savannah, the Arctic

## animal types

birds, reptiles,  
amphibians, mammals

**Save us!  
Buy fake fur!**



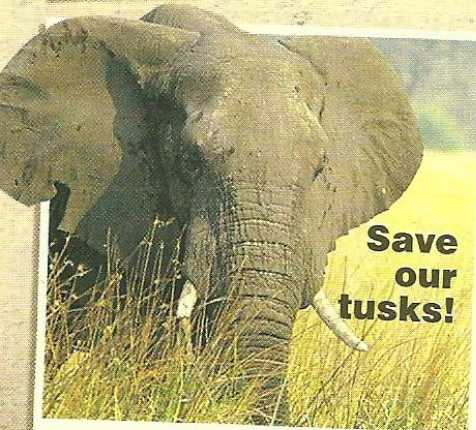
**Don't destroy  
our eggs!  
Let them hatch!**



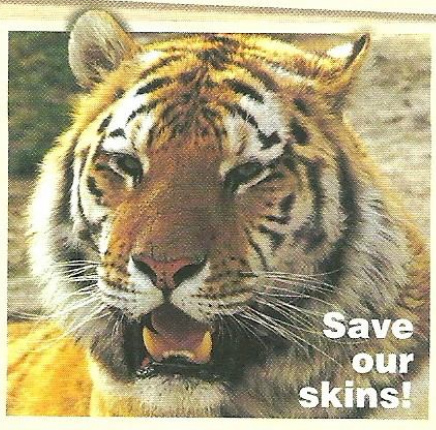
**Save us!  
Don't let  
our home  
melt!**



**Save  
our  
tusks!**



**Save  
our  
skins!**



**Don't turn us into  
fashion accessories!**

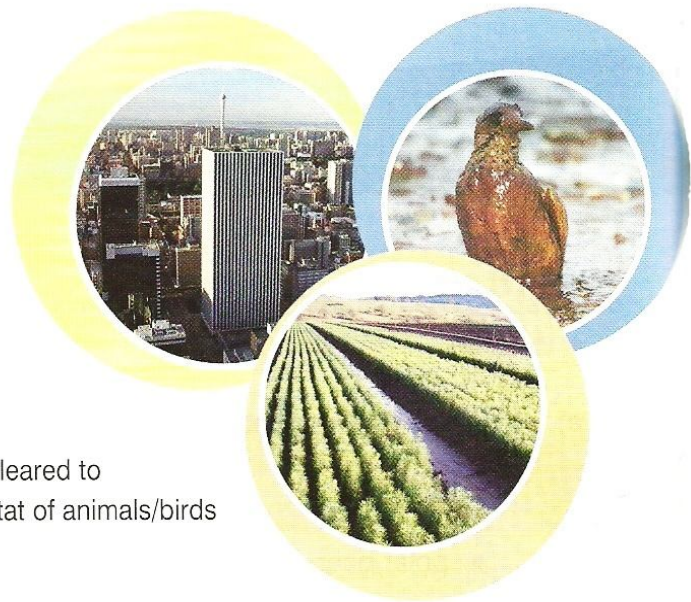


b) Talk about the animals in the pictures as in the example. Then use the captions to explain why they are endangered.

► Polar bears are **mammals** that live in the **Arctic**. They eat **seals and fish**. They are endangered because people hunt them for their fur.

**2** How do the following problems affect animals? Use the ideas to tell your partner.

- pesticides – farmers spray crops with chemicals to protect crops from insects → animals get poisoned as they eat the insects
- pollution – industries release toxic waste in the water → destroys natural habitats
- growth in urban expansion – large amounts of ground is cleared to make way for housing/industry → destroys the natural habitat of animals/birds
- agricultural growth – ground is cleared to make way for crops → animals/birds lose their habitat
- hunting – demand for luxury items leads to hunting/killing of animal species → animals become endangered

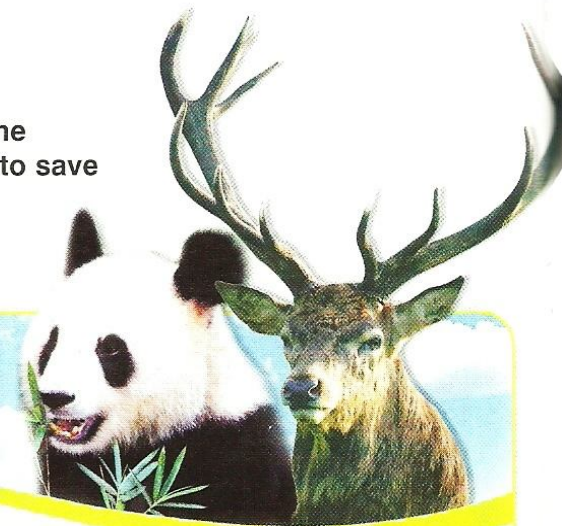


► *Farmers need to protect their crops from insects, so they **spray them with chemicals**, which poison animals that eat the insects.*

**Developing your speaking skills**

• **Prioritising**

**3** Read the ideas below. In pairs, use the ideas from Ex. 2 and the useful language below to talk about the most important steps to save wildlife. What can governments do? What can you and your classmates do?



**Steps to save wildlife**

- plant trees
- raise money
- adopt an animal
- organise campaigns
- create wildlife parks
- inform the public (hand out leaflets)
- do not buy animal products
- use the media to educate people
- introduce stricter legislation
- breed endangered animals in zoos

**Useful language**

**Prioritising**

Our first priority is/should be, The next thing to consider is, Another important factor to consider is, Last but not least, (*Planting trees*) is not as important as (*raising funds*), The least urgent priority is

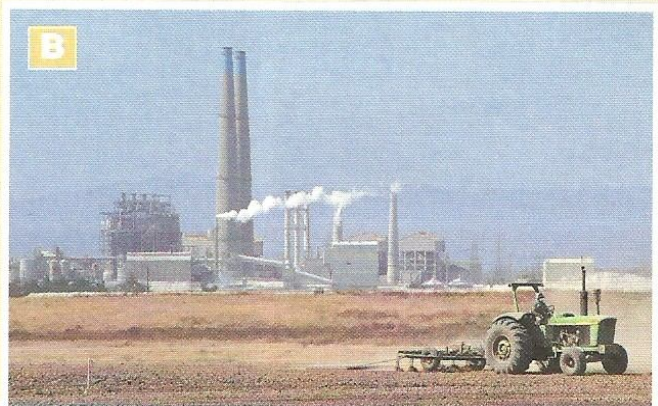
- *A: The governments' **first priority should be to create wildlife parks**. This way we can preserve animals from extinction.*  
*B: You're right. **Another important factor to consider is the introduction of stricter legislation**. etc*  
*A: We can also help save wildlife. Our first priority should be to stop buying animal products. etc*

## Part 1 Talking about general topics (3 minutes)

- Have you ever been to an English-speaking country?
- What do you imagine you'll be doing in five years' time?
- What is your ideal way of spending an evening out?
- What do you like about the area where you live, and is there anything you dislike?

## Part 2 Monologue (4 minutes)

How do these problems have a negative effect on the environment?



**Candidate A:** Compare the pictures and say **how these problems have a negative effect on the environment.** (1 minute)

**Candidate B:** Which would you say is the most serious form of pollution? (20 seconds)

Why is it helpful for these people to wear uniforms?



**Candidate B:** Compare the pictures and say **why it is helpful for these people to wear uniforms.** (1 minute)

**Candidate A:** How do you feel about pupils wearing uniforms at school? (20 seconds)

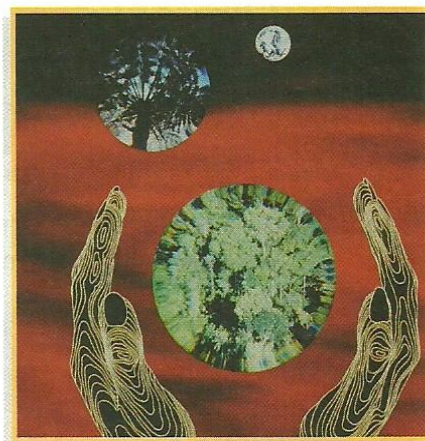
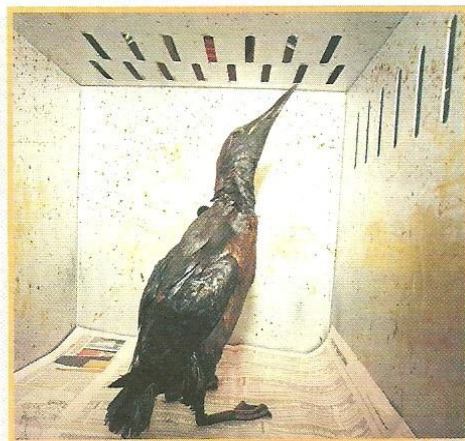
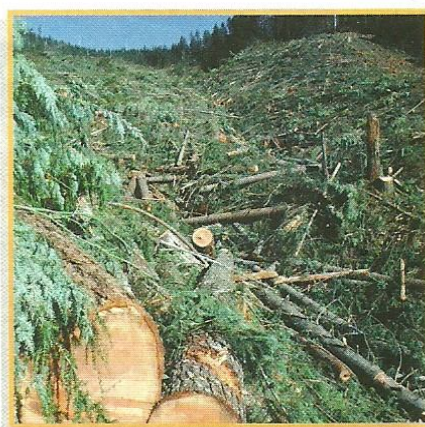
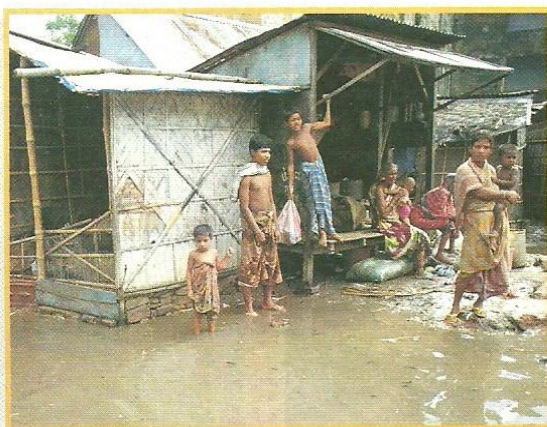
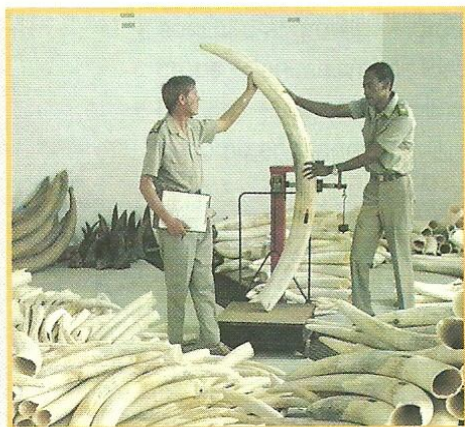
### Model Interview:

- Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?

### Part 3 Decision Making (pairwork) (3 minutes)

Your school wants to produce a series of posters to help promote awareness of the environment. Here are some of the suggestions they are considering.

- How effective are these pictures at drawing attention to environmental concerns? Which two pictures would you not use for the posters?



### Part 4 Discussing in pairs (4 minutes)

- How else can we make people more aware of environmental problems?
- What do you think poses the most serious threat to wildlife?
- Do you know of any endangered species in your country? What are they?
- How important is it to protect species that are endangered? Why?
- What do people in your community do to help protect the environment?

#### Model Interview:

Listen to two candidates doing the speaking task in Parts 3 and 4 and answer the questions.

**Part 3** 1 Which of the suggestions do the candidates find the most effective and why? Which two options do they not recommend?

