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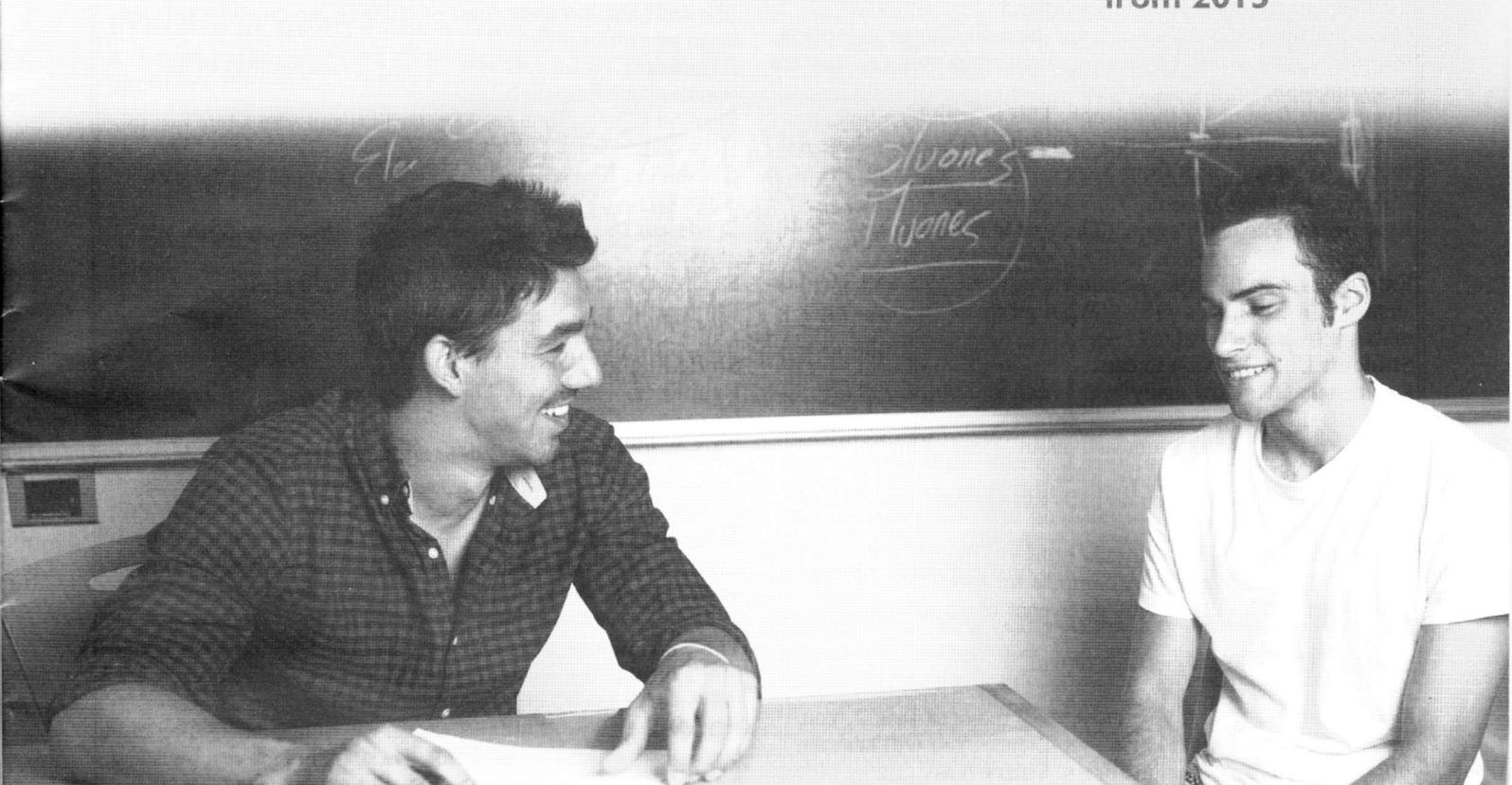
B1

Exam Preparation & Practice

ISE I

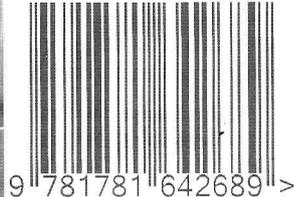
Speaking & Listening
Module

from 2015



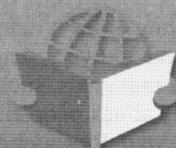
Self-study Guide

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GLOBAL ELT

Listening Section

Part 1

Exercise 2 - Audio Track 1

A. Now, check your answers to the other questions in Exercise 1 by listening to the recording of an example of the Listening section of the exam.

Examiner: You're going to hear a short talk about an animal called a hyena. You will hear the talk twice. As you listen, write down some notes about what you hear – if you want to. Then, I will ask you six questions on some facts about hyenas. Are you ready?

Student: Yes.

Narrator: Integrated Skills in English I. Task 1.

Speaker: There are three species of hyena. The largest and most common of these is the spotted hyena. They appear very similar to dogs, but hyenas are actually closer to the cat family. They live together in groups of up to 80 individuals called clans. Unusually, the leader of the clan is a female, and females are in charge in general. They weigh around three pounds more than males. Spotted hyena cubs are born with their eyes open. They drink their mother's milk for up to 18 months, but also start eating meat after 5.

Other big cats, especially lions, are the main danger to them in the wild. Lions will kill hyenas at every opportunity as they are in competition for the same food.

Hyenas are famous for their laugh. This is actually a type of message or call. It tells the rest of the clan members where the food is. You can hear it from 3 km away.

Examiner: Now listen again. (The text is heard again)

Examiner: Now I'll ask you some questions. You only need to answer in a few words. OK ... What group or family of animals are hyenas closest to?

Student: Um ... closest to cats.

Examiner: OK. How many hyenas can there be in a clan?

Student: Eh ... up to 80.

Examiner: OK. What is unusual about hyena groups?

Student: Um ... female is the leader.

Examiner: OK. And when do baby hyenas start eating meat?

Student: After 5 months.

Examiner: Uh huh. And why do lions kill them?

Student: Um .. because they compete for food.

Examiner: Uh huh. And why do hyenas make a laughing noise?

Student: Um ... it's a message or call.

Examiner: OK. Thank you. Now we'll move to Task 2. You are going to hear a short talk about science. You will hear the talk twice. The first time just listen. Then I'll ask you in a few words what the speaker's talking about. Are you ready?

Student: Um ... yes.

Narrator: Integrated Skills in English 1. Task 2.

Speaker: Great white sharks hunt throughout the world's oceans, usually in cool waters near land. They grow to around 4.6 metres long on average, making them the largest hunting fish on the planet. They are super-fast swimmers, reaching speeds of over 60 kph. They use this speed to hunt by surprise attack. They come from below the animal travelling quickly and bite or hit it before it can escape. They have a set of around 300 very sharp teeth to attack with. They eat mainly large mammals, such as seals, sea lions and small whales, but rarely attack people. There are about 5-7 human shark attacks each year. Researchers believe these aren't really attacks at all.

They think the shark is biting because it is curious – humans are an unusual sight in the sea. Great whites can smell potential food from up to two miles away.

Examiner: OK. Now tell me in a few words what the talk is about.

Student: It's about how ... uh ... the way great white sharks hunt and what they eat.

Examiner: OK. Thank you. Turn over your paper, please, and now listen to the talk again. Write down some notes about what you hear – if you want to. Then I'll ask you to tell me six pieces of information about great white sharks. Are you ready?

Student: Yes.

(The recording is heard again)

Examiner: Now tell me six pieces of information about great white sharks.

Student: OK ... Yes ... First, great white sharks hunt in all the world oceans - in the cold water near the land. Second, they grow to 4.6 metres tall. Third, they can swim very fast, more than 60 kph. Also, they hunt by ... uh ... surprising the fish by swimming very fast. They ... uh ... eat mostly large mammals, like seals and sea lions. Last of all, they can smell food from up to two miles away.

Examiner: Thank you. Um ... why do researchers think sharks attack humans?

Student: Um ... they are very curious and take a bite just to ... eh ... see.

