

A Context listening

- 1** You are going to hear a woman interviewing a student for a survey about what people do in their free time. Before you listen, look at the pictures. Which activities do you think the student does in his free time?



- 2** **1** Listen and check if you were right.

- 3** **1** Listen again and decide if the following statements are true or false. If a statement is false, write the correction.

- 1 Peter is waiting for his friends.
- 2 He isn't studying much this month.
- 3 His parents own a shop.
- 4 He practises the guitar most mornings.
- 5 He frequently uses the Internet.
- 6 His cousin is living in America at the moment.
- 7 Peter doesn't support any football teams.

- 4** Look at your answers to Exercise 3 and answer these questions.

- 1 Which sentences are about a situation that is permanent or a fact?
- 2 Which sentences are about everyday habits?
- 3 Which sentence is about an action happening at the moment of speaking?
- 4 Which sentences are about a temporary situation?

B Grammar

1 Present simple

+	verb/verb + (e)s	<i>He plays tennis.</i>
-	do/does not + verb	<i>She doesn't play tennis.</i>
?	do/does ... + verb?	<i>Do you play tennis?</i>

We use the present simple

- to talk about regular habits or repeated actions:

*I **get up** really early and **practise** for an hour or so **most days**.*

*I **use** the Internet **just about every day**.*

Words that describe how often or when are often used (e.g. *always, generally, normally, usually, often, sometimes, rarely, never, every day, every evening*).

- to talk about permanent situations:

*My parents **own** a restaurant.*

▲ We use the present perfect, not the present simple, to say how long something has continued:

*I **have worked** there since I was 15. (~~not I work there since I was 15~~ : see Unit 3)*

- to talk about facts or generally accepted truths:

*Students **don't generally have** much money.*

*If you heat water to 100°C, it **boils**. (see Unit 17)*

The following words are often used: *generally, mainly, normally, usually, traditionally*.

- to give instructions and directions:

*You **go** down to the traffic lights, then you **turn** left.*

*To start the programme, first you **click** on the icon on the desktop.*

- to tell stories and talk about films, books and plays:

*In the film, the tea lady **falls** in love with the Prime Minister.*

2 Present continuous

+	am/is/are + verb + -ing	<i>He's living in Thailand.</i>
-	am/is/are not + verb + -ing	<i>I'm not living in Thailand.</i>
?	am/is/are ... + verb + -ing?	<i>Are they living in Thailand?</i>

We use the present continuous

- to talk about temporary situations:

*I'm **studying** really hard for my exams.*

*My cousin **is living** in Thailand **at the moment**. (= he doesn't normally live there)*

Words like *at the moment, currently, now, this week/month/year* are often used.

- to talk about actions happening at the moment of speaking:

*I'm **waiting** for my friends.*

- ◆ to talk about trends or changing situations:

*The Internet **is making** it easier for people to stay in touch with each other.*

*The price of petrol **is rising** dramatically.*

- ◆ to talk about things that happen more often than expected, often to show envy or to criticise with words like *always, constantly, continually, forever*:

*My mum's **always saying** I don't help enough! (complaint)*

*He's **always visiting** exciting places! (envy)*

3 State verbs

The present continuous is not normally used with state verbs because the meaning of the verb itself is a general truth rather than something temporary. These verbs describe thoughts, feelings, senses, possession and description.

Here are some examples of state verbs.

- ◆ thoughts: *agree, assume, believe, disagree, forget, hope, know, regret, remember, suppose, think, understand*

*I **assume** you're too busy to play computer games.*

- ◆ feelings: *adore, despise, dislike, enjoy, feel, hate, like, love, mind, prefer, want*

***Do you mind** if I ask you a few questions?*

*I **love** music.*

- ◆ senses: *feel, hear, see, smell, taste*

*This pudding **smells** delicious.*

▲ To talk about something happening now we use *can*:

*I **can smell** something burning.*

- ◆ possession: *have, own, belong*

*My parents **own** a restaurant.*

- ◆ description: *appear, contain, look, look like, mean, resemble, seem, smell, sound, taste, weigh*

*You **look like** your mother. (= a permanent situation, not a temporary one)*

▲ Some state verbs can be used in the continuous form when the meaning is temporary.