**Part 4** 2 In the candidates' opinion, what poses the most serious threat to wildlife? What examples do they give to support their answers?

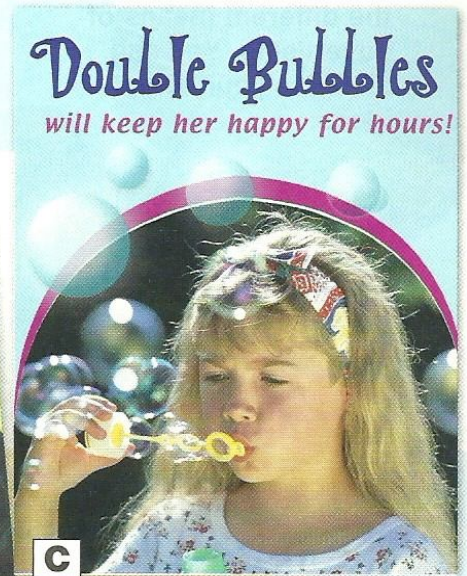
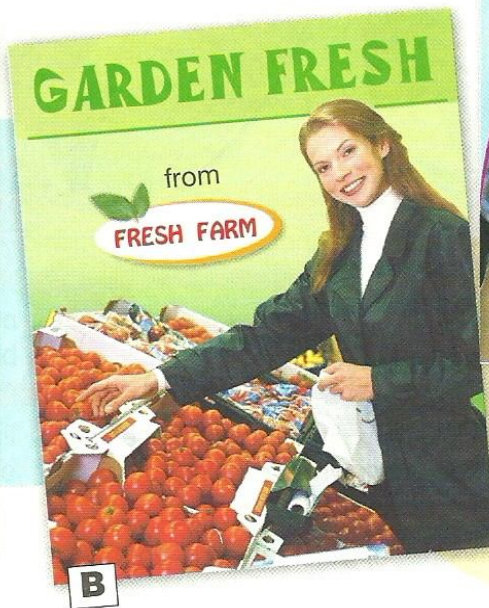
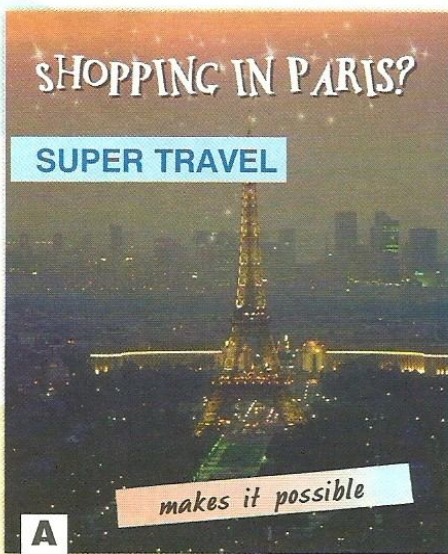
3 Do either of the candidates think it is important to protect endangered species? What reasons do they give to support their answers?

## Word Power

### • Advertising

1 a) Look at the pictures. Which advertisement

- promotes an everyday product?
- is targeted at a specific age group?
- promotes a luxurious lifestyle?



b) In pairs, use the key language below and say which advertisement seems most appealing to you and why.

### KEY LANGUAGE

- I (don't) find (it) very appealing
- (this advert) really grabs my attention
- (the advert) is very eye-catching
- (the advert) is aimed at drawing people's attention to
- (the name of the product) is (not) very catchy

- ▶ A: The advert in picture ... really **grabs my attention**. The **name of the product** is quite **catchy**, too.  
 B: Yes, I see what you mean. I also **find the ad in picture** ... **very appealing**. It really makes you feel like ...

2 Underline the item that best fits the sentence.

- 1 If you want to advertise professionally, you should go to an advertising **market/agency**.
- 2 I was surprised at how big the **billboard/campaign** by the side of the road was.
- 3 Advertising is aimed at the **consumers/audience**, the people who buy the products.
- 4 The purpose of advertising is to **research/promote** a product and increase its sales.
- 5 A successful advertisement needs to be appealing to the **core/target** market.
- 6 Go through the **classified/commercial** ads if you're looking for a job.

## Developing your speaking skills

### • Evaluating

- 3 In pairs, use the table below and the useful language in the box to evaluate the different means of advertising. You can also use your own ideas.



Means of Advertising	PROS	CONS
Newspapers	published daily, address large audiences	not catchy as newspapers are mostly black and white
Radio	can have catchy jingles, audience can do other work while listening	limited audience as radio seems outmoded, can only be heard
Magazines	targets people of different ages and interests, glossy colour prints	can be expensive - limited number of readers, published weekly/monthly
TV	combines moving, colourful images with sound, reaches a great percentage of customers	can be ignored during breaks in shows and movies
Internet	available all the time, reaches a worldwide audience, customers can shop whenever they want	must have access
Billboards	easy to see and read, can be animated so it attracts attention	found only in certain areas/places, extremely expensive

### ○ Useful language

(newspapers) would be effective/practical, (radios) wouldn't be of much use, (advertising in newspapers) can improve your (sales), (advertising on TV) might be worthwhile, (advertising) could be profitable,

- A: Advertising on the Internet **would be effective** as it reaches a **worldwide audience**, and **customers can shop whenever they want**. Don't you agree?  
 B: You have a point, but not everybody **has access** to the Internet. To me, advertising in magazines **would be more practical** as they target people of different ages and interests.

## Word Power

### • Spending money

1 a) Which of the following are shown in the pictures? Tick (✓).

- clothes & accessories
- sweets and snacks
- supermarket shopping
- cosmetics & perfumes
- household bills
- CDs/DVDs
- cinemas/concerts/sporting events
- eating out
- magazines/comics
- computer games/video games

b) Look at the pictures in Ex. 1a and the key language below. What do you usually spend your money on? Tell your partner. You can also use your own ideas.

## KEY LANGUAGE

- I can never resist buying ...
- I always try to save up money for ...
- I really can't afford to dish out a lot of cash on ...
- I enjoy (+ing) ...
- I'm a big spender/saver ...
- I have to survive on ...

► *I spend most of my money on clothes and accessories. I can never resist buying the latest fashions!*

2 Underline the item that best fits the sentence.

- 1 John **earns/gains** a lot of money as a lawyer.
- 2 How much **savings/pocket** money do you get from your parents a week?
- 3 Will you pay in **cash/currency** or by credit card?
- 4 I'm planning on using all of my **savings/payments** for a university degree.
- 5 He pays a lot of **salary/interest** on his credit card.
- 6 I can't wait to get my first **pocket/pay** packet.
- 7 She's **saving/paying** up to buy a new PC.
- 8 She **does/makes** a living by working as a secretary.
- 9 Dan **borrowed/lent** some money from me yesterday to buy Evanescence's latest album.
- 10 Unfortunately, many people **waste/spend** more money than they earn.

## Developing your speaking skills

### • Making suggestions

3 Imagine that your school wants to spend money on improving facilities. In pairs, use the pictures and the useful language below to decide on what would/wouldn't be appropriate. Decide on two things you think are the most important. You can also use your own ideas.



### ○ Useful language

#### Suggestions/Giving reasons

A (new science lab) **would be rather useful** because ...

A (tennis court) **wouldn't be much use** as ...

A (new library) **would contribute to** (our school) **by** (+ ing) ...

Investing in a (swimming pool) **would be a good idea** because ...

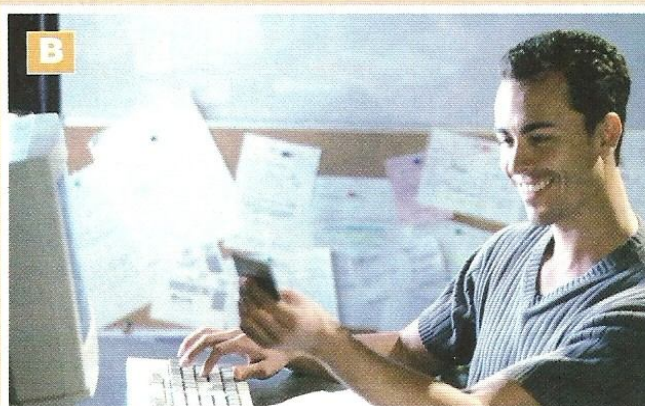
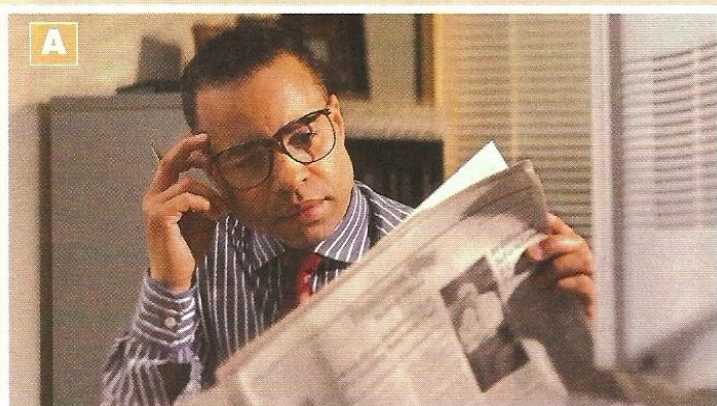
- ▶ A: A new science lab **would be rather useful** as our equipment is old and needs updating.
- B: I couldn't agree more. It would really improve our chemistry and physics lessons.
- A: ...

## Part 1 Giving Personal Information (3 minutes)

- What kind of music do you listen to?
- Do you use the Internet?
- What do you enjoy doing in your free time?

## Part 2 Monologue (4 minutes)

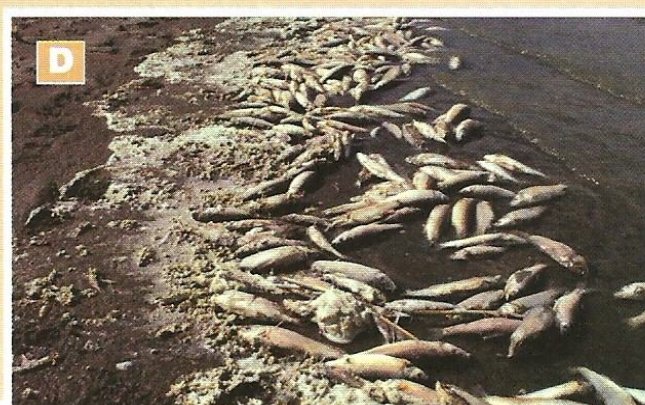
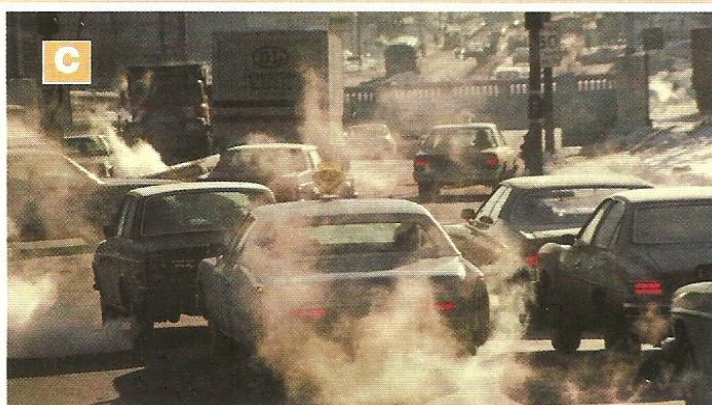
Which means of advertising would be more suitable for a new product?



**Candidate A:** Compare the pictures and say **which means of advertising would be more suitable for a new product.** (1 minute)

**Candidate B:** Which means of advertising would be more likely to reach teenagers? (20 seconds)

How can these forms of pollution be controlled?