Examiner: And how many attacks on humans are there on average each year?

Student: Um ... around five to seven attacks pe ... uh yes ... per year.

Examiner: And can you tell me about their teeth?

Student: Um ... yes ... they have around 300 sharp teeth.

Examiner: And anything else to add?

Student: Um ... no ... I don't think so.

Examiner: Thank you. This part of the test is over. Thank you.

This is the end of the test.

Exercise 3 - Audio Track 2

Listen to the recording. Then answer the questions below. Write short answers only, not full sentences.

The wood mouse, also known by the name field mouse, is one of the most common small animals in the UK. For every one person who lives there, there are two wood mice. However, life is not easy for these little mice, which have many predators (animals that want to eat them). These include foxes, owls and cats, which will all hunt and eat wood mice, when they have the opportunity. For this reason, wood mice don't have very long lives and only live around 12 months. Wood mice have very good eyesight to help them see at night and stay safe. They can also make huge jumps in the air. This helps them escape predators. As well as being good jumpers, wood mice are also excellent climbers and swimmers. They mostly eat seeds but will kill and eat small insects too if they can. They also eat fruit and berries.

Even though they are called wood mice, they actually prefer fields and hedges to forests. They sleep in underground homes called burrows and usually only come out at night. They often store food in their burrows. They ...

Exercise 5 - Audio Track 3

Listen to the recording and answer the questions.

The Newfoundland is a large type of working dog that comes from Newfoundland island in Canada. They can be black, brown or black and white. Only dogs of these three colour types are 'true' Newfoundlands. They have a thick double-coat of fur and webbed feet like a duck. They are also very powerful. These three things, their thick fur, webbed feet and power, make them excellent swimmers. In fact, people often use them as rescue dogs to swim out to save people who are in trouble in the water. Males weigh between 60 and 70 kg, while females weigh a little less – from 45 to 55 kg.

The Newfoundland is often called 'the gentle giant' of the dog world. This is because although it is huge and powerful, it is also very calm and well behaved. In fact, so long as they are properly trained, Newfoundlands make excellent pets to have around children. That's why the writer of the children's story Peter Pan made the famous nurse-dog 'Nana' a Newfoundland.

Even though they are large and strong, Newfoundlands don't have very long lives. They only live for an average of between 8 and 10 years.

Practise at home - Audio Track 4

A. Listen to the recording about elephants and answer the questions. Play the recording twice.

There are only two kinds of elephant, African and Asian. Both male and female African elephants have tusks – those huge ivory teeth that stick out of their mouths. However, only Asian males do.

Female elephants are called cows. From about the age of 12, cows can start to have babies, known as calves. A new-born calf can weigh up to 260 pounds. By comparison, a full-grown male human weighs just 190 pounds on average. Female elephants carry their unborn calves for 22 months – that's the longest of any mammal.

Adult elephants have no natural predators (animals that hunt them), but big cats, especially lions, will attack babies, the very old and the weak. Humans are the main danger to elephants, though. They hunt them for their ivory tusks. Elephants use these tusks, or huge teeth, in the wild to dig, find food and push down trees. They often need to dig for water when there's no rain. Elephants need to drink around 210 litres of water every day.

Elephants live for between 50 and 70 years on average. The oldest known elephant died aged 86. Males can grow to ...

Audio Track 5

B. Listen to the recording about Scottish Wildcats and answer the questions. Play the recording twice.

The Scottish Wildcat is Britain's last truly wild large predator. It looks a lot like a domestic or house cat, but it has more muscle and behaves very differently around people. The Wildcat has a thick coat of brown and black stripes and weighs between 5 and 9 kg. It can sprint at around 30 mph – that means it can easily outrun Usain Bolt, the fastest man on Earth. It can also fall from the highest tree branches in the forest and still land on its feet.

The Wildcat lives most of its life alone. Males and females only meet up to procreate – make babies. Females have about

three kittens each year. They are very loyal and caring mothers and will fight to the death to protect their babies. In general, Wildcats stay away from humans and will only attack if there is no escape.

There are very few pure Scottish Wildcats left. The figure is thought to be under 100 cats in the whole of Scotland. Most of the cats people spot in the wild are crosses – a mix between Wildcats and domestic cats. This is because Wildcats live in very quiet areas, far far away from people, so they are rarely seen.

Part 2**Exercise 2 - Audio Track 6**

A. Look at the set of notes below and listen to the recording. Choose the correct options.

Tết is the name for the Vietnamese New Year's celebration. It starts on the first day of the New Year and lasts for three days. Before the celebration starts, there is a lot of activity. People are very busy shopping, decorating and preparing traditional food. The shopping is urgent because all shops close during the three-day festival. The first day of Tết is for close family members. Children get red envelopes filled with money from their elders. First-footing is extremely important. If the wrong person enters the house first after midnight, it means the family will have an unlucky year. The first visitor should be successful and of good character if the family is to have good luck. The second day is for friends, who visit one another's homes to celebrate. The final day is a celebration of teachers. Teachers enjoy a lot of respect in Vietnamese culture. During the festival, local people don't clean their homes because they think this would clean away all their good luck - they don't want bad luck. New Year's decorations include a tree made out of bamboo with lucky charms on it, and colourful plants placed both inside and outside the house.

Exercise 3 - Audio Track 7

Student 2: You're going to hear a short talk about a New Year's celebration. You will hear the talk twice. As you listen, write down some notes about what you hear - if you want to. After, you will be asked six questions on some facts about the celebration. Are you ready? Student 1 will act as the examiner and ask you the questions.

The traditional New Year's celebration in Iceland starts at around 6pm on December 31st, when many Icelanders go to church. Before going to church, they have already prepared the food for a large family dinner, which they eat together when they come home. After dinner, young families go to a special neighbourhood event where there is a huge fire, called a bonfire. There are many of these fires all around Iceland. People occasionally bring fireworks along and there is sometimes singing too. After the bonfire, people return home and have a party with their family and friends. From around 10.30 until 11.35, everything goes strangely quiet. That's because 90% of Icelanders sit down to watch a popular annual comedy show on TV. After the TV show, most families have their own little fireworks show at home. There is no official fireworks event, but as a result of all the different families lighting their own, the sky all over Iceland lights up in a beautiful and magical display of colour. Each New Year Icelanders light around 500 tons of fireworks.

Exercise 4 - Audio Track 8

Student 1: You're going to hear a short talk about a New Year's celebration. You will hear the talk twice. As you listen, write down some notes about what you hear – if you want to. After, you will be asked six questions on some facts about the celebration. Are you ready? **Student 2** will act as the examiner and ask you the questions.

Matariki is the traditional New Year's celebration of the native Maori people of New Zealand. Unusually, the Maori New Year occurs quite late in the calendar year – some time between late May and early June. The name Matariki is not just the name for New Year, but also the name for a group of stars. When you can see the group of stars in the sky, that is the sign for the New Year celebration to begin. In the past, not all Maori groups started the celebration on the exact same day. Now, however, the agreed date for the festival is the day of the new moon after the Matariki stars appear in the sky. The modern celebration of Matariki was not popular with many New Zealanders until the early 2000s. The government formed a group to support Maori culture and language and the group helped to make people more aware of this Maori tradition. Since then, it has grown in popularity. In New Zealand's capital city Wellington each year, for example, there are around 60 free events to celebrate Matariki. These include concerts, as well as art, poetry and other activities.

Practise at home - Audio Track 9

A. You're going to hear a short talk about a Scottish festival. You will hear the talk twice. As you listen, write down some notes about what you hear – if you want to. After, you will be asked six questions on some facts about the celebration. Are you ready?

Up-Helly-Aa is an annual fire festival that takes place in the Scottish town of Lerwick. The festival began hundreds of years ago. It is held every year on the last Tuesday of January and is now the largest fire festival in Europe. In the evening, at around 7pm, there is a parade; over 800 men wearing costumes walk through the streets of Lerwick carrying fire-lights. When they get to the centre of town, they use their fire-lights to light a huge Viking long boat. The boat burns in spectacular yellow and orange colours in the darkness. The following day is a public holiday and, for that reason, the party can continue late into the night and early the next morning! The unusual name, Up-Helly-Aa, means *the end of the festival*. So it's *the end of the festival* festival. It marks the traditional end of the Christmas or Yule celebration. There are nine fire festivals in total which take place in Shetland, a group of Scottish islands, in late winter every year.