Compare:

*What **are** you **thinking** about? (now)*

*I **think** you should tell her exactly what happened. (my opinion, so not temporary)*

*I'm **tasting** the sauce to see if it needs any more salt.*

*The sauce **tastes** delicious.*

*She's **having** a great time. (is having = is experiencing, not possession)*

*Students **don't** generally **have** much money. (have = possession)*

C Grammar exercises

1 Choose the best endings for sentences 1–8.

- | | |
|--|--|
| 1 Fiona is watching television | a because her favourite film star is on. |
| | b when she has time. |
| 2 I'm having my lunch | a at one o'clock every day. |
| | b early today as I have an appointment. |
| 3 I do the shopping | a at the same time every week. |
| | b today for a friend who's ill. |
| 4 What are you doing | a to your sister when she behaves badly? |
| | b to your sister? Leave her alone! |
| 5 I wear casual clothes | a at the weekend. |
| | b because we're having a party at lunchtime. |
| 6 Teachers work hard | a to get the concert ready for next week. |
| | b but they get long holidays. |
| 7 The company's financial situation is improving | a now that it has a new Chief Executive. |
| | b when there is greater demand for its products. |
| 8 Serge is thinking of retiring early | a every time something bad happens at work. |
| | b because he isn't happy at work any more. |

2 Fill in the gaps with the correct form of the verbs in brackets.

- I'm busy right now. I 'm filling in (fill in) an application form for a new job.
- My tutor (see) me for a tutorial every Monday at two o'clock.
- John (not/study) very hard at the moment. I (not/think) he'll pass his exams.
- 'What (he/do)?' 'He (try) to fix the television aerial.'
- Animals (breathe in) oxygen and (give out) carbon dioxide.
- Be quiet! I (want) to hear the news.
- In my country we (drive) on the right-hand side of the road.
- My friend Joe's parents (travel) round the world this summer, and probably won't be back for a couple of months.
- The college (run) the same course every year.
- Numbers of wild butterflies (fall) as a result of changes in farming methods.

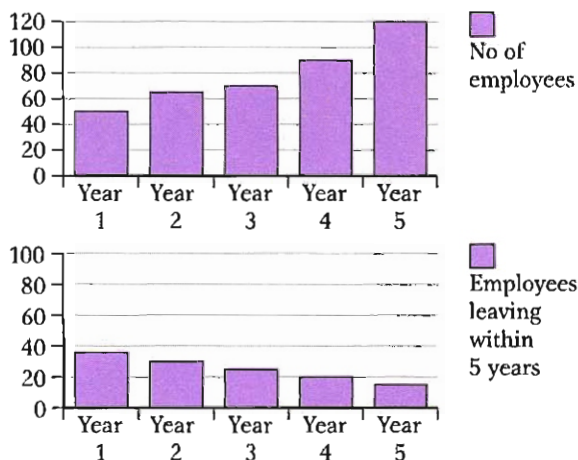
3 Fill in the gaps with the verbs in the box in the correct present tense.

agree catch up cause have go up know think ~~use~~

We 1 use energy for three main things: electricity production, heating and transport. For the first two, we 2 options such as solar and wind power, or natural gas. But oil is still the world's number one source of energy, and for transport at least, there is currently no alternative. In China, domestic energy consumption 3 year by year and demand in similar regions 4 fast. We 5 how to use energy more efficiently now than in the past but the worldwide rise in demand 6 concern amongst experts. Some experts 7 that oil supplies will start to fall within the next twenty years. Most experts 8 that we need to find a new source of energy soon.