**Candidate B:** Compare the pictures and say **how these forms of pollution can be controlled.** (1 minute)

**Candidate A:** Which of these environmental problems concerns you most? (20 seconds)

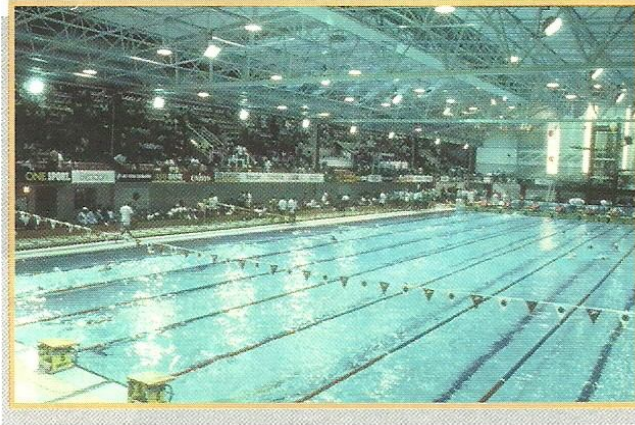
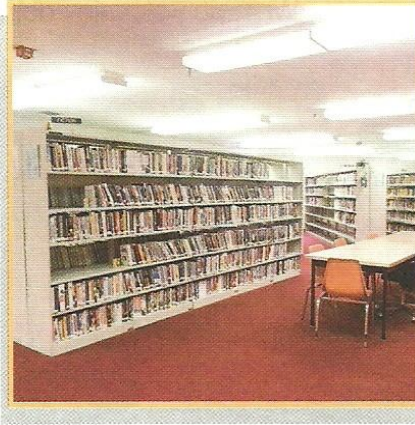
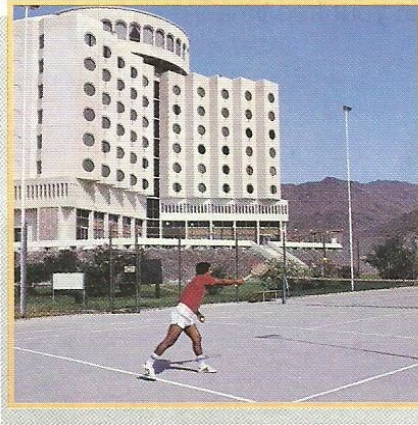
### Model Interview:

Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?

### Part 3 Decision making (pairwork) (3 minutes)

Your local town council has extra funds and wants to improve the area. Here are some suggestions on how the money can be spent.

- Which suggestions do you think would be the best/worst?
- Which two suggestions should the town council spend the money on?



### Part 4 Discussing in pairs (4 minutes)

- Which of the above suggestions would help to improve your area?
- Do you think enough money is spent on theatre and the arts in your area?
- Do people have enough say on how public money is spent?
- Is it a good idea to charge admission to museums and art galleries, or should they be free of charge?
- In your opinion, what is the best way to save money?

#### Model Interview:

Listen to two candidates doing the speaking task in Parts 3 and 4 and answer the questions.

**Part 3** 1 Which suggestions for the area do the candidates think are the worst? Which two do they finally choose?

**Part 4** 2 Do the candidates think it is a good idea to charge admission to museums and art galleries, or not? What reasons do they give to justify their answers?

3 How important do the candidates feel it is to have parks in urban areas? What reasons do they give to justify their answers?

## Word power

### • Sports vocabulary

- 1 a) Look at the different types of sports. Use the words below to talk about each of them.

#### Places

team, violent, indoor, outdoor, water, individual, extreme

#### Equipment

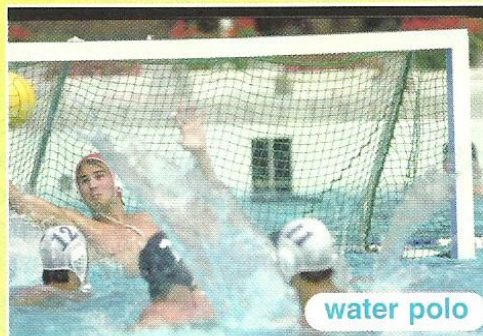
parachute, goggles, puck, bat, basket, boots, skates, ball, racket, hoop, helmet, swimsuit, goalpost, stick, clubs, wicket, shoes

#### Type of sport

court, sky, pitch, ground, course, rink, field, pool



skydiving



water polo



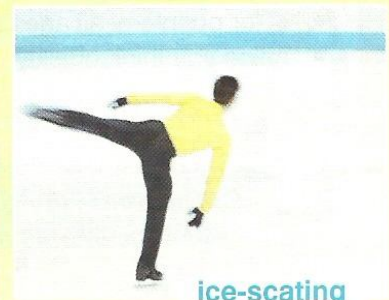
cricket



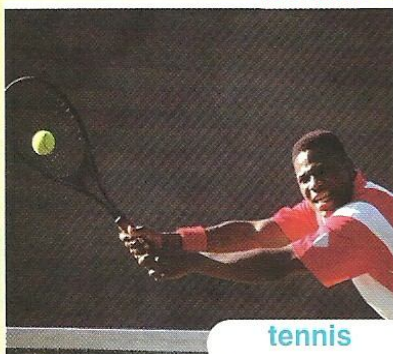
football



swimming



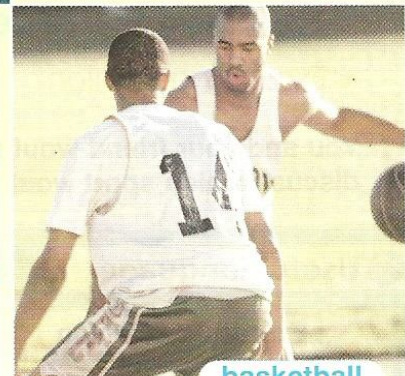
ice-skating



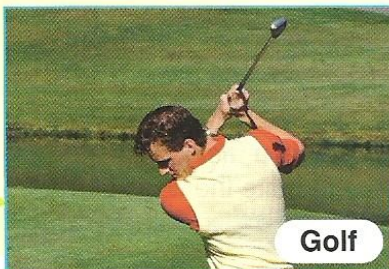
tennis



ice hockey



basketball



Golf

- Golf is an **outdoor** sport. You can play it on a golf **course**. To play it you need a golf **ball**, golf **shoes** and golf **clubs**.

- b) Which of the sports do you **play/do**?

- I play **basketball** for my school team.

• Sports qualities

2 a) The following adjectives/phrases describe sports. Which are positive (P), which are negative (N), which are both (P/N)? Decide in pairs.

physically demanding	▶ P/N	tough	.....	intellectual	.....
relaxing	.....	competitive	.....	highly skilled	.....
spectacular	.....	boring	.....	popular	.....
easy to learn	.....	active	.....	monotonous	.....
dangerous	.....	energy-consuming	.....	tiring	.....
time-consuming	.....	exciting	.....	challenging	.....

b) Choose from the sports in Ex. 1, the phrases in Ex. 2a and the key language below to discuss which sport you like most and why.

**KEY LANGUAGE**

- requires good reflexes
- requires expensive equipment
- reinforces team spirit
- depends on weather
- involves graceful movements and good timing
- is a good way to relieve stress
- stimulates your mind
- helps maintain good balance
- is for people of all ages and abilities
- helps you think quickly
- requires a lot of training
- creates a sense of freedom
- requires good balance
- helps strengthen your muscles
- can be fast-moving
- can damage back muscles
- is good for developing coordination
- demands good swimming skills
- need to be highly skilled
- can be injured

- ▶ A: *I really like/enjoy tennis because it is a fast sport that requires good reflexes.*  
 B: *Well, I find tennis tiring. I am a big fan of ice-skating as it is a physically demanding sport that involves graceful movements and good timing. Besides, the only equipment you need is a pair of skates.*

**Developing your speaking skills**

• Expressing opinion

3 You and your friend would like to take up a new sporting activity. Use the sports in Ex. 1 and discuss which sport would be suitable for you. Use the phrases below to help you.

**Useful language**

Expressing opinion	Asking for opinion	Giving opinion
I think (that) I believe (that) To me To my mind In my opinion	Don't you agree? What do you think? What's your opinion?	I quite agree with you That's true I couldn't agree more. That's a good point. However, I see what you mean, but That's not quite the way I see it.

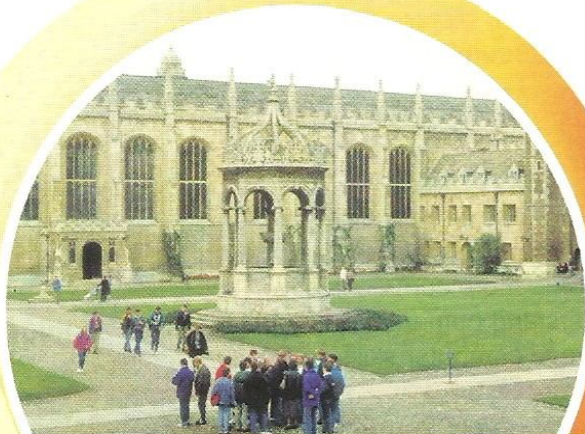
- ▶ A: *I believe that ice-skating would be a great idea because it's an extremely exciting sport that creates a good sense of freedom. Don't you agree?*  
 B: *That's a good point. However, it can be dangerous because it's easy to lose your balance and have a serious accident.*

## Word power

### • Education

1 a) Complete the table with the words below. Some words might suit both types of education.

teacher postgraduate professor Science Campus library BA/BSc  
 undergraduate Information and Communications Technology (ICT) playground  
 A levels Geography Physical Education (PE) lesson halls of residence  
 MSc/MA Maths tutor computer lab students canteen Economics  
 lecture headmaster



## University

Subjects/  
Courses

.....  
 .....  
 .....

Facilities/Places

.....  
 .....  
 .....

Qualifications

.....  
 .....  
 .....

People

.....  
 .....  
 .....



## School

Subjects/  
Courses

.....  
 .....  
 .....

Facilities/Places

.....  
 .....  
 .....

Qualifications

.....  
 .....  
 .....

People

.....  
 .....  
 .....

b) Using the vocabulary in Ex. 1a, describe a typical day at your school/university to your partner.

► At my school, the first **lesson** of the day starts at 9 am. I might have **ICT** in the **computer lab** with my favourite **teacher** Mr. Brown or Maths. We have lunch at one o'clock in the school **canteen**. After school, many of the **students** who are studying for their **A levels** go to the **library** to do some extra work.

- 2 Look at the outline of the English educational system and compare it to the educational system in your country.

### Stages of the English Educational System

Ages	School	
2-5 years old	pre-school/nursery school	optional
5-11 years old	primary school	compulsory
11-16 years old	secondary school	compulsory
16-18 years old	sixth form college	optional
18 +	university	optional

- In England, **nursery school** is **optional** and it starts at the age of two. In my country, though, nursery school is **compulsory** and it starts at the age of four.

### Developing your speaking skills

- Expressing likes/dislikes

- 3 Which is your favourite school subject: science, citizenship, art, history, geography, PE, ICT, literature psychology. Use the key language and your own ideas to discuss in pairs.

#### KEY LANGUAGE

- learn about living organisms
- study physical forces like energy and light
- be creative and use our imagination
- learn about past events
- learn about other countries and their people
- play various games and get exercise
- understand children and learn about their needs
- become more communicative
- understand human nature and behaviour
- improve computer skills

- A: My favourite subject is PE because we get the opportunity to **play various games outdoors and get some exercise** at the same time. What about you?  
 B: The subject that I really enjoy is art because we can **be creative and use our imagination** to produce paintings, drawings and sculptures.