Audio Track 10

B. You're going to hear a short talk about Canadian winter festivals. You will hear the talk twice. As you listen, write down some notes about what you hear – if you want to. After, you will be asked six questions on some facts about the festivals. Are you ready?

The Quebec Winter Carnival first took place in 1894 and it became a regular yearly event in 1955. There has been a carnival every year since and it is now the biggest winter celebration in the world. The theme of the 17-day event is traditional winter activities. Each year, around 600,000 people visit Quebec specifically to attend the carnival and enjoy the activities. These include ice canoeing, night parades and snow sculpting – making art out of blocks of snow.

Canada's capital city, Ottawa, holds its own winter festival, called Winterlude. It's existed for three decades and is almost as popular as the Winter Carnival in Quebec. Instead of snow sculptures, it has ice carvings – beautiful pieces of art made out of ice. And although it may not be the world's biggest winter festival, it does have the biggest ice skating rink on the planet. The snow playground is also the largest of its kind in the world.

Part 3**Exercise 2 - Audio Track 11**

Listen to three short recordings and choose the general topic, A, B or C.

Recording 1:

Why are parents always saying 'eat your greens'? Well, on this one, science is in agreement. Vegetables are natural superfoods, and green-coloured ones are particularly good for your health. An ingredient in spinach helps muscle develop and repair. So spinach really does make you stronger. It's also rich in selenium, which scientists think may help fight against some mental illnesses of old age. Broccoli is full of important vitamins and minerals, and is also high in protein. Kale contains a huge amount of vitamin K, which helps strengthen bones. Brussel sprouts contain a substance scientists believe may help reduce the risk of cancer. The moral of the story is 'eat your greens' – just as Mum and Dad said!

Recording 2: Audio Track 12

Orange- and red-colouring is often, though not always, a sign of a very healthy type of vegetable. It can indicate the presence of a substance called beta-carotene, such as in carrots for example. According to research carried out at Harvard University, this substance can help prevent or slow mental aging, keeping the mind healthier for longer. Another substance in carrots protects people against skin cancer. And because carrots contain a lot of vitamin A, they are also good for your eyes. Beetroot is an even darker, deep red colour. It is another vegetable that helps to fight cancer, according to tests on lab mice. It is also good for the blood and can help reduce blood pressure. Even pumpkin, which we connect more with Halloween than healthy eating, has some important health benefits. Just like carrot, pumpkin is high in vitamin A, as well as fibre.

Recording 3: Audio Track 13

Nuts are full of fat so people often avoid them. But they should think twice because the fat in nuts is mostly good fat and, apart from that, nuts have a lot of other health benefits. Almonds, for example, are good for the brain. They can help it perform better and they also help lower the risk of certain mental illnesses, including Alzheimer's. Walnuts have a lot of omega-3s, which are good for the heart, and they also contain protein for muscle building. Peanuts are technically not nuts at all, but they are another high-protein snack. Brazil nuts are thought to be particularly good for men – protecting them from certain types of cancer. However, too much of anything is bad for you. Don't overeat nuts because although the fats they contain are mostly good, they contain a lot of them. So, if you eat too many, unless you burn all the fat away with exercise, you'll probably put on weight!

Exercise 3 - Audio Track 14

A. Student 1, you will hear a recording. Listen and decide what it is generally about.

What should we drink? Well, a recent study of around 200 fruit drinks discovered some surprising things. First of all, it found that around a quarter of the fruit drinks were no healthier than a can of fizzy cola. In fact, some of them contained nearly 6 teaspoons of sugar. Worryingly, most of these sugary drinks were for children. They were sold as a 'healthy' option. However, the study warned parents to be careful about what they give their children to drink. The healthiest option of all remains water. We should drink around 2 litres of water every day. Another recent study found that one in five women doesn't drink enough. But if the body doesn't get enough water, it can become dehydrated, which can cause headaches and feelings of tiredness. Water also helps the body clean its systems. Without it, a person can only live for about three days.

Audio Track 15

C. Student 2, you will hear a recording. Listen and decide what it is generally about.

British people eat a lot of chocolate – around 196g on average every week. The problem is chocolate is high in fat, so it is bad for our health. Or is it? Research suggests chemicals in cocoa, the main ingredient in chocolate, help us to relax and lower blood pressure. Furthermore, the type of fat in cocoa is a good fat which reduces the chance of getting heart problems. Recent studies also suggest cocoa has cancer fighting qualities. But does that mean we can eat more chocolate? Not exactly. The problem is most chocolate bars actually contain very little cocoa. One of the most popular UK chocolate bars is just 25% cocoa, for example. This is not enough to enjoy the health benefits. Most chocolate bars also have added ingredients such as sugar, which make them less healthy. Really, only dark chocolate with around 90% cocoa is a true healthy option.

Practise at home - Audio Track 16

A. Listen to the recording about exercise. Listen once, then say in a few words what it is generally about. Listen a second time and take notes. Then say six pieces of information you heard.

The Mayo Clinic says regular exercise has many important benefits. Exercise fights feelings of sadness by producing chemicals in the body that help us feel happier and more relaxed. It gives us more energy too. Chronic fatigue (feeling tired all the time) is one of the fastest growing illnesses today. Regular exercise can help prevent this, or help to improve the situation when the problem already exists. Exercise also helps us fall asleep faster and have a deeper, better sleep. However, exercising late is a bad idea. This can actually cause sleep problems. As little as 30 minutes exercise every day can reduce the risk of issues such as heart disease and diabetes considerably. And the good news is it's never too late to start exercising. According to a British study, people who start to exercise later in life are still three times as likely to be healthy in old age as those who never exercise.

Audio Track 17

B. Listen to recording B about exercise. Listen once, then say in a few words what it is generally about. Listen a second time and take notes. Then say six pieces of information you heard.

The government suggests people should take exercise at least 12 times in every 28 days or four weeks, but a report by Bristol University found that four out of five adults fail to do this. The report showed that wealthy people are more likely to exercise than people who come from poor backgrounds. Only around 10% of the people in the report ever went swimming or to the gym and half never went on walks longer than 30 minutes. Bristol University's report suggests part of the responsibility for getting people to exercise more is the government's because people who live near good sports facilities are more likely to exercise than people who don't. That means the government should provide more free public sports facilities for people to use right around the country.

Speaking Section

Part 1 Be Polite!

Audio Track 18

To start this lesson, listen to the recording. It's got a special message for you.

Oi, you! Yeah, you there! That's right, I'm talking to you. OK, listen you. I said shut up and listen. You're going to learn how to be polite, got it? You're going to learn how to be polite NOW. Understand? Well, you'd better, because I'm not going to repeat myself.

Exercise 1 - Audio Track 19

Listen and match each recording (1-6) to the correct picture (A-F).

Recording 1 - Audio Track 20

John: Lovely food, Sarah. That was delicious. Do you like football? There's a great show on at the moment. Your sofa's very comfortable, do you know that? Yeah. Would you bring me another drink, there, whenever you finish the washing up?

Sarah: Um ... yes, John. I'll bring you a glass of juice. One moment. Gosh, this is ... uh ... fun. Um ... what time did you say you were leaving, again?

John: What? Sorry, can you stop talking? I'm trying to watch the show there, Sarah. Where's my drink?

Recording 2 - Audio Track 21

Paula: Uh, dear. Yes, um ... I say, Waitress ... Waitress ... over here.

Waitress: Yes, Madam? Can I help you?

Paula: I doubt it, Dear. Well, you see, it's just there's been a frightful mistake. I ordered the lamb and you've sent me the pork. Oh, you silly girl!

Waitress: Oh. I'm sorry, Madam. I really do apologise. I'm afraid I thought you asked for the pork.

Mark: I think you do ...