4 Look at the following extracts. There are six incorrect verbs. Find and correct them.

Extract A



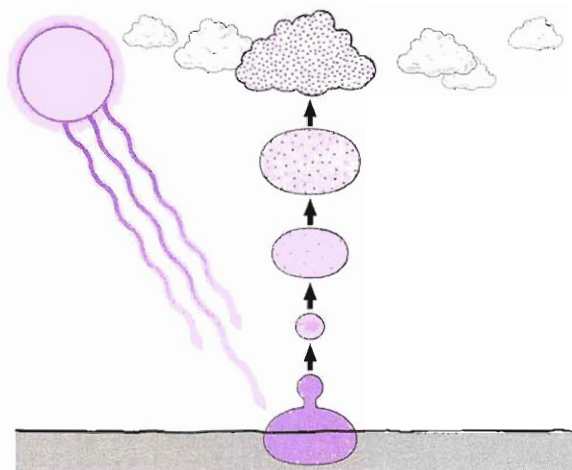
From the graphs, we are seeing that the number of employees employed by this firm increases each year and the number of employees leaving after less than five years decreases.

1 can see

2

3

Extract B



The sun heats the ground This is warming the air nearby and the warm air rises into the sky. As the air is rising, it becomes cooler and the water vapour inside it change into droplets of water. These join together to form a cloud.

4

5

6

D Test practice**Listening Section 1****Questions 1–3**

Choose the correct letter, **A**, **B** or **C**.

Example

Which sport is the woman interested in?

- A gymnastics
- ☒ B swimming
- C tennis

1 How long is the heated pool?

- A 15 metres
- B 25 metres
- C 50 metres

2 Which of these is free for all members?

- A the beginners swimming class
- B the training session
- C the keep-fit class

3 Which of these does the woman need to book?

- A swimming lanes
- B gym equipment
- C sauna

Questions 4–10

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Yoga classes

- held on Monday, 4 and mornings
- weekend evenings from 5 to
- attend 6 per week
- see instructor to change 7
- cost £1.50

Meet John 8

Office located on first floor

Meet at 9 tomorrow

Tel: 10

Grammar focus task


Look at the following extracts from the conversation and underline the tenses that the speakers used.

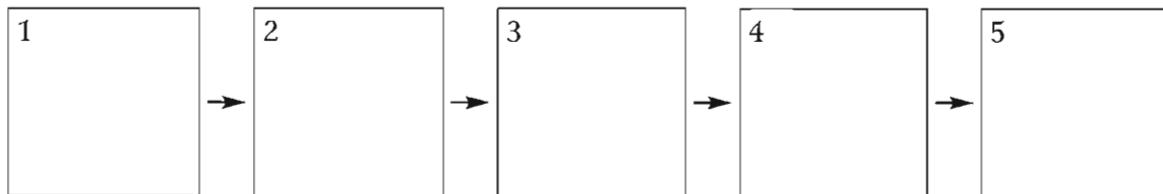
- 1 I'm *wanting* / *want* to do some sports activities.
- 2 Our tennis team *are always looking* / *always look* for new people.
- 3 *Are members having to* / *Do members have to* pay to use the pools?
- 4 We're *not actually allowing* / *don't actually allow* anyone to book the swimming lanes or the gym equipment.
- 5 What time is *suiting* / *suits* you?
- 6 Great, well, I'm *thinking* / *think* that's everything.


A Context listening

- 1** You are going to hear two university students, Carl and Sue, talking about an assignment. Before you listen, look at the list of activities (A–F). Put the activities in the order which you think is best when writing an assignment.

- A make notes
B start to write
C do research
D make a plan
E re-read books
F get a book list

- 2**  **3** Listen to the first part of the conversation. Which five activities does Sue mention? Write the letters A–F in the correct order in boxes 1–5 on the flowchart.



- 3**  **3** Listen to the second part of the conversation and fill in the gaps.

- 1 Sue: I plenty of information for the assignment.
- 2 Sue: When I was in the library last week, I those leaflets.
- 3 Carl: I tired since I started this course!
- 4 Carl: I and I'm already tired.