- 4 In pairs, use the key language and your own ideas to talk about your likes/dislikes at school/university.

#### KEY LANGUAGE

- go on school trips
- have lessons outside the classroom
- have exams at the end of the year
- have assignment deadlines
- organise events e.g. performances
- have to follow the syllabus
- keep up with the rest of the class
- study long hours
- timetable can be flexible
- can be very intensive
- socialise with other students
- receive the teacher's full attention
- learn at your own pace
- live on campus

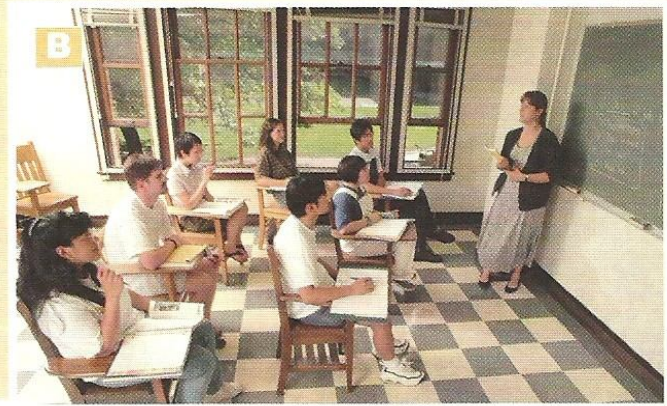
- A: What I really like about school is that we frequently **go on school trips**. Our teachers take us to interesting places and sometimes, we **have our lessons outside the classroom**. What about you?  
 B: Well, I generally like school too. However, I always get stressed when we **have exams at the end of the year**, and I have to study **long hours**.

## Part 1 Talking about general topics (3 minutes)

- Where do you usually go on holiday?
- What activities do you usually do when you are on holiday?
- Do you prefer to relax on holiday or do something active?
- Which place would you like to visit next?

## Part 2 Monologue (4 minutes)

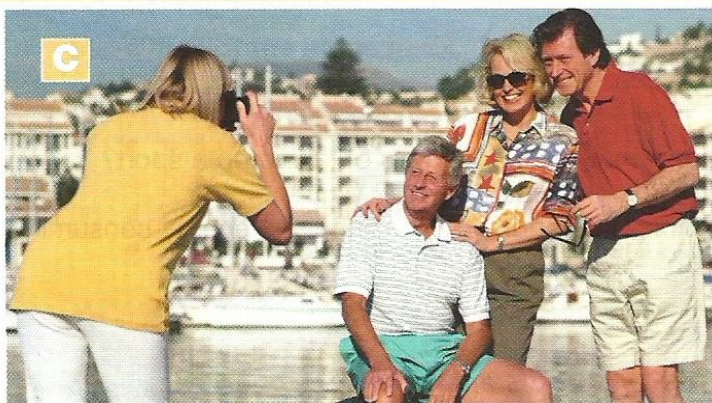
What might the advantages of learning in these situations be?



**Candidate A:** Compare the pictures and say **what the advantages of learning in these situations might be.** (1 minute)

**Candidate B:** Which type of lesson would you prefer? (20 seconds)

Why do you think people choose to spend money this way?



**Candidate B:** Compare the pictures and say **why you think people choose to spend money this way.** (1 minute)

**Candidate A:** What do you spend your money on? (20 seconds)

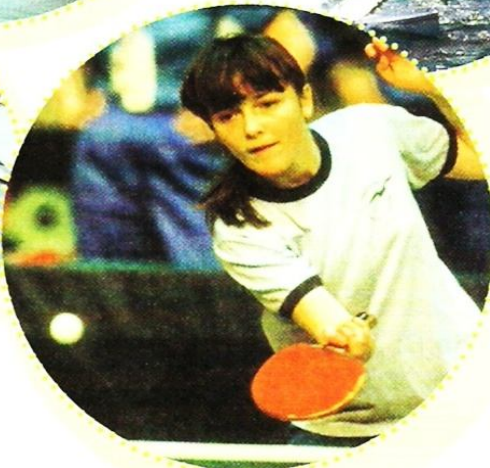
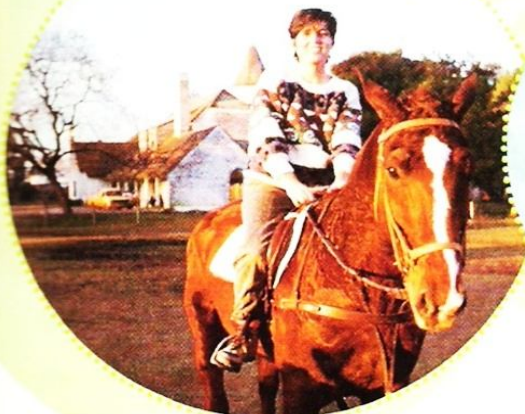
### Model Interview:

- Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?

### Part 3 Decision making (pairwork) (3 minutes)

Your community centre is trying to organise a sports club in your area. You have been asked to give your opinion on the suggestions below.

- What types of sports and games would attract teenagers as well as older people?
- Choose two of the options for the new sports club.



### Part 4 Discussing in pairs (4 minutes)

- What is your favourite sport or game? Why?
- In your opinion, what are the benefits of taking up a sport?
- Do you like team or individual sports? Why?
- Some people think that sports can be tiring and energy-consuming. Do you agree?

#### Model Interview:

Listen to two candidates doing the speaking task in Part 3 and 4 and answer the questions.

**Part 3** 1 Which sports and games do the candidates think would appeal to both teenagers and old people? Which two do they finally choose for the sports club and what reasons do they give to support their decision?

**Part 4** 2 What does each candidate say about the benefits of taking up a sport? What reasons do they give to justify their answers?

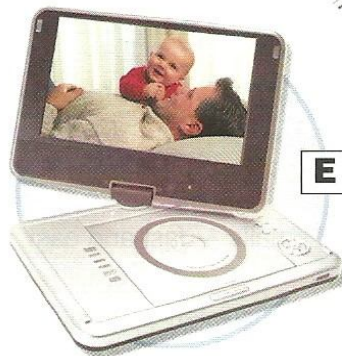
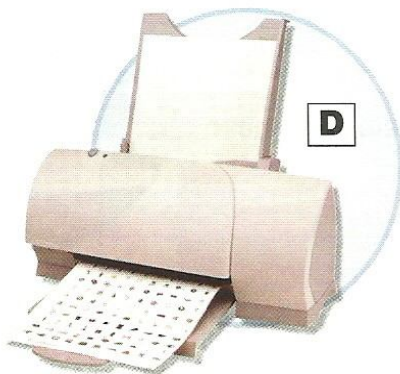
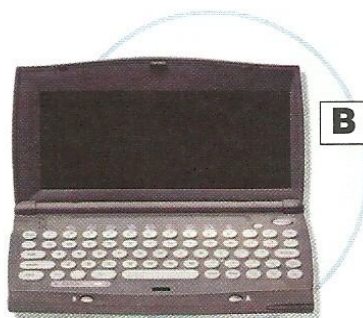
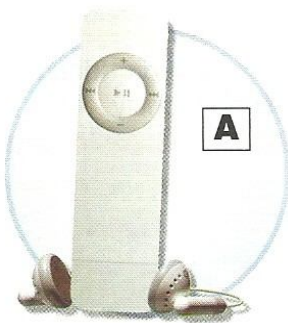
3 Do the candidates agree that sports can be tiring and energy-consuming? What reasons do they give to justify their answers?

## Word Power

### • Technology

1 a) Which of the following can you see in the pictures?

- printer
- laptop
- digital camera
- memory stick
- MP3 player
- DVD player
- games console
- mobile phone
- electronic phrase book
- video camera
- plasma TV



b) Which of the items in Ex. 1a do you need in order to

- surf the Internet?
- text your friends?
- play a video game?
- print out a document?
- transfer files from one PC to another?
- store your favourite songs to listen to?
- check the translation of a phrase?
- do your homework?
- store your photographs electronically?
- email your friends
- watch a documentary

► To surf the Internet you need a laptop or a PC.

2 Answer the questions.

- Do you own any of the items in Ex. 1a?
- How often do you use them? What for?
- Which one could you not live without? Give reasons.

► I have a **PC**, a **mobile phone** and an **MP3 player**. I use all three of them on a daily basis. I do my homework on my PC or email my friends. I use my mobile phone to send text messages and my MP3 player to **listen to my favourite songs**. I guess I couldn't live without my mobile phone as I can contact my friends any time, send text messages and even **store my favourite songs to listen to**.

## Developing your speaking skills

### • Expressing advantages – disadvantages

3 In pairs, use the table to talk about the pros and cons of using the Internet. You can add your own ideas.

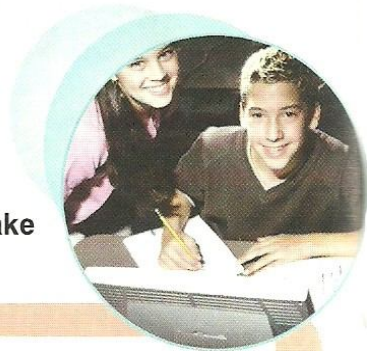
	PROS	CONS
shopping online	convenient – do it any time in the comfort of your house/office	unsafe – hackers steal personal information
surfing the Internet	educational – get information instantly from various sources	addictive – spend hours in front of the screen
e-mailing	quick – send a message within seconds	impersonal – lose personal contact
chatting online	make friends easily	risky – you don't know person's identity

- ▶ A: I think **shopping online** is very **convenient** as you can **do it any time of the day in the comfort of your own house**.  
 B: Yes, I see your point, but it can be quite **unsafe** though, as **hackers can steal your personal information**.

## Developing your speaking skills

### • Expressing opinion/comparing

4 In pairs, use the ideas to tell your partner how computers have helped to make our lives easier.



Communication	send emails – fast and easy
Entertainment	watch films/listen to music online – fast/cheap
Schoolwork	type essays – save and transfer homework on a memory stick, have access to libraries/information within seconds
Socialising	chat online – make new friends at your convenience
Shopping	buy online – fast, convenient
Business	save space, communicate faster

## Useful language

### Opinion/Reasons

In my opinion ..., I believe ..., To me it seems that ... because ..., If you ask me ..., From my point of view ...

- ▶ **In my opinion**, computers have helped to make our lives easier. Nowadays, we can communicate **faster** and more **easily** by sending an email. etc

# Means of transport 8b

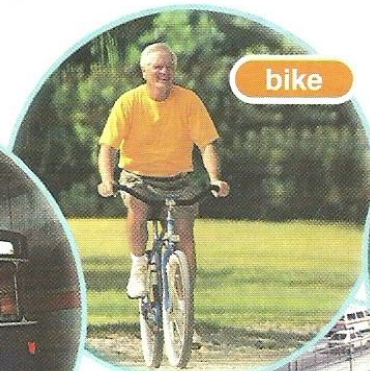
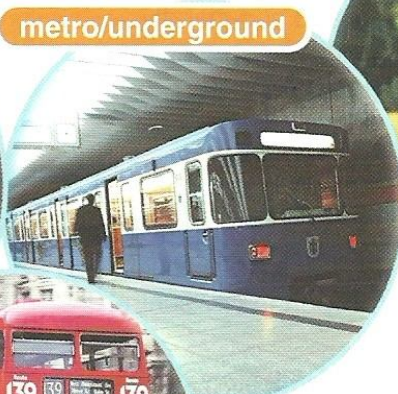
## Word Power

### • Means of transport

1 Look at the pictures. Which means of transport would you use if you wanted to

- go to the city centre?
- go on a business trip to another country?
- go on a touring holiday in your country?
- get to the airport as fast as possible?
- get to the seaside with a lot of beach gear?
- take a regular form of outdoor exercise?
- go sightseeing around the centre of a city?