Paula: Oh, do be quiet, Mark. Now, Dear. Well, I hope you'll learn from your mistake. Please get me what I ordered at once. Oh, you poor, silly little thing. Quickly, now. Run along.

Waitress: Uh ... Yes, Madam.

Mark: I'm sure you ordered ...

Paula: Oh, will you be quiet?

Recording 3 - Audio Track 22

Patricia: Hello ... Hello ... Can you hear me? I said: can you hear me? Where am I? On the way home. Yeah. Yeah. Uh huh. I just finished work about ten minutes ago. Yeah. Yeah. No! He didn't? What? She did? Oh my goodness. I can't believe that. Yeah ... Yeah ... No way? That's crazy! I don't believe it.

Recording 4 - Audio Track 23

Young male: Look at her there.

Young female: Yeah. She's the new girl.

Young male: I heard her family's mega rich. La-di-da ...

Young female: Yeah, they just moved here from Boston.

Recording 5 - Audio Track 24

Old woman: Um ... Excuse me, could I possibly si ... [interrupted]

Young female: Eh ... I don't think so, Lady. Go find your own seat, yeah?

Old woman: Um ... Sorry to bother you, Dear.

Recording 6 - Audio Track 25

Assistant: Can I help you?

Customer: Hope so, yeah. Otherwise, what are they paying you for? So ... I want to bring this back.

Assistant: Um ... but it's been opened and used.

Customer: So?

Assistant: I'm afraid I can't accept the product back in that condition.

Customer: Look, you. I don't care what you can or can't do. Where's the manager? I want to speak to the boss, OK?

Exercise 2 - Audio Track 26

A. The examiner and the student are talking about money. Listen to and read a section of the transcript below.

Examiner: OK. Now we'll move on to the conversation task. Let's talk about money. Do you think money's important?

Student: Um ... uh ... Yes, I do. I think without money you cannot live. Tell me what you think.

Examiner: Yes, of course, money is important, but I think I'd prefer to be happy than to be rich.

Student: You are wrong. It's ... uh ... only possible to be happy when you have money. If you don't have enough money, this makes you stressed. Therefore, the richer you are, the happier you are. I am right.

Examiner: OK, but not all celebrities look happy and they have lots of money. There are stories in the newspapers every day about their problems. Isn't that true?

Student: Yes. OK. OK. You have a point. So what? It's still better to have money than to be poor.

Audio Track 27

C. Now listen to the two speakers again. Only, this time, they are BOTH polite. Write down the new phrases you hear under the original phrases in italics.

Examiner: OK. Now we'll move on to the conversation task. Let's talk about money. Do you think money's important?

Student: Um ... uh ... Yes, I do. I think without money you cannot live. What do you think?

Examiner: Yes, of course, money is important, but I think I'd prefer to be happy than to be rich.

Student: I'm afraid I disagree. It's ... uh ... only possible to be happy when you have money. If you don't have enough money, this makes you stressed. Therefore, the richer you are, the happier you are. Wouldn't you agree?

Examiner: OK, but not all celebrities look happy and they have lots of money. There are stories in the newspapers every day about their problems. Isn't that true?

Student: I see your point, but it's still better to have money than to be poor.

Part 2 Explain yourself!

Exercise 1 - Audio Track 28

To start this lesson, let's listen to a recording.

Examiner: OK. Now we're going to talk about travel. Do you like travel?

Student: Yes.

Examiner: Where would you like to go on holiday next year?

Student: The beach.

Examiner: Why would you like to go to the beach?

Student: It's fun.

Examiner: What's fun? Tell me about it.

Student: You go beach. Then you have lots of fun there doing things.

Examiner: What kinds of things?

Student: Fun things.

Examiner: Can you give me an example?

Student: Yes. Swimming.

Examiner: Why do you like swimming?

Student: It's fun.

Examiner: What else do you do at the beach?

Student: More fun things.

Examiner: Can you give me another example?

Student: Yes. Beach volleyball.

Examiner: Why do you like beach volleyball?

Student: It's fun.

Examiner: Who do you play it with?

Student: My friends.

Examiner: What are they like?

Student: They're fun.

Examiner: OK. Thank you.

Exercise 2 - Audio Track 29

Listen and match each recording (1-6) to the correct holiday type (A-F).

Recording 1

We were having an amazing time. It was the last night of our holiday. We were all sitting around the campfire, singing, playing music and chatting to one another. In that moment, I really wished I didn't have to go home. Unfortunately, though, I got my wish at the airport instead. I couldn't find my passport anywhere. That's when I realised: I had it in my pocket the night before on the beach ... I'd left it there. What a nightmare and an expensive mistake. It cost an extra £200 to change to a later flight. Always look after your valuables when on holiday is the lesson I learned from that experience.

Recording 2 - Audio Track 30

I love being out in the fresh air in summertime, high up in the hills. It's incredibly relaxing just being there in the peace and quiet on your own or with a couple of good friends. And hiking's such a healthy activity too. That summer, I was in Spain, in the Sierra Nevada range having the time of my life. Until one morning I woke up with a bad stomach. It was definitely something I ate. I tried a local dish I'd never had the night before. Uh... I felt terrible. It was definitely food poisoning. The ambulance rushed me to hospital. And to make matters worse, I had no travel insurance. I had to pay for the services the hospital provided myself – thousands of dollars wasted. Never again.

Recording 3 - Audio Track 31

The holiday brochure pictures made the hotel look like a little piece of heaven. We couldn't wait to get there. I really needed a good break too after finishing my exams. What can be nicer than sitting by the pool reading a brilliant book as the waiter brings you over an ice-cold drink? The problem is, when we got there, the hotel didn't look anything like the pictures. The pool was full of dirty, stinky water and most of the pool-side sunbeds were broken. Our accommodation was in even worse condition. It was turning into one huge disaster.

Recording 4 - Audio Track 32

It was a perfect holiday. You see, I live in the city so I've always wanted to spend more time in the countryside. The air was fresh and I loved that 'farmy' smell too. What I loved most of all, though, was going fishing – just sitting in a little boat all day relaxing. That was wonderful. However, what was

not so nice was the huge brown bear that came to visit me on one of my fishing trips. Phew! I was very lucky not to get hurt. Always find out about the dangers of the place you're going to on holiday beforehand.

Recording 5 - Audio Track 33

I'd never been there before but I'd always wanted to go. The sights are so famous – everyone knows and loves this city. It's beautiful during the day, but it's at its most special at night-time, you know? When all the buildings light up – and the lights start flashing on that famous tower. I was so excited to be there. I asked a stranger walking by to take my photo. I just gave them my camera without thinking. Then, the next second, they were gone. I had to spend the evening at the police station, so that was the end of my special night. And they never found the thief – or my camera.

Recording 6 - Audio Track 34

I really love the mountains. I go there a lot, you know? In winter, when most of my friends are booking beach holidays, I'm usually the only one going somewhere like the Alps. I love snow and I've always been happy on the slopes. But there's one holiday I'll never forget ... It wasn't a perfect day. There was a huge amount of snowfall from the night before on the ground and snow was still falling pretty heavily, but I wanted to get started. I had got to the top of the mountain and was just about to go down when I heard a 'whoop' noise under my skis. The next thing I knew, I was falling at speed downhill in a ball of snow. When I finally stopped, it was hard to breathe at first, but, luckily, I was OK. Next time, I'll listen to the weather advice. That avalanche was nearly the end of me ...

Exercise 3 - Audio Track 35

Listen to the recording and write the missing words / phrases.

Examiner: Now we'll move on to the conversation task. Let's talk about travel. What are the benefits of travelling abroad?

Student: Well ... uh ... first of all, you get to experience a different culture and people. This can help make you more open-minded. Another thing is that you might be able to practise your second language with the locals there.

Examiner: Have you ever been abroad?

Student: Um ... Yeah. I've been abroad many times. I've travelled with my family and also on school tours. What about you?

Examiner: Oh, yes. Thank you for asking. Very often. But tell me, which do you prefer – the family holidays or school trips?

Student: Um ... well ... I guess the school trips are good because I'm with all my friends and we have a great time together. On the other hand, I also like the family holidays since I get to spend more time with Mum and Dad. At home, they work very long hours. I suppose I like both types of holiday equally but for different reasons.