- 4** Look at your answers to Exercise 3 and find examples of each of the following:

- a something that only happened recently
- b something that happened at some time before now, but we do not know when
- c an action + the length of time it has been going on
- d something that happened at a stated time in the past

Which tense is used in each of the examples a–d above?

B Grammar

We use the present perfect when we want to show a link between the present and the past.

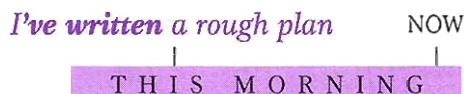
1 Present perfect simple

+	have/has + past participle	She's started the assignment.
-	have/has not + past participle	I haven't started the assignment.
?	have/has ... + past participle?	Have you started the assignment?

We use the present perfect simple

- ♦ to talk about a time period that is not finished (e.g. *today, this week*):

I've written a rough plan this morning. (it is still morning)



- ♦ to show that something happened at some point in the past before now. We don't state when it happened:

I've collected plenty of information. (at some point before now and I will use it to write my essay)

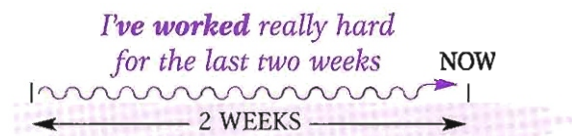
The following time expressions are often used: *ever, never, before, up to now, still, so far*.

It's the longest I've ever had to write. (at any point before now)

⚠ If we state when something happened we must use the simple past:

I wasted a lot of time last week. (~~not I have wasted a lot of time last week~~)

- ♦ to talk about a present situation which started in the past, usually with *for/since*:



I've worked really hard for the last two weeks. (I've worked hard till now)

We use *for* with a length of time (e.g. *for two hours, for three days, for six months*) and *since* with a point in time (e.g. *since 2001, since Monday, since ten o'clock, since I was four, since I started the course*).

- ♦ to talk about something that happened at an unstated time in the past but is connected to the present:

I've read all the books on the reading list. (I have the notes now)

The following time expressions are often used: *recently, just, already*, and *yet* with negatives or questions.

I've just got up.

Have you written your assignment yet?

Compare the use of the present perfect with the past simple:

Present perfect

- ◆ links the past with the present:
I've made quite a lot of notes. (at some point before now and I may make more notes)
- ◆ does not talk about a specific time in the past:
Have you read the leaflet? (at some time before now)
- ◆ uses time expressions that show the time period is unfinished:
I've read six articles this week. (the week isn't finished)

Past simple

- ◆ only talks about the past:
I made notes on the most important things. (when I did the reading and I've finished making notes)
- ◆ states a specific past time, or the time is understood:
I read the leaflets when I was in the library. (I'm not in the library now and the reading is finished)
- ◆ uses time expressions that show the time is finished:
I read five books last week. (last week has finished)

Note the position of the following time expressions that occur with the present perfect:

- ◆ between the auxiliary and main verb (e.g. *recently, already, always, ever, just, never*)
*I've **already** written the notes.*
*I've **just** finished my essay.*
Ever is generally used with questions or negatives:
*Have you **ever** been to Buenos Aires?*
 - ◆ after the main verb (e.g. *all my life, every day, yet, before, for ages, for two weeks, since 2003, since I was a child* etc.)
*I've felt tired **for weeks**.*
*I haven't flown **before**.*
- If there is an object clause, the time expression comes at the end:
*I've gone to bed early **every night since then**.*
*I've written more than ten assignments **since I started this course**.*

2 Present perfect continuous

+	have/has been + verb + -ing	<i>I've been studying really hard.</i>
-	have/has not been + verb + -ing	<i>He hasn't been studying really hard.</i>
?	have/has ... been + verb + -ing?	<i>Have you been studying really hard?</i>