Give reasons.



► If I wanted to go to the city centre, I would travel by metro/underground because it is cheap.

2 In pairs, use the adjectives below to talk about the pros and cons of different means of transport. You can use your own ideas.

### POSITIVE ADJECTIVES

safe  
fast  
reliable

economical  
comfortable  
energy efficient

### NEGATIVE ADJECTIVES

noisy  
stressful  
not environmentally friendly

slow  
crowded  
dangerous

- A: Buses aren't very **energy efficient** as they use petrol. They can **also** be very **crowded**, especially at peak times.  
B: They are not very **reliable** **either**, and you often have to wait a long time for one. **On the other hand**, they are quite an **economical** way of travelling.

## Developing your speaking skills

- Making suggestions/Expressing opposing arguments

3 In pairs, use the table and the useful language below to discuss ways of solving the problem of traffic in city centres.

Solutions to city centre traffic jams		▲ ADVANTAGES	▼ DISADVANTAGES
ban cars from city centres		greatly reduce pollution, streets would be far less congested	not convenient for businesses and shops, public transport system would need to be adequate to cope with extra passengers
monorail		fast and eco-friendly, useful for commuters and shoppers	expensive to build and maintain, extensive network required
large car parks on the edge of town		good for commuters from outside of town, encourage greater use of public transport in city centre	prolong journey for commuters, may get overcrowded, costly
underground car parks		less congested streets, close to city centre	difficult to construct as space may not be available, fairly expensive to construct

### ○ Useful language

Suggestions	Opposing arguments
<p>(A monorail) would be a good idea/an answer/the best plan because</p> <p>(Underground car parks) would be a solution to</p> <p>(Banning cars from the city centre) needs to be done because</p>	<p>I couldn't agree more but ...</p> <p>That would be a great idea. However, ...</p> <p>That would help a lot. Still, ...</p>

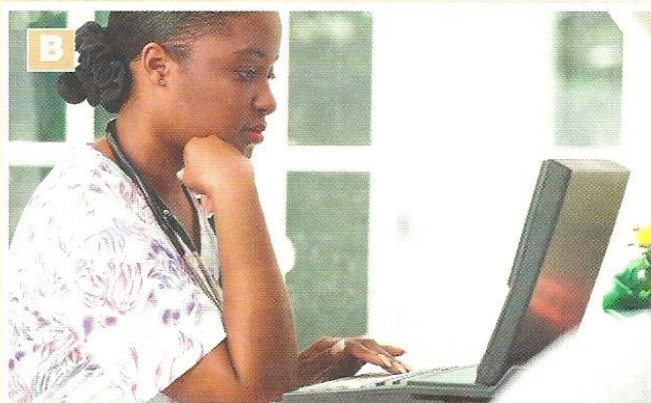
- A: **Banning cars from the city centre would be a good idea** as it would **greatly reduce pollution** and the **streets would be far less congested**. What's your opinion?
- B: **I couldn't agree more, but the public transport system** would need to **be adequate** to cope with the extra passengers.

## Part 1 Talking about general topics (3 minutes)

- Do you enjoy eating out?
- Do you play any sports?
- What do you usually do during the Christmas holidays?
- Do you usually do something special on your birthday? What?

## Part 2 Monologue (4 minutes)

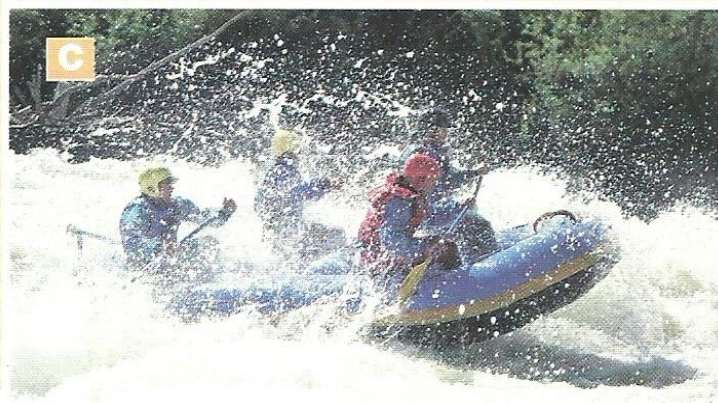
How have these technological devices made our lives easier?



**Candidate A:** Look at the pictures and say **how these technological devices have made our lives easier.** (1 minute)

**Candidate B:** Which of these devices do you use most? (20 seconds)

Why do you think people enjoy doing extreme sports?



**Candidate B:** Compare the pictures and say **why you think people enjoy doing extreme sports.** (1 minute)

**Candidate A:** Which of these two sports would you like to try? (20 seconds)

**Model Interview:**

Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?

### Part 3 Decision making (pairwork) (3 minutes)

This summer, you and your friend are planning to go on a trip across Europe. Here are some means of transport that you are considering using. In pairs, discuss:

- which means of transport you find the most/least appealing to get from country to country
- which two forms of transport you will finally decide to use



### Part 4 Discussing in pairs (4 minutes)

- What do you think transport will be like 100 years from now?
- Do you feel safer in some forms of transport than in others?
- In your opinion, what is the best way to encourage people to use their cars less and travel on public transport more?
- Are safety cameras on roads a good idea?
- How old should people be before they are allowed to drive?

#### Model Interview:

 Listen to two candidates doing the speaking task in Parts 3 and 4 and answer the questions.

**Part 3** 1 Which forms of transport least appeal to the candidates? Which two do they finally choose?

**Part 4** 2 What do the candidates think transport will be like in 100 years? What examples do they give?

3 Do the candidates feel safer in some forms of transport than in others? What reasons do they give to justify their answers?

## Word Power

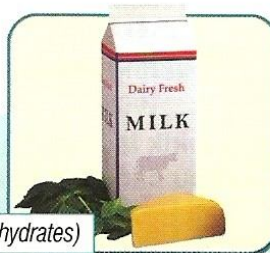
### • Eating habits

1 Add two more words to each category in the spidergram.

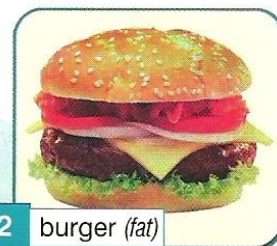


2 Look at the pictures and answer:

- What would be a healthy snack?
- What would you avoid if you were on a diet?



1 milk & cheese (*protein, vitamins, minerals, carbohydrates*)



2 burger (*fat*)



3 crisps (*fat*)



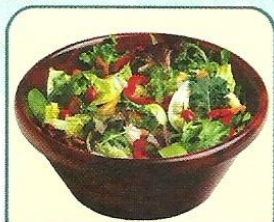
4 fruit salad (*vitamins, protein*)



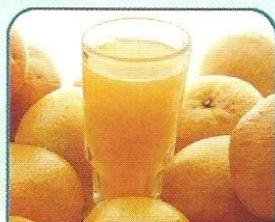
5 chocolate cake (*fat*)



6 salmon (*protein, vitamins*)



7 salad (*protein, carbohydrates, vitamins*)



8 orange juice (*carbohydrates, vitamins*)



9 wholegrain cereal (*protein, carbohydrates*)

► Fruit salad, salad or wholegrain cereal would be a healthy snack, as they are high in protein, carbohydrates and vitamins.

3 Use the pictures and the information in Exs. 1 and 2 to make sentences about your eating habits.

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1 I don't really like ..... | 4 I ..... on a daily basis.        |
| 2 I never eat .....         | 5 I only eat ..... at school/work. |
| 3 I can't stand .....       | 6 I rarely drink .....             |

## Developing your speaking skills

### • Concession

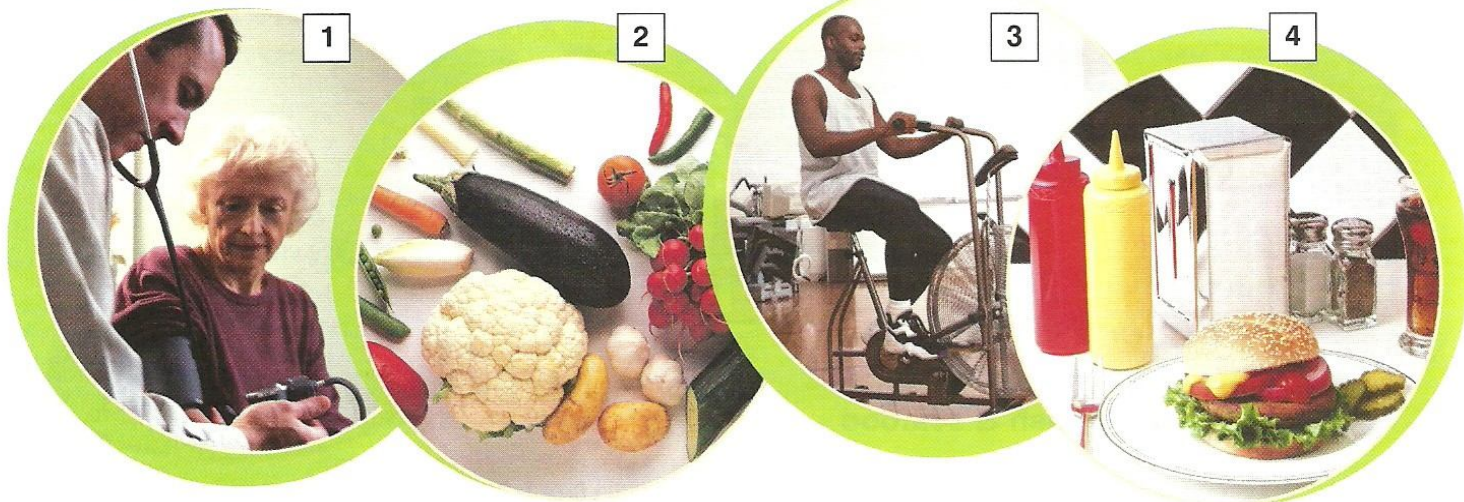
4 Look at the pictures and the notes and make sentences. Use *although/even though*, *despite/in spite of*.

1 medical check-ups uncomfortable and/or inconvenient  
– protect your health by discovering disease

2 vegetables not very filling – rich in vitamins

3 exercising tiring – keeps you fit

4 fast food tasty – high in fat, salt and sugar



▶ *Although/Even though* medical check-ups can be **uncomfortable or inconvenient**, they protect your health by discovering any diseases you may have.

*In spite of/Despite the fact that* medical check-ups can be **uncomfortable or inconvenient**, they protect your health by discovering any diseases you may have.

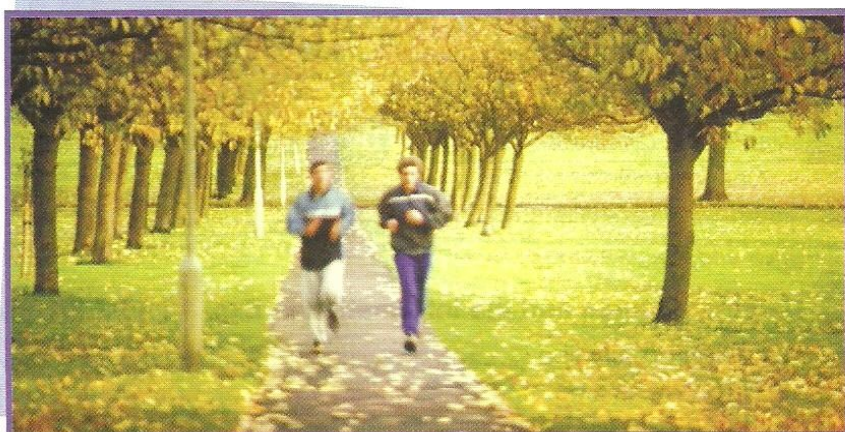
5 In pairs, discuss what you think is important for a healthy lifestyle. Use the ideas from Ex. 4 and the language in the table. You can also use your own ideas.