Exercise 5 - Audio Track 36

Listen to the recording and follow the transcript. Underline the time-buying phrases you hear.

Student: Let's see. I think it depends on where I'm going and why. For example, if I'm going abroad, I definitely prefer to fly by, um, aeroplane rather than go by boat – it's quicker. On the other hand, when I'm on holiday, a short boat trip sounds nice and, you know, relaxing. Don't you think?

Examiner: Absolutely. But what about closer to home? How do you like to travel – by bus, car, train ... ?

Student: I guess that also depends on the situation. For instance, I care about the environment a lot, so I wish I could cycle everywhere. But, you know, that's just not possible. Do you see what I mean?

Examiner: Sure. So what about when you can't cycle some-

where – what then?

Student: I suppose I'll usually take the train if possible because, like, the seats are comfortable and I can relax and read a book or something on my journey.

Examiner: Not the bus?

Student: Well, the problem with the bus is it's often crowded. I mean, there's nowhere to sit and that's just not a very nice way to, uh, travel.

Examiner: Don't you ever travel by car?

Student: Well, neither Mum nor Dad drive, so, I mean, not really.

Part 3 Quick-fire round!

Exercise 1 - Audio Track 37

To start this lesson, let's listen to a talk about the influence of fashion on young people.

If you ask me, fashion is a bad word. One of the worst, in fact. It does a lot of damage to young people in many different ways. There's your basic peer pressure (you know, feeling like you have to do the same things as other people your age). So everyone feels like they have to keep up with the latest fashion trends to look cool. They have to spend huge amounts to do this, though – giving their parents money worries. I feel sorry for the parents and children. They both have to worry about fashion for different reasons. And how about the 'perfect models' young people see on TV and in magazines wearing those cool clothes? Kids want to look like them. But why? They all look the same. How boring! Kids should celebrate what makes them different - and special. Somehow, the fashion industry has convinced young people that how you look on the outside is more important than who you are on the inside. Yes, indeed. Fashion is a very dirty word.

Exercise 2 - Audio Track 38

A. First, listen to the recording. What are the students doing?

Student A: The fashion industry does good because it encourages people to care about their appearance.

Student B: On the other hand, it puts pressure on teens to look perfect, which is impossible.

Student A: That said, when you look good you have more confidence.

Student B: There again, the cost of looking good puts a lot of pressure on parents.

Student A: And yet, you don't have to spend lots of money to look good.

Student B: Having said that, you do if you want to buy the 'cool' brands and labels.

Student A: Nevertheless, expensive clothing is usually better quality.

Student B: However, if something happens to your clothes, it costs a lot to replace them.

Student A: Then again, this teaches you to look after your things properly.

Student B: Um ... I can't think of anything. You win!

Audio Track 39

B. Listen again. This time write down the contrasting phrases you hear.

Exercise 3 - Audio Track 40

A. First, listen to the recording. What are the students doing?

Student A: People should stop buying designer brands because they're too expensive.

Student B: What's more, they're often not very good quality – you just pay for the label.

Student A: Besides, normal clothes are better value for money.

Student B: Furthermore, you won't feel bad if you damage them because they don't cost as much.

Student A: And another thing, normal clothes come in more sizes.

Student B: Additionally, there's a wider choice of places to shop.

Student A: Moreover, there are better things to spend money on than expensive clothes, like music and novels.

Student B: Not to mention charity donations (you know, giving money to charity).

Student A: On top of that, we shouldn't care so much about how we look anyway – we should focus on our personality.

Student B: Um ... I can't think of anything else to say. You win!

Audio Track 41

B. Listen again. Write the missing supporting phrases to complete the conversation.

Part 4 Rules are rules!

Exercise 1 - Audio Track 42

Listen to the recording and answer True or False.

There sure are some weird laws in different parts of the world. Did you know that in Milan, in Italy, there's an old law that says you can get a big fine unless you smile all the time in public. What? That's crazy! The strangest thing is they've never tried to remove it – the old law's still there today! In North America, there's a law in Canada this time that means radios have to play a Canadian song at least once for every four foreign songs played. And this law's actually still in use, unlike the previous one. Down under in Australia's Victoria province, it's illegal to change a light bulb unless you're a qualified electrician. Of course it is. I mean, we all know how difficult light-bulb changing can be. It regularly takes me several seconds to change the bulbs at home – it's a long and difficult task for sure. This next one's from Germany. It's illegal there to run out of fuel when driving on the motorway. What a stup ... wait, actually, when you think about it, this is the first one that makes sense. We should punish people for stopping on the motorway when there's no need. Cars are going at high speed and it's a very dangerous place to be. Well done, Germany – that rule's not so stupid after all.

Exercise 3 - Audio Track 43

A. Listen to the recording. This is an example of what you are going to do next.

Speaker 1: It's a good idea to have rules for sports ...

Speaker 2: ... because games are fairer when everyone plays the same way. There should be a rule that says people cannot use umbrellas ...

Speaker 1: ... because they are dangerous – one once nearly took out my eye. We don't need school rules ...

Speaker 2: ...because you don't need to tell students the right way to behave – they already know. There should be a rule that says teachers can't shout ...

Speaker 1: ... because it makes students nervous and upset. People should have to do charity work ...

Speaker 2: ... 'cause it would force them to think about other people not just themselves. People should have to dress up in chicken costumes on Tuesdays ...

Speaker 1: um ... because it's important to remind people that animals are just as important as we are.

Part 5 Bonjour!

Exercise 1 - Audio Track 44

Listen to the recording. Match each speaker (1-6) to their preferred way of learning a foreign language (A-F).

Recording 1

I started learning English from a very young age – I was only two! You see, my dad loved comic books, and not just any comics either, but English ones. He used to read them to me at bedtime, while I looked at the pictures. This continued for three years. Then I was old enough and my English was good enough that I could read them myself. I've been reading comic books ever since! Looking back now, it was a great introduction to the language. I believe you only learn when you are interested in what you are learning. I loved the comic book pictures and stories as a child and it gave me extra motivation to understand what they were about. The pictures were like flashcards only better, you know?

Recording 2 - Audio Track 45

Well, we did some French and German at school, but I forgot most of it afterwards cause I didn't use it. My friends, though, were what I call 'language snobs'. They all spoke at least one foreign language and they thought that made them better than the rest of us somehow. Well, their attitude really annoyed me. They automatically thought the reason people didn't speak a foreign language was because they weren't 'smart' enough to learn one. Well, one summer, I decided to do something about their attitude. I booked a holiday to a tiny Italian village. I knew no-one would speak English there, but that's what I wanted. I took an Italian phrasebook and some tapes on the language with me and I spent the next 21 days around people who I could only talk to by speaking their language. After just those three weeks, my spoken Italian was nearly fluent. My friends weren't laughing at me anymore when I got home.

Recording 3 - Audio Track 46

I'm a computer programmer, so I have a very logical mind. I'm good with things that have clear rules, like maths, you know? When I wanted to learn to speak German, the first thing I did was buy a grammar book. For me, learning the grammatical rules of the language was the easiest place to start. Then, I started to develop my vocabulary and practise using the language. For this, the internet was key. I didn't have any German-speaking friends, so I found some native speakers to chat to online. It was brilliant practise. Thanks to technology, I was able to video call as well as message them. And the great thing is, I was able to find people on the internet who had the same interests as me too, so practise was fun because I really wanted to talk to them.

Recording 4 - Audio Track 47

Um ... my story's pretty boring, actually. I learned at school the old-fashioned way. I loved school in general so naturally I also loved being in my German class and listening to the teacher explain the rules of the language. We didn't use any modern techniques; we just studied the grammar and learned new vocabulary off by heart. I think the reason I learned so much, though, was because of my attitude. I wasn't afraid to make mistakes. I think that's key in language learning. Many people don't want to get the wrong answer. That's fine for most subjects, but in language learning, getting the wrong answer is a really good thing – because you won't do it again. You'll remember the next time. Mistakes are the best lesson possible.