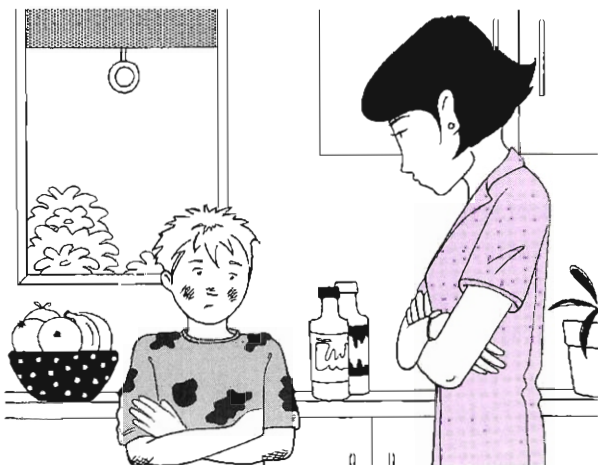
We can use either the present perfect simple or the present perfect continuous to say how long a situation or activity has been going on (often with *for* or *since*):

- I've **felt** tired **for weeks**.*
*I've **been feeling** tired **since** I started this course.*
*I've **worked** at the restaurant **since** I moved here.*
*I've **been working** at the restaurant **for** three years.*

Compare the different uses of the present perfect simple and the present perfect continuous:

Present perfect continuous

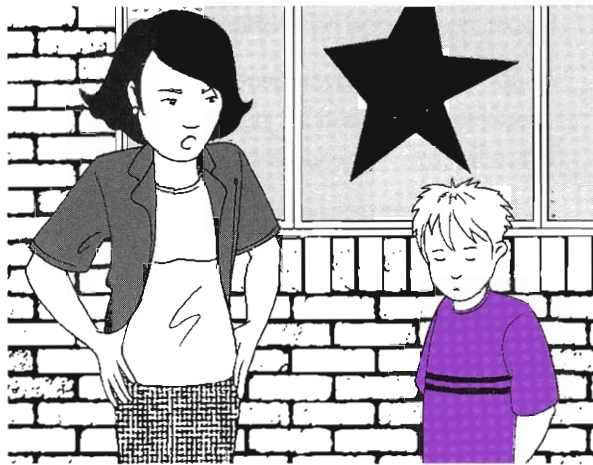
- ◆ emphasises how long:
I've been reading for the past two weeks.
- ◆ focuses on the activity itself (it does not show whether the activity is completed or not):
I've been writing my essay. (we don't know if the essay is finished or not)



What have you been doing? (the boy's mother is interested in the activity that made him so dirty now)

Present perfect simple

- ◆ says how many times:
I've read three articles.
- ◆ focuses on the result or completion of the activity:
I've written my essay. (the essay is finished but we don't know when)



What have you done? (the boy's mother is interested in the result of the action: the broken window)

▲ State verbs (see Unit 1) do not generally have a continuous form:

I've known them since I was a child. (~~not I've been knowing them since I was a child~~)

Grammar extra: *This is the first time etc.*

We use the present perfect tense with the following structures: *it/this/that is the first / the second / the best / the only / the worst ...*

It's the first time I've ever had to write such a long assignment.

Is this the only time you've travelled abroad?

That's the sixth cup of coffee you've had today.

C Grammar exercises

1 Tick (✓) the correct underlined verbs, and correct the verbs that are wrong.

I would like to be considered for your degree course in Zoology, starting in October next year. I feel I am a good candidate for this course as I
 1 have always been interested in natural history and even as a child I
 2 have enjoyed studying animals and insects in my garden. Your science faculty has a good reputation and I would very much like to be part of it.

As you 3 already saw in Section A of this application, I have a good academic record and I 4 just received the results of my recent exams, all of which 5 have been excellent.