### KEY LANGUAGE

- exercise regularly/keep fit
- maintain a healthy weight
- have a well-balanced diet
- cut down on (*sugar, fat etc*)
- have regular check-ups
- (*jogging*) relieves stress
- lower your intake of (*salt*)
- (*physical activity*) can reduce the risk of (*heart disease*)
- (*vegetables*) are important sources of (*vitamins*)
- limit the consumption of (*fatty foods*)
- (*sport*) is an excellent way to get fit

▶ A: For me, the most important part of a healthy lifestyle is **exercising regularly** as it's a great way to **keep fit** and it **relieves stress**.

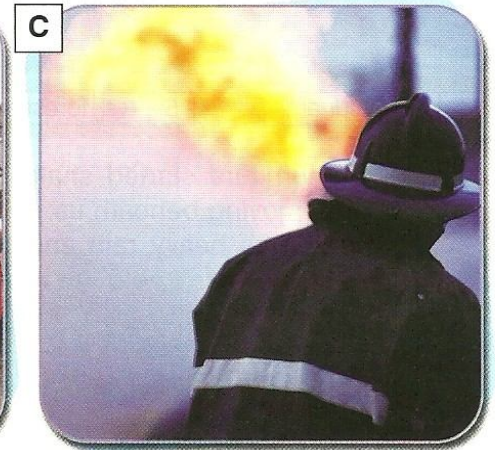
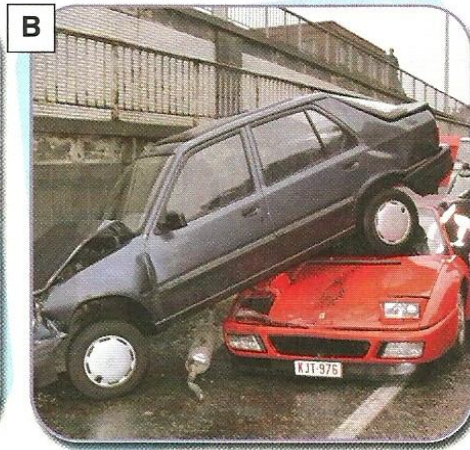
B: You're absolutely right. I also feel that eating plenty of fruit and vegetables is essential because they are **important sources of vitamins**.



## Word Power

### • Accidents

1 Which of the following accidents can you see in the pictures below? *car crash, gas leak, train crash, plane crash, fire.*



► Picture A shows a plane crash.

2 Fill in the gaps with the words in the list: *homeless, collapse, emergency, explosion, fire brigade, smoke, fire alarm, evacuate, fatalities, ambulances, rescue, damage.*

#### A. Gas Leak

I was woken up suddenly by a loud 1) ..... I immediately got out of bed and joined the others as they were running into the street. I saw a tall building across the street 2) ..... The 3) ..... services were quick to arrive, but so many people were hurt that it took hours to restore order. The damage was enormous and many families were made 4) .....

#### B. Fire in a School

When the 1) ..... went off, everyone started to panic. We were in the classroom and I could smell 2) ..... coming in from the corridor, so we realised that we had to 3) ..... the building as soon as possible. When I reached the street, the 4) ..... had already arrived. Fortunately, no one was seriously injured.

#### C. Train Accident

I was reading my book when our train hit an oncoming train. Everyone's first reaction was to panic. The noise was deafening but, after a while, I could hear the sirens from the 1) ..... as they rushed to 2) ..... the injured. The extent of the 3) ..... was shocking and the number of 4) ..... is still unknown.

3 Read the newspaper headlines. Imagine you experienced the event. Narrate it to your partner. Use words from Ex. 2.

**TRAIN DERAILS IN HEART OF CITY**

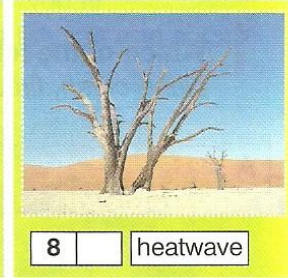
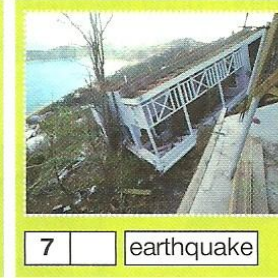
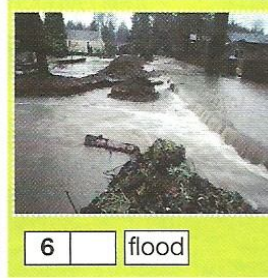
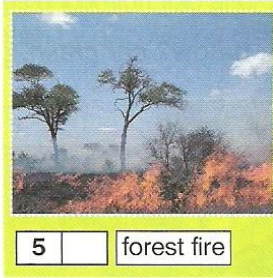
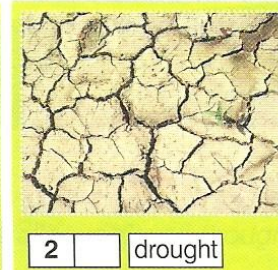
**WOMAN SAVED FROM BURNING BUILDING**

**NATIONAL HOCKEY TEAM HOSPITALISED AFTER FOOD POISONING**

## Word Power

### • Natural Disasters

4 Match sentences A-H to disasters 1-8.



- A The furniture started shaking and we felt the earth moving beneath us.  
 B There was heavy rain and the poor drainage system couldn't hold the water.  
 C People couldn't catch their breath and were coughing and choking.  
 D A huge wave came rushing towards us.  
 E The tremendous winds caused major damage and many buildings collapsed.  
 F People were taken to hospital suffering from heatstroke.  
 G The land was dried up. It hadn't rained for months.  
 H We heard a loud rumbling sound and turned to see the huge eruption.

5 In pairs, discuss the causes and effects of natural disasters. Use the ideas from the table.

# Natural Disasters

	Cause	Effect
hurricane	winds and warm tropical air combine to create strong circular storm patterns	destruction of property/homes/buildings, loss of life or livestock, flooding
drought	shortage of rainfall over a long period of time	water shortages, reduced production of hydro-electricity, loss of crops & livestock, disease
tsunami	water displaced in the ocean due to rapid movements from earthquakes, volcanic eruptions, underwater explosions	destruction of buildings/land and loss of life
forest fire	drought, human error, irresponsibility, arson	loss of life (human/animal/ plant), loss of oxygen needed from trees, loss of natural habitat
flood	intense rain, severe storms, poor drainage systems	cannot use the land to grow crops, risk of widespread disease due to contaminated waters, damage to property, food/water shortages

- A: A hurricane is usually caused by **winds and warm tropical air combining to create strong circular storm patterns**.  
 B: That's right. And if a hurricane hits land, it can result in **flooding and the destruction of property**.

6 Use the ideas below to suggest ways to help people after a natural disaster has occurred. Can you think of some more ways?

call emergency services to help anyone who is trapped

bring food and water supplies

donate money to an emergency fund

give warm clothes and blankets

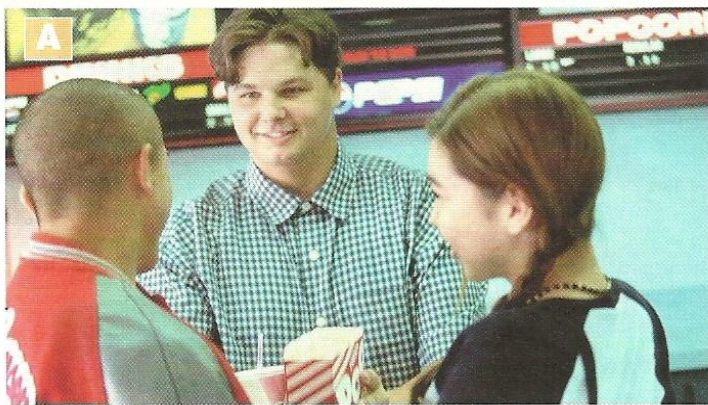
- A: If there was a tsunami, I would **donate money to an emergency fund** to help the people in the affected areas.  
 B: I'd also join a **volunteer group** to help those in need.

## Part 1 Talking about general topics (3 minutes)

- Do you prefer spending your free time on your own or with other people?
- What's your favourite food?
- What are your favourite free-time activities?

## Part 2 Monologue (4 minutes)

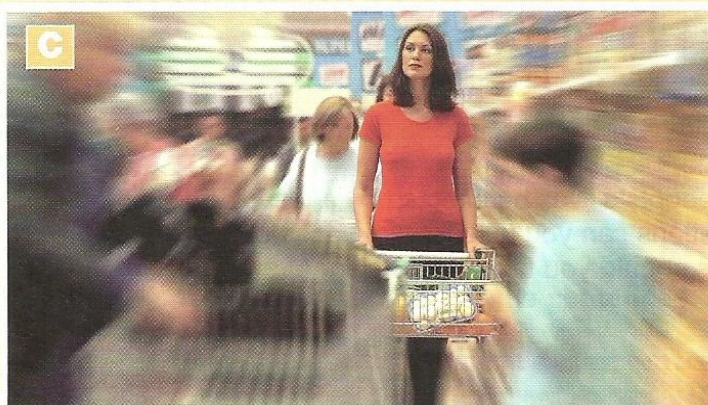
How do you think these people's eating habits might affect their health?



**Candidate A:** Compare the pictures and say **how you think these people's eating habits might affect their health.** (1 minute)

**Candidate B:** Which kind of food do you prefer? (20 seconds)

Which method of shopping do you think is more practical?



**Candidate B:** Compare the pictures and say which method of shopping you think is more practical. (1 minute)

**Candidate A:** Which method of shopping do you enjoy most? (20 seconds)

### Model Interview:

- Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?

### Part 3 Decision Making (pairwork) (3 minutes)

There has been an earthquake in a city in your country. Here are some suggestions for helping the survivors.

- Which suggestions do you think will be the most/least effective?
- Which two suggestions need to be put into effect immediately?



### Part 4 Discussing in pairs (4 minutes)

- Which natural disaster scares you the most? Why?
- How do you think you would react if you experienced an accident or natural disaster?
- How might people's lives be affected by a disaster?
- What precautions can you take to avoid accidents in the home?
- What actions should you take in the event of a disaster?

#### Model Interview:

Listen to two candidates doing the speaking task in Parts 3 and 4 and answer the questions.

**Part 3** 1 Which suggestions do the candidates think will be the most effective? Which two do they finally decide need to be put into effect?

**Part 4** 2 What precautions do the candidates suggest for preventing accidents in the home? What examples do they give to justify their answers?