Recording 5 - Audio Track 48

My language learning was, I think, made easier because I was able to combine it with one of my biggest loves – film. I love the movies and it's important to remember that there's a lot more to cinema than just English-language films. Foreign-language movies are often just as brilliant if not even better. Of course, you can watch them with the subtitles on – that's what I did to begin with, but the viewing experience is so much better if you don't have to keep looking at the words on the bottom of the screen. Indian movies were my favourites – I loved Bollywood. I started watching Hindi language films all the time. Before long, I was recognising words and didn't need to use the subtitles as much. My vocabulary continued to improve and after about a year I could understand almost everything. What's more, learning Hindi didn't even feel like hard work because I loved every minute of watching those movies.

Recording 6 - Audio Track 49

I was terrible at languages at school. I did French and Spanish because they were compulsory, but my grades were awful. I could hardly speak a word of either language by the time I'd finished. It wasn't until in later life that I became a linguist! I work as a DJ and hip hop music was my first love. One day, I was listening to some new hip hop tunes when I accidentally played this song that was in French. The thing is, it sounded amazing, so I wanted to find out more about French hip hop. I hadn't realised how big a musical influence it was until then. The French hip-hop market's the second-biggest in the world and some of the music's incredible. Before long, I was listening to French hip-hop every day, looking up the lyrics and trying to understand what the words meant. My vocabulary developed really quickly and I realised to my surprise that I could learn a foreign language after all. The key thing was just to do it in a way that was fun and interesting so it didn't feel like learning.

Exercise 2 - Audio Track 50

A. Listen to the interview and complete the gaps with words / phrases you hear.

Interviewer: How long have you been learning English?

Student: I've been learning English for 9 years, since I was in first class of primary school.

Interviewer: Do you think you will learn another foreign language in the future?

Student: I don't think I will - not soon anyway. To be honest, I'm not a natural and English has been hard for me to learn. I need a break after this!

Interviewer: If you do learn another language, what will it be?

Student: Um ... if I do, and that's a big if, I'll probably learn Chinese. I know it's supposed to be really hard, but I love Asian culture. I think I will find it interesting, you know?

Interviewer: Do you think you will need your foreign language skills in your future job?

Student: Well, I want to be a police officer, so I probably won't need to speak English very much ... but it will be useful when I have to help tourists, I guess.

Interviewer: Do you think you will forget your English when you leave school?

Student: I think that's a big danger, but I definitely won't let it happen. The key thing is to practise using the language as much as you can. I worked so hard to become a good English speaker that I'd hate to forget it all now. So I'll definitely practise as often as I can.

Exercise 3 - Audio Track 51

A. How do we talk about our preferences? There are two key words. Do you know what they are? Listen to the recording to check. Complete the script with words or phrases you hear.

Interviewer: Do you prefer English to your other subjects?

Student: No. I prefer maths. I want to be a mathematician. I enjoy learning English, though.

Interviewer: Would you rather learn Chinese or Spanish? Why?

Student: Um ... I would rather learn Spanish because I've heard that Chinese is incredibly hard.

Answer Key

Listening

Part 1 - page: 6

Exercise 1: 1.T 2.F 3.F 4.F 5.T 6.F 7.F 8.F

Exercise 2 - page: 6

B. 1. seven 2. twice 3. talk 4. six 5. asked by the examiner
6. twice 7. talk 8. what the recording is generally about
9. details and facts 10. six 11. four

Exercise 3 - page: 7

1. field mouse 2. two wood mice 3. cats 4. at night
5. climbers 6. fields

Exercise 4

A. Student 1 - Task Card 1 - page: 15

1. colourless 2. Sunlight 3. rolling in the snow
4. 6 kilometres per hour 5. 1 kilometre away 6. every 100

B. Student 2 - Task Card 3 - page: 16

1. 1984 2. Scientists 3. groups 4. the company of humans
5. to play 6. (an average of) around 25 years

C. Student 3 - Task Card 2 - page: 17

1. mountains 2. 1700s 3. strongest horses
4. 1800s 5. freed 6. 400.000

Exercise 5 - page: 8

1. black and white 2. excellent swimmers 3. 60 and 70 kg
4. well-behaved 5. children 6. 8 and 10 years

Practise at home - page: 8

A. 1. African and Asian 2. 12 3. 260 pounds 4. humans
5. 210 litres 6. 50 and 70

B. 1. muscles 2. brown and black 3. 30mph 4. 3 kittens
5. fight to death 6. domestic cats

Part 2

Exercise 1

A. Student 1 - page: 9

(Sample Notes - Students' answer may vary)

On New Year's Eve:

- Brazil:
 - wear white clothes
 - jump seven waves for good luck
- Chile:
 - eat lentils for money (+ in Italy)
 - sweep homes: remove bad energy
- Spain:
 - eat 12 grapes for success
- Greece:
 - play cards
 - break a fruit for good luck
 - first footing: kind/loving person (+ in Scotland)

Student 2 - page: 9

(Sample Notes - Students' answer may vary)

- West: New Year on Jan 1 (based on sun)

- Asia: Lunar Year: New Year on late Jan - early Feb (based on moon)

- China
 - Days before: cleaning homes,
 - 1st day of new year: fireworks + respect of elders
 - Celebration: 15 days
 - Last day: lantern festival for love

- Korea: Celebration lasts 3 days:
 - People go to villages - families
 - wear traditional clothes
 - fly kites
 - moon houses on fire

B. Student 2 Questions - page: 18

1. (late) January or (early) February
2. Western New Year
3. for good luck / to sweep away the bad luck to make room for the good luck
4. to respect their elders
5. 15 days
6. 3 days
7. a hanbok (traditional Korean clothing)
8. It will come true.

Student 1 Questions - page: 18

1. white clothes 2. seven (to be sure of good luck)
3. (to) remove any bad energy 4. 12
5. They break it open.
6. a child / children / someone kind and loving
7. Scotland 8. Chile

Exercise 2 - page: 10

A. 1. New Year's Day 2. three 3. food 4. during
5. family members 6. Children 7. successful and of good character
8. friends 9. teachers 10. teachers
11. respected 12. during 13. bamboo 14. plants

B. (Sample Notes - Students' answer may vary)

- Starts: New Year's Day
- Runs: three days
- Before: shop, decorate, food
- Day 1: close family
- Children: money from elders
- First footing: successful + good character visitor
- Day 2: friends
- Day 3: teachers (highly respected)
- Never clean home during because of bad luck
- Decorations: bamboo tree + colourful plants

C. Student 2 Questions - page: 10

1. three days 2. All shops close (during the 3-day festival)
3. (red envelopes filled with) money
4. They are highly respected. 5. bamboo

Student 1 Questions - page: 10

1. on the first day of the new year
2. close family members
3. successful and of good character
4. teachers
5. they don't want bad luck

Exercise 3 - page: 18

1. prepare the food (for a large family dinner)
2. a (special) neighbourhood event (with a huge fire)
3. people sing / there are fireworks
4. watch TV / watch a popular TV comedy show
5. at home
6. around 500 tons

Exercise 4 - page: 19

1. (a) group of stars
2. (when) the Matariki stars (appear in the sky)
3. the new moon day / the day of the new moon (after the Matariki stars appear in the sky)
4. (in) the early 2000s
5. around 60
6. any two of the following: concerts, art, poetry

Practise at home - page: 11

- A.** 1. hundreds of years ago
 2. (the last Tuesday of) January
 3. a parade / a walk / (over) 800 men wearing costumes walk through the streets (carrying fire-torches)
 4. a (huge Viking long) boat
 5. (the) next day is (a) public holiday 6. (the) end of the festival

- B.** 1. 17 days
 2. around 600,000
 3. two of the following: ice canoeing, night parades and snow sculpting
 4. three decades
 5. ice carvings (beautiful pieces of art made out of ice)
 6. (the) ice-skating ring and (the) snow playground

Part 3**Exercise 1 - page: 19****A. Student 1** (Sample Notes – Students' answer may vary)

Good Fats

- Monounsaturated, polyunsaturated
 - Lower risk of heart problems
- Monounsaturated: olive oil, avocado, nuts
- Polyunsaturated: vegetable oils, fatty fish
- Body needs good fats for important functions, like using vitamins and minerals
- Shouldn't stop eating them

Student 2 (Sample Notes – Students' answer may vary)

Trans Fats

- Not natural – changed to last longer
- In the past: only margarine
- Now: vegetable oils, biscuits, cakes, French Fries
- Increase levels of cholesterol, causing heart problems
- + Diabetes and other health problems
- No known health benefit

B. Student 2 Questions - page: 19

1. a specific type of dangerous fat, that is trans fat
 2. Choose 6 facts out of the notes provided in A.