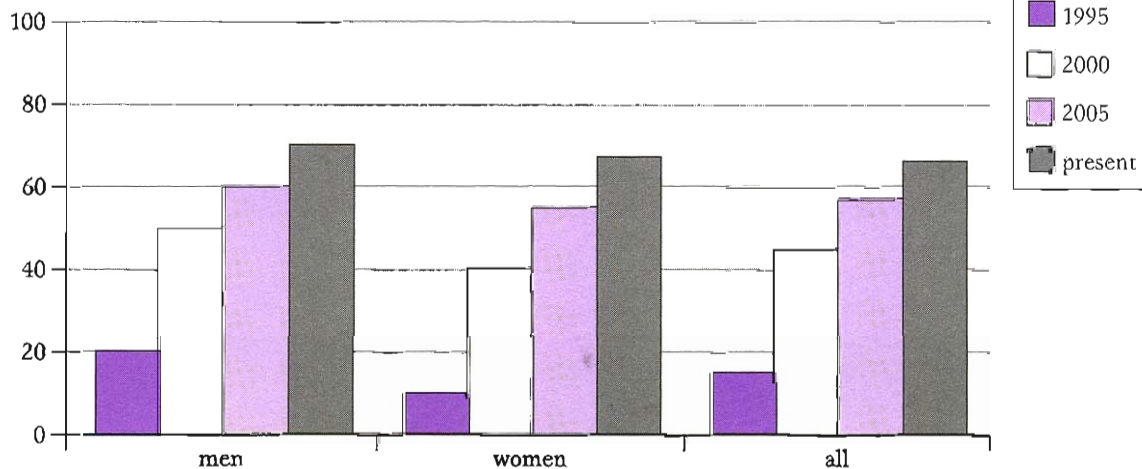
In addition, your university attracts me because I enjoy sports and I
 6 have read in your prospectus about the large number of sports on offer. Last year I 7 have represented my school at badminton and I 8 played in football teams since I was eleven. I 9 have recently joined a basketball team which competes at a national level.

I 10 did not travel abroad much yet, although as a young child I 11 have been to Singapore and Hong Kong with my family. I realize that I 12 have not spent much time away from home up to now, but am keen to become more independent.

- 1 ✓
- 2 *enjoyed*
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

2 Look at the chart and fill in the gaps with the past simple or present perfect simple of the verbs in brackets to make true sentences.

Percentage of UK adults to have used the Internet



- 1 The chart shows the percentage of British adults who have used (use) the Internet since 1995.
- 2 The number of women who have ever used the Internet (increase) by more than 60% since 1995.
- 3 The percentage of men who have accessed the Internet (rise) to 60% in 2005.
- 4 The number of women to have accessed the Internet (rise) each year.
- 5 The percentage of men who used the Internet (be) greater than the percentage of women from 1995 to 2005.
- 6 However, British women (overtake) British men in Internet usage since 2005.
- 7 The total number of people accessing the Internet (grow) each year although the most significant rise (occur) between 1995 and 2000.

3 Underline the correct form of the verbs.

To: Paul Johnson

From: Sunita Soh

Subject: Seminar presentation on Friday

Dear Paul

1 I've just received / I've just been receiving your message to us all about the seminar on Friday. 2 I've worked / I've been working on my presentation for the last week, and 3 have now finished / now finished it, so I am happy to be one of the first to present it. However, 4 I've made / I made an appointment to see the university careers advisor immediately after the seminar, so I will need to leave on time.

I'd like some advice about my presentation. At last week's lecture 5 you've said / you said that we should use visual aids as much as possible. 6 I haven't found / I didn't find anything to use. Is it essential? 7 I've done / I did lots of presentations before, and I feel OK about this one. In my last presentation 8 I used / I have been using the overhead projector, and I want to do this again – does this count as a visual aid?

One last question: 9 I've been / I went to Professor Russell's lecture yesterday, and 10 have been learning / learnt quite a lot that is relevant to this course. Is it okay to refer to another course in my presentation? 11 I've been wondering / I wondered about this – maybe it is better to stick to the materials and references 12 you've given / you've been giving us. I hope you can let me know.

Thanks for your help.

Sunita

- 4** Fill in the gaps with a verb from the box in the present perfect simple or present perfect continuous. You will need to use some verbs more than once.

be do feel have live pass study start take travel want work

Interviewer: How long have you been living (1 *you*) here?