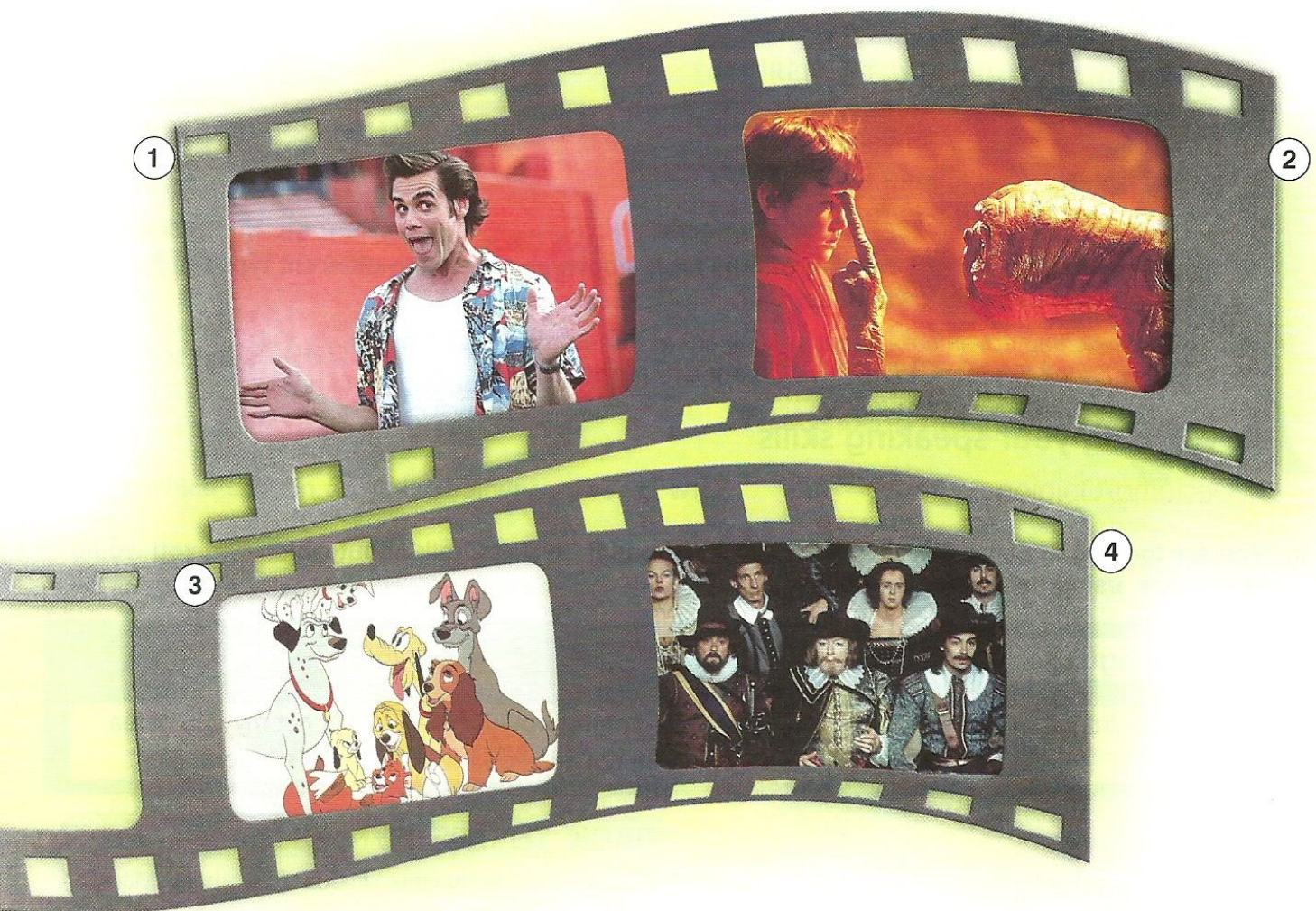
3 In the candidates' opinion, what actions should be taken to deal with a disaster? What reasons do they give to justify their answers?

## Word Power

## • Types of Films

1 Here is a list of film genres. Can you think of any more? Which of them do the pictures represent?

- western
- historical drama
- science fiction
- romance
- fantasy
- comedy
- computer animated
- adventure
- detective
- horror



2 Underline the item that best fits the sentences.

- 1 The **soundtrack/screenplay** of his latest film was written by a team of 50 writers.
- 2 It is said that the latest Harry Potter film has a 100 million dollar **budget/box office**.
- 3 The actors had to be on **location/set** by 5 o'clock every morning.
- 4 ET was a huge **box office/screenplay** success during the 1980s.
- 5 Despite the fact that "Die Hard 4" is a **budget/sequel**, it has a different storyline.
- 6 They are currently filming on **set/location** in Sri Lanka.
- 7 Even though the explosion looks very realistic, it was actually filmed using special **effects/actions**.
- 8 The scene with the car **chase/effects** on the motorway was very exciting.
- 9 **Fans/Spectators** will no doubt be thrilled with this film.
- 10 The **plot/script** takes an unexpected twist when Liz finds out who Robert is.

## Word Power

### • Describing films

- 3 a) Fill in the boxes below with words that describe the different types of films. Many of the words can be used more than once.

moving slow violent dull hilarious humorous exciting gripping frightening colourful thrilling  
awesome light-hearted sentimental scary boring action-packed funny cliché charming

	POSITIVE	NEGATIVE
Animated		
Science Fiction		
Comedy		
Adventure		
Romance		

- b) In pairs, use some of the words from the table above and describe different types of films. You can also use your own ideas.

- ▶ A: I enjoy watching adventures because they are **action-packed** and **thrilling**.  
B: Yes, but I don't like them. I find them **violent** and **frightening**.

## Developing your speaking skills

### • Deciding/Opinion

- 4 You are looking at some film reviews in the local paper. In pairs, talk about which film you would like to see, using the useful language.

### Useful language

What do you think of ...?	Why don't we ...?	I'd prefer/would rather	It's not my cup of tea.
How about ...?	Ok. Let's	I'm not keen on	That's a good idea.

### NOTTING HILL

Hugh Grant stars in Richard Curtis's romantic comedy about a light-hearted bookstore owner who meets and becomes friends with the world's most famous actress, Anna Scott (Julia Roberts). There are many hilarious moments, but also a few bitter-sweet incidents along the way.

### FINDING NEMO

This animated adventure film is great viewing for all the family. It is about Nemo, a clownfish who gets kidnapped from his coral reef home. His desperate father swims all the way to Sydney in search of his son.

- ▶ A: **What do you think of "Finding Nemo"?**  
B: **Animation is not my cup of tea, I'm afraid. I would rather watch something more adventurous.**  
**How about "Raiders of the Lost Ark"?**

### BACK TO THE FUTURE

This is a classic science fiction film about Marty McFly, an American teenager, who is sent back thirty years into the past with the aid of a time machine. He accidentally prevents his parents from meeting and puts his own existence at risk. Not to be missed!

### RAIDERS OF THE LOST ARK

Steven Spielberg's film stars Harrison Ford as a renowned archaeologist who is hired by the US government in order to find the Ark of the Covenant. A gripping adventure filmed in Cairo and Nepal, it will have you on the edge of your seat.

## Word Power

### • Newspaper sections

1 a) Match the headlines to the different sections of a newspaper listed below. Can you think of any other sections?

- Sports
- Science/Technology
- Arts
- World news
- Entertainment
- Environment
- Politics
- Education

**NEW HIGH-TECH PLANE FLIES AT CALIFORNIA AIR BASE**

**WWF** LAUNCHES CAMPAIGN TO SAVE SOUTH AFRICAN FISHERIES

**MINISTER OF EDUCATION SUGGESTS NEW APPROACH TO SCHOOL DISCIPLINE**

SOMERSET HOUSE TRANSFORMS INTO A GIANT OPEN-AIR CINEMA FOR 10 NIGHTS IN AUGUST

**NEW GOVERNMENT RAISES RETIREMENT AGE LIMIT TO 67**

**Pop Star** Gives Birth to Baby Boy

**HENRY TO RETURN TO PRO TENNIS TOUR**

**EARTHQUAKE ROCKS INDONESIA LEAVING THOUSANDS HOMELESS**



b) Which section do you usually/never read? Why?

▶ I usually read the **world news** section because I'm interested in what's happening in the world. I never read the **sports** section, though, because I'm not really interested in it.

2 Fill in the correct word.

real-life   gossip   tabloid   issue   circulation   subscription   glossy  
 editorials   sections   thought-provoking   classified   market   broadsheet

- 1 A very important scientific survey was published in last week's ..... paper.
- 2 She sold the actor's photos to a national ..... for £500,000!
- 3 You can find a reader's opinion on the latest news event in the ..... of the paper.
- 4 You can tell from the ..... cover that this magazine is quite expensive.
- 5 Printing ..... stories in magazines and papers can sell millions of copies.
- 6 Most women's magazines contain beauty and fashion .....
- 7 Celebrity ....., scandals and rumours from Hollywood are what tabloid journalists write about.
- 8 There are a lot of ..... articles about our planet's future in the National Geographic.
- 9 The contents of each monthly ..... of the Journal of Education can be viewed online.
- 10 To get your one-year ..... simply fill in the application form and post it to the following address.
- 11 A magazine's ..... measures the number of copies sold either weekly, monthly or even annually.
- 12 The company is making plans to distribute its publications in the European .....
- 13 If you want to find some second-hand furniture, you can always have a look at the ..... ads in the Evening Gazette.

3 a) Match the qualities to the phrases. Use them to tell your partner what makes a good magazine/newspaper.

- |                            |                 |   |  |
|----------------------------|-----------------|---|--|
| 1 <input type="checkbox"/> | unbiased        | a | contain or be based on actual facts  |
| 2 <input type="checkbox"/> | revealing       | b | teach something you did not know before                                      |
| 3 <input type="checkbox"/> | well-researched | c | contains a lot of information or details about sb/sth                        |
| 4 <input type="checkbox"/> | detailed        | d | comment fairly on events without being influenced by other people's opinions |
| 5 <input type="checkbox"/> | educational     | e | give the reader useful facts ideas of  |
| 6 <input type="checkbox"/> | informative     | f | study the topics carefully and discover facts about them                     |
| 7 <input type="checkbox"/> | factual         | g | discover facts about sb/sth  |

► A good newspaper should be **unbiased** so that it comments **fairly** on events **without being influenced by other people's opinions**.

b) In pairs, discuss how you keep yourself informed. Use ideas from Exs. 1, 2 and 3 and your own ideas.

► A: I usually keep up with **sports** and **world news** by reading daily **newspapers**. I find them **well-researched** and **unbiased**.

B: Oh, really? I prefer reading **magazines**, especially the **arts** and **entertainment** sections, as some of the articles can be very **informative**, and **revealing** when it comes to the life of the stars.

## Developing your speaking skills

### • Describing pictures

4 Describe the pictures. Talk about *place, people, clothes, weather, feelings*. Use the useful language.



### ○ Useful language

Picture ... shows ...	He/She seems to ...	He/She probably ...
He's/She's ...	He's/She's dressed in ...	He/She may be ...

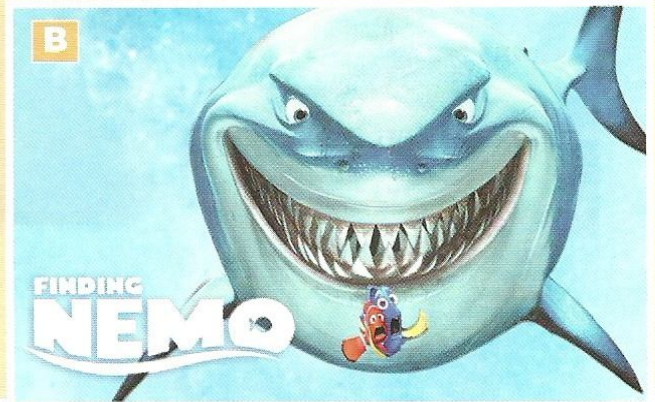
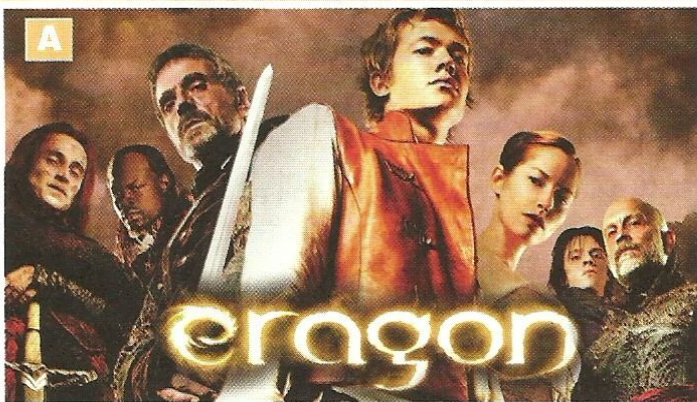
► Picture A shows a man at a train station. He's reading ... He seems to ... He's dressed in ... He's probably ...