Student 1 Questions

1. good types of fats; that is, monounsaturated and polyunsaturated fats
 2. Choose 6 facts out of the notes provided in A.

page: 13**Exercise 2:** 1. B 2. C 3. A**Exercise 3 - page: 20****A. Fruit Drinks**

- unhealthy – contain sugar
- not good for kids

Water

- healthiest option
- necessary for the body – or else problems

B. Chocolate

- Cocoa: good for the health – less chances of some diseases
- Most chocolates very little cocoa
- Should buy dark chocolate

Exercise 4**A. Fruit Drinks**

- 1/4 of them not healthier than cola: 6 tsp of sugar
- Aimed at children as a healthy option

Healthiest option: water (2ltr a day)

- 1 in 5 women don't drink enough

- Without it: dehydration, headache, tiredness
- Need it to clean the body's systems
- Without it can live only 3 days

B. Chocolate

- Brits: 196g a week
- Chemicals in cocoa: relaxation and lower blood pressure
- Fat in cocoa: good: less health problems, less cancer chances
- But most chocolate bars very little cocoa (e.g. 25%)
- Also added sugar: makes it less healthy
- Dark chocolate: 90% cocoa: best option

Practise at home - page: 14**A. What the recording is generally about:**

The many important health benefits of regular exercise.

6 pieces of information related to the topic:

- Fights feelings of sadness
- Makes you feel happier + more relaxed
- More energy + Prevents or improves chronic fatigue
- Sleep more easily and better
- Exercising 30 mins a day: less risk of heart disease + diabetes
- Never too late to start exercising - any age

B. What the recording is generally about:

The results of a report showing people don't exercise as much as they should and the government's responsibility for getting people to exercise more.

6 pieces of information related to the topic:

- People should exercise 12 times every 4 weeks but 4 out 5 adults don't do this
- The rich more likely to exercise
- Only 10% go swimming or to the gym
- 50% never walk more than 30 mins
- Government's responsibility: build more public sports facilities

Speaking**Part 1****page: 22****Exercise 1:** 1.F 2.E 3.A 4.C 5.D 6.B**Exercise 2 - page: 23**

- C. 1. What do you think? 2. I'm afraid I disagree.
 3. Wouldn't you agree? 4. I see your point, but

Exercise 3 - page: 24**Ask for an opinion:** 1. 8. 10.**Invite agreement:** 5. 9. 12.**Disagree politely:** 2. 4. 6.**Accept a good point:** 3. 7. 11.**Part 2****page: 25****Exercise 1:** 1.T 2.T 3.F 4.F 5.T 6.F**Exercise 2:** 1.F 2.B 3.D 4.A 5.E 6.C**Exercise 3 - page: 26**

1. Well 2. first of all 3. Another thing is that
 4. also 5. I guess 6. because
 7. On the other hand 8. since 9. I suppose

Exercise 4 - page: 26

- A.** 1. The way I see it 2. As far as I'm concerned
 3. In my view 4. To my mind
- B.** 1. for example 2. for instance
- C.** 1. Do you know what I mean?
 2. Do you see what I'm saying?

page: 27

- D.** (Sample answers – Students' answers may vary)
1. **(1)** The way I see it, people learn many things when they travel abroad.
(2) For instance, they experience new cultures and meet other people.
(3) Do you see what I'm saying?
 2. **(1)** In my view, travelling will definitely be easier.
(2) For example, means of transport will become faster and also cheaper, so people will use them more to travel.
(3) Do you know what I mean?
 3. **(1)** As far as I am concerned, I think that this is actually the best way.
(2) When you stay with a local family, you hear the language every day and talk more than in any other case. So you practise a lot.
(3) Do you see what I'm saying?

Exercise 5 - page: 37

Student: Let's see. I think it depends on where I'm going and why. For example, if I'm going abroad, I definitely prefer to fly by, um, aeroplane rather than go by boat – it's quicker. On the other hand, when I'm on holiday, a short boat trip sounds nice and, you know, relaxing. Don't you think?

Examiner: Absolutely. What about closer to home? How do you like to travel – by bus, car, train... ?

Student: I guess that also depends on the situation. For instance, I care about the environment a lot, so I wish I could cycle everywhere. But, you know, that's just not possible. Do you see what I mean?

Examiner: Sure. So what about when you can't cycle somewhere – what then?

Student: I suppose I'll usually take the train if possible because, like, the seats are comfortable and I can relax and read a book or something on my journey.

Examiner: Not the bus?

Student: Well, the problem with the bus is it's often crowded. I mean, there's nowhere to sit and that's just not a very nice way to, uh, travel.

Examiner: Don't you ever travel by car?

Student: Well, neither Mum nor Dad drive, so, I mean, not really...

Part 3

page: 28

Exercise 1: 1.F 2.T 3.F 4.F 5.T

Exercise 2

- A.** They are both supporting their side of an argument, so they are contradicting each other.
- B.** 1. On the other hand 2. There again
 3. And yet 4. Having said that
 5. Nevertheless 6. However 7. Then again

Exercise 3 - page: 29

- A.** They are both arguing for a topic. So they have each other's back.
- B.** 1. What's more 2. Besides 3. Furthermore
 4. And another thing 5. Additionally
 6. Moreover 7. Not to mention 8. On top of that

Part 4

page: 30

Exercise 1: 1.F 2.T 3.T 4.F

page: 31

Exercise 2: A. 1.F 2.F 3.T 4.F 5.F 6.F 7.T

Part 5

page: 32

Exercise 1: 1.A 2.F 3.C 4.E 5.B 6.D

page: 33

Exercise 2

- A.** 1. I don't think I will 2. I'll probably learn
 3. I think I will find 4. probably won't need
 5. I definitely won't let 6. I'll definitely practice

B.

1. definitely will, will
 2. probably will, think ... will
 3. Maybe ... will, might
 4. probably won't, don't think ... will
 5. definitely won't, won't

Exercise 3: A. 1. prefer 2. prefer 3. rather 4. would rather

Units 1-4

UNIT 1

Exercise A

2. haven't put out 3. Has ... forgotten
 4. have ... visited 5. has broken 6. have ... tried
 7. has not phoned 8. have bought

Exercise B

2. D The teachers have been correcting papers for four days.
 3. H How long have the patients been waiting?
 4. A I'm thirsty. I've been walking in the sun.
 5. G Dennis has been studying all week for his final exams.
 6. E We have been cleaning the office all morning, but we haven't finished yet.
 7. B What have you been doing all this time?
 8. C She hasn't been feeling well recently. I think she should rest more.

Exercise C

2. has been planting flowers, has planted
 3. has been doing puzzles, has done
 4. has been painting pictures, has painted
 5. has been making pottery, has made
 6. has been catching butterflies, has caught

Exercise D

2. has been baking, has made
3. has been talking, haven't managed
4. have been waiting, hasn't arrived
5. have got, have been training
6. have been trying, haven't found

Exercise E: 2. since 3. for 4. since 5. for 6. since

Exercise F

2. How long has she known Paul? She has known Paul since 2002.
3. How long have they been learning French? They have been learning French since last September.
4. How long has David worked/been working here? David has worked/been working here for ten years.
5. How long have Sally and Harry been in love? Sally and Harry have been in love since they were students.
6. How long has the doctor been examining the patient? The doctor has been examining the patient for half an hour.

Exercise G: 2.b 3.a 4.c 5.b 6.b 7.b 8.b 9.c 10.a

Exercise H

2. He has been travelling all day.
3. Ben has not been sleeping enough recently.
4. Kathy has not got dressed yet.
5. Have you ever seen a ghost?
6. How many candidates have you interviewed so far?

Exercise I

2. have ... been 3. has gone 4. Have ... been
5. have ... been 6. has ... gone 7. have been
8. have gone

Exercise J

2. for 3. have visited 4. so far
5. have tasted 6. have been trying
7. haven't managed 8. yet
9. has spent 10. has bought
11. has been snowing 12. have been looking
13. since 14. have found
15. have been walking 16. all day

Simple past vs present perfect simple**Exercise A**

2. was, hasn't been 3. Did ... eat, Have ... eaten
4. haven't drunk, drank 5. has won, won 6. have lived, lived

Exercise B

2. offered 3. hasn't rained 4. did you buy
5. have just gone 6. invented

Exercise C

2. has rained 3. did ... talk 4. has run 5. didn't do
6. has ... parked 7. met 8. hasn't told

Exercise D

2. recently 3. just 4. so far 5. ago 6. in 7. ever
8. never 9. since 10. already

Exercise E

2. Did ... wash 3. hasn't come 4. didn't go
5. Has ... been 6. didn't have 7. have ... done
8. did ... leave 9. did ... have 10. didn't like
11. has been 12. went

Exercise F

2. We haven't seen Jason for two weeks.
3. My father retired last June.
4. Brad has not written to us for a month.
5. Derek hasn't been to Belgium since 2010.
6. We last travelled abroad five years ago.

Exercise G

2. has acted 3. hasn't managed
4. had 5. started 6. didn't go off
7. got up 8. put on
9. reached 10. have ... played
11. have taken part 12. have watched

UNIT 2**Exercise A**

2. Future 3. Future 4. Present
5. Present 6. Future 7. Present 8. Future

Exercise B

2. She is getting married tomorrow morning.
3. The bank opens at 7:30.
4. Hurry up, the bus leaves in ten minutes.
5. Are the Jones travelling to Africa next month?
6. The museum closes at 5 o'clock tomorrow afternoon.
7. Is she going to the concert tonight?
8. Our plane takes off at midnight.

Exercise C

2. 's going to 3. 'll
4. 'll
5. Are ... going to
6. 'm going to
7. 's going to
8. 'll

Exercise D: 1.D 2.E 3.A 4.B 5.F 6.C

Exercise E

2. Are you going to see / seeing your dentist in the morning?
3. Will you help your father with the luggage?
4. Is it going to snow tomorrow?
5. Are they having / going to have dinner at Jimmy's?
6. Will Mandy be home tonight?

Exercise F

2. is flying 3. arrives
4. are going to hurt 5. Will ... type
6. are going to knock down 7. will turn on
8. will call

Exercise G

1. will write, will make, will admire
2. are going to sail, are going to visit, are going to meet, aren't going to come
3. is travelling ...is attending, is taking, is flying
4. starts, ends, stays, leaves

Exercise H: 2.c 3.b 4.a 5.c 6.b 7.a 8.b

UNIT 3**Exercise A:** 1.D 2.F 3.A 4.B 5.C 6.E**Exercise B**2. can't 3. might 4. must 5. must
6. may not 7. must 8. can't**Exercise C**2. can't have been 3. might have been trying
4. must have met 5. can't still be waiting
6. may get 7. might travel 8. must be**Exercise D**2. have seen 3. have heard 4. be waiting
5. have called 6. be 7. have 8. have told**Exercise E**2. may be 3. must be playing 4. can't have passed
5. may lose/have lost 6. must feel/must be feeling**Exercise F:** 2.b 3.a 4.a 5.b 6.c**Exercise G**2. have got killed in the crash.
3. have booked the tickets days before the concert.
4. be arguing again.
5. finish her project by Friday.
6. be her mother. They're almost the same age.
7. be staying at a hotel.
8. have stolen the money.**UNIT 4****Exercise A**2. must lose 3. must have 4. mustn't go
5. must call 6. mustn't park**Exercise B**2. mustn't 3. don't have to 4. must
5. don't have to 6. have to**Exercise C:** 2.D 3.C 4.F 5.A 6.B**Exercise D**She had to type many reports.
She didn't have to travel abroad.
She has to redecorate the office.
She has to get a loan from the bank.
She doesn't have to read the mail.
She'll have to travel abroad.
She won't have to work at the office.
She won't have to drive to work.**Exercise E**2. Did she have to type many reports? Yes, she did.
3. Does she have to redecorate the office? Yes, she does.
4. Does she have to read the mail? No, she doesn't.
5. Will she have to travel abroad? Yes, she will.
6. Will she have to drive to work? No, she won't.**Exercise F**2. will have to
3. did ... have to
4. has had to
5. has to
6. will have to
7. has to
8. Will ... have to**Exercise G:** 2.b 3.b 4.c 5.a 6.b 7.c 8.b**UNIT 5****Exercise A:** 1.F 2.H 3.C 4.A 5.B 6.D 7.E 8.G**Exercise B**2. would prefer 3. prefer 4. prefers
5. would rather 6. would prefer
7. would rather 8. would prefer**Exercise C**2. than 3. rather than 4. to
5. than 6. rather than 7. to 8. rather than**Exercise D**2. didn't mention 3. to play, watch 4. had told
5. join, spend 6. going
7. hadn't stayed/didn't stay 8. hadn't signed**Exercise E**2. He would rather send an e-mail than write a letter.
3. He would prefer to visit his grandma rather than call her.
4. I would rather you studied than go out.
5. She would prefer to go shopping on her bike rather than go on foot.
6. They would rather work late tonight than wake up early tomorrow.**Exercise F**2. to interview 3. rather than 4. rather
5. hadn't spent 6. to 7. would prefer 8. than**Exercise G**2. inviting people (to her) home to going out.
3. not lend Jason my camera.
4. didn't watch thrillers.
5. to paint the room by ourselves rather than have it painted.
6. had phoned him yesterday.**Exercise H**1. clever, good-looking
2. to be a good student
3. were younger
4. to stay at home
5. to go out, go to sleep
6. to work at home

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Exam Preparation & Practice

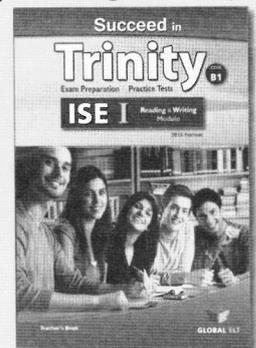
ISE I Speaking & Listening Module

from 2015

Structure of the book

- **Section A** Preparation for the Trinity ISE: I Listening
Part 1 - Independent Listening Task
Part 2 - Listening Task: Festivals
Part 3 - Listening Task: Health and Fitness
Part 4 - Task Cards
- **Section B** Preparation for the Trinity ISE: I Speaking
Part 1 - Be Polite
Part 2 - Explain yourself
Part 3 - Quick-fire round!
Part 4 - Rules are rules!
Part 5 - Bonjour!
Part 6 - Project: A step-by-step method of preparation for the Topic Task
- **Self-study** edition available (with answers).

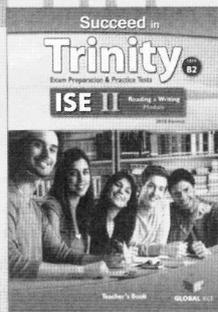
B1 Reading & Writing



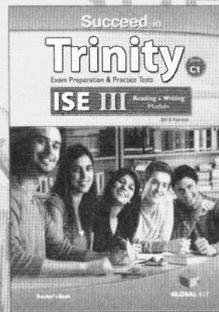
A2 Reading & Writing



B2 Reading & Writing



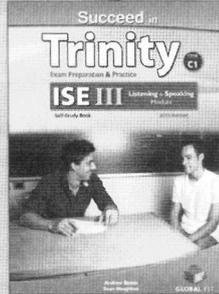
C1 Reading & Writing



B2 Speaking & Listening

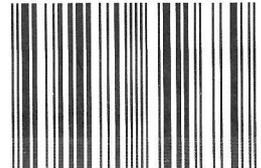


C1 Speaking & Listening



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