## Part 1 Giving Personal Information (3 minutes)

- What do you usually do to relax at the weekends?
- How do you think you will use your English in the future?
- What experiences in your life do you find stressful?
- What career would you like to follow in the future?

## Part 2 Monologue (4 minutes)

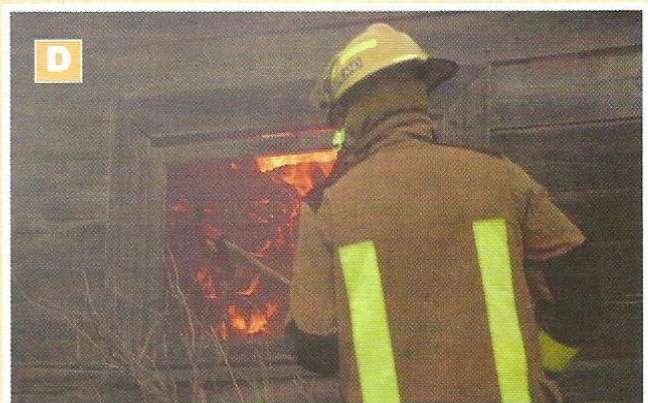
What would be enjoyable about films like these?



**Candidate A:** Compare the pictures and say **what would be enjoyable about films like these.** (1 minute)

**Candidate B:** Which film would you prefer to see? (20 seconds)

How do these disasters affect people's lives?



**Candidate B:** Compare the pictures and say **how these disasters affect people's lives.** (1 minute)

**Candidate A:** How would you help people who have experienced disasters like these? (20 seconds)

### Model Interview:

- Listen to two candidates doing the speaking task in Part 2. What reasons does each candidate give to support their answers?

### Part 3 Decision Making (pairwork) (3 minutes)

You are the editor of a new wildlife magazine for teenagers and you are looking for topics for the first issue. Here are some suggestions of what to include.


- How interested would teenagers be in topics like these?
- Which two topics should be included?



### Part 4 Discussing in pairs (4 minutes)

- What factors influence people's choice of newspapers?
- What do you prefer: books, magazines or newspapers?
- Is there anything you don't like about popular magazines?
- What qualities should a good newspaper have?
- Can you describe your ideal magazine?

#### Model Interview:

 Listen to two candidates doing the speaking task in Parts 3 and 4 and answer the questions.

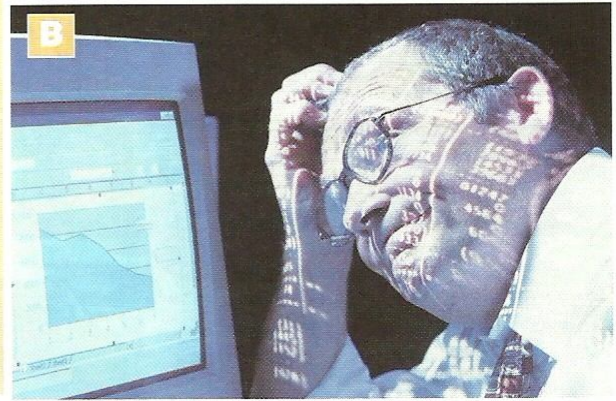
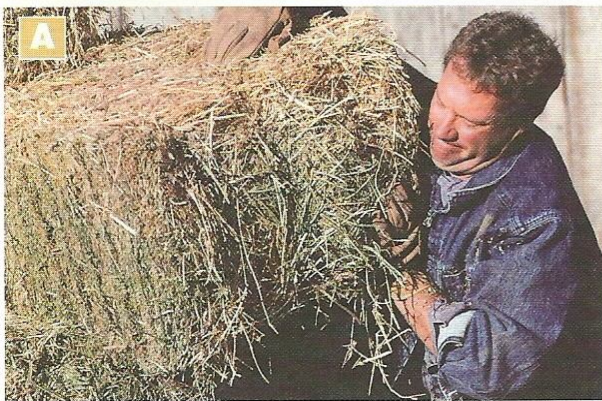
- Part 3** 1 Which of the suggestions do the candidates find least appropriate and why? What topics do they decide to include? What reasons do they give to support their decision?
- Part 4** 2 What are the candidates' opinions on the factors that influence people's choice of newspapers? What reasons do they give to justify their answers?
- 3 Do the candidates enjoy reading popular magazines or not? What reasons do they give to justify their answers?

## Part 1 Giving Personal Information (3 minutes)

- Do you take part in any sports? (Which one and why?)
- What are your favourite activities in your spare time? (Why do you like them?)
- What was the biggest surprise you ever had?
- If you could change something in your life, what would it be? (Why?)

## Part 2 Monologue (4 minutes)

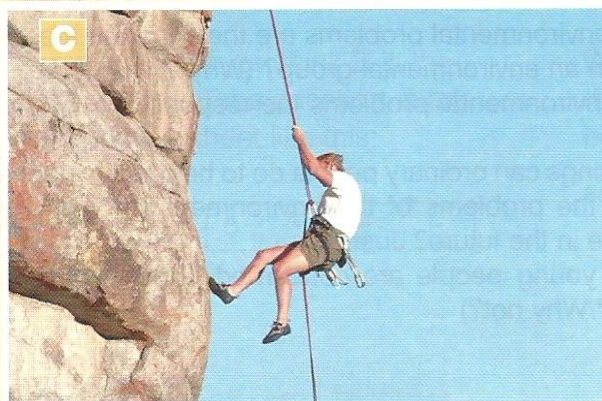
What difficulties do you think these people may face at work?



**Candidate A:** Compare the pictures and say **what difficulties** you think these people may face at work. (1 minute)

**Candidate B:** What job would you like to do? Why? (20 seconds)

Why do people enjoy these kinds of activities?



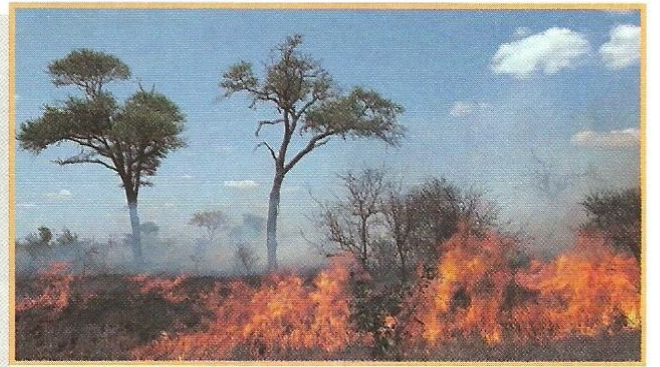
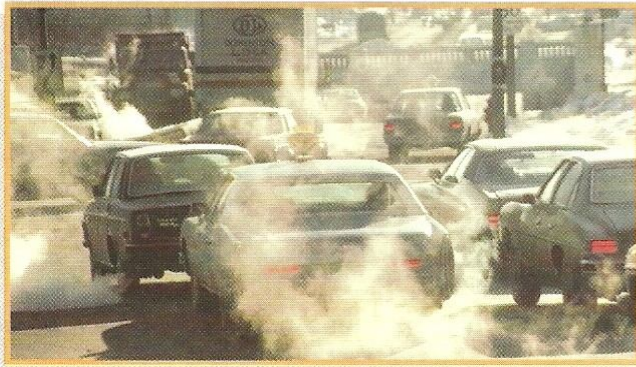
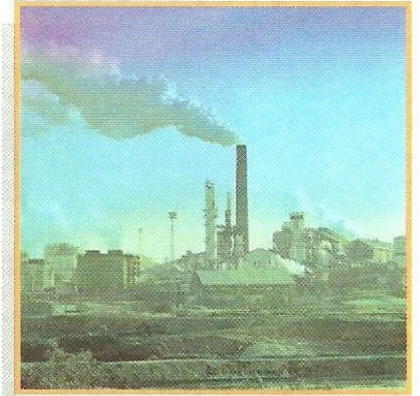
**Candidate B:** Compare the pictures and say **why people enjoy** these kinds of activities. (1 minute)

**Candidate A:** Which of these activities would you prefer to do? (20 seconds)

### Part 3 Decision Making (pairwork) (3 minutes)

Imagine that a local environmental group is designing a poster to make people aware of the environmental problems they face in their area. Here are some suggestions for the poster. In pairs, discuss:

- How serious might these problems be?
- Which two photographs should be on the poster?



### Part 4 Discussing in pairs (4 minutes)

- What kind of environmental problems are there in your area/town?
- Would you join an environmental group? (Why?/Why not?)
- Are tackling environmental problems the responsibility of ordinary people?
- What sort of things can ordinary people do to help reduce pollution?
- Do you think the problems of the environment are going to get better or worse in the future? Justify.
- Do you think young people are concerned about environmental issues? (Why?/Why not?)



Do not write in this box

**Candidate Name**  
If not already printed, write name  
in CAPITALS and complete the  
Candidate No. grid (in pencil).

**Candidate Signature**

---

Centre No.

Candidate No.

Examination  
Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Test version:  A  B  C  D  E  F  J  K  L  M  N

Special arrangements:  S  H

## Candidate Answer Sheet

### Instructions

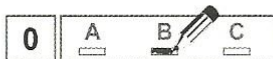
Use a PENCIL (B or HB).

Rub out any answer you wish to change using an eraser.

#### Parts 1, 3 and 4:

Mark ONE letter for each question.

For example, if you think **B** is the right answer to the question, mark your answer sheet like this:



#### Part 2:

Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.

If the answer has more than one word, leave one box empty between words.

For example:



**Turn this sheet over to start.**

Part 1			
1	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
2	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
3	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
4	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
5	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
6	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
7	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
8	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>

Part 2 (Remember to write in CAPITAL LETTERS or numbers)																		Do not write below here			
9																		9	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
10																		10	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
11																		11	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
12																		12	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
13																		13	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
14																		14	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
15																		15	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
16																		16	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
17																		17	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
18																		18	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>

Part 3						
19	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>	<u>  </u> D <u>  </u>	<u>  </u> E <u>  </u>	<u>  </u> F <u>  </u>
20	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>	<u>  </u> D <u>  </u>	<u>  </u> E <u>  </u>	<u>  </u> F <u>  </u>
21	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>	<u>  </u> D <u>  </u>	<u>  </u> E <u>  </u>	<u>  </u> F <u>  </u>
22	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>	<u>  </u> D <u>  </u>	<u>  </u> E <u>  </u>	<u>  </u> F <u>  </u>
23	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>	<u>  </u> D <u>  </u>	<u>  </u> E <u>  </u>	<u>  </u> F <u>  </u>

Part 4			
24	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
25	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
26	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
27	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
28	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
29	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
30	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>

# FCE 1

## Listening & Speaking Skills

The book is aimed at learners of the English language at CEF level B2 preparing for the Cambridge ESOL FCE examination or any other examinations at the same level of difficulty.

### The book consists of:

- 10 Listening tests
- 10 Preparing for the Speaking Test sections
- 11 Speaking tests

### Components

- Student's Book
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