Student: I (2) in London for the past three years. I come from Japan originally. I (3) at a college here since I arrived.

Interviewer: (4 *you*) any travelling over the past three years?

Student: Yes, I (5) really lucky. I have long holidays so I (6) all over Europe. I especially liked Spain.

Interviewer: What is the most interesting thing you (7) recently?

Student: Well, I (8) to play tennis, and I (9) singing lessons for a few months now too. But the thing that I am most proud of is that I (10 *just*) my driving test. It's the first time I (11) it so I'm really pleased but I (12 *never*) so nervous in all my life!

Interviewer: How do you think English will be useful in your life?

Student: I (13) a Hospitality and Tourism course over here, so I need English for my studies and my job. I (14 *always*) to work in the tourist industry because I (15 *always*) interested in history and cultural sites, and I (16 *already*) as a tour guide in my home town.

Now answer these questions about yourself.

17 How long have you been studying English?

.....

18 Have you studied any other languages? (Which ones? For how long?)

.....

19 Have you travelled very much? (Where have you been to?)

.....

20 What have you been doing to prepare for this exam?

.....

21 How has your life changed over the past ten years?

.....

D Test practice**General Training Writing Task 1**

You should spend about 20 minutes on this task.

You have seen an advertisement for a weekend job as a local tour guide showing visitors around your city.

Write a letter of application to the tourism office. In the letter

- ***give your reasons for wanting the job***
- ***explain why you think you can do the job***
- ***describe any relevant experience you have***

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

Grammar focus task

Look at the model answer. Find one example each of:

- 1** a sentence which uses the present perfect simple to show something which started in the past and is still going on
- 2** a sentence which uses the present perfect continuous to show something which started in the past and is still going on
- 3** a sentence which uses the present perfect simple to show something happened at an unstated time in the past but has a present result

Dear Sir or Madam,

I am writing to apply for the post of tour guide advertised on your website. I believe I fulfil all the necessary criteria, and very much hope that you will consider my application.

I have lived in this town all my life, and therefore know all about the places of interest and their history. I have visited the castle and the cathedral many times and I have read many guide books full of interesting historical facts. I therefore feel that I am in a good position to lead visitors around these sites. I have always been interested in history and over the past few years I have regularly participated in activities at the castle and at other sites.

Recently I have been working as a receptionist at a local hotel in the evenings, so I have experience of dealing with overseas visitors, and I enjoy talking to them.

I do hope you will consider me for this post, and I look forward to hearing from you.

Yours sincerely,

Entry test

If you have the wrong answer, see the units indicated for more information.

- 1 B (> Unit 1)
- 2 C (> Unit 1)
- 3 B (> Unit 2)
- 4 B (> Unit 2)
- 5 C (> Unit 2)
- 6 B (> Unit 3)
- 7 A (> Unit 3)
- 8 B (> Unit 4)
- 9 C (> Unit 4)
- 10 A (> Unit 5)
- 11 A (> Unit 5)
- 12 C (> Unit 6)
- 13 B (> Unit 6)
- 14 C (> Unit 7)
- 15 B (> Unit 7)
- 16 A (> Unit 8)
- 17 C (> Unit 8)
- 18 A (> Unit 8)
- 19 B (> Unit 9)
- 20 C (> Unit 10)
- 21 A (> Unit 10)
- 22 C (> Unit 10)
- 23 B (> Unit 11)
- 24 C (> Unit 11)
- 25 A (> Unit 12)
- 26 B (> Unit 12)
- 27 A (> Unit 13)
- 28 B (> Unit 13)
- 29 A (> Unit 14)
- 30 A (> Unit 14)
- 31 C (> Unit 15)
- 32 B (> Unit 15)
- 33 A (> Unit 16)
- 34 A (> Unit 17)
- 35 C (> Unit 17)
- 36 A (> Unit 18)
- 37 C (> Unit 18)
- 38 B (> Unit 19)
- 39 A (> Unit 19)
- 40 B (> Unit 20)
- 41 B (> Unit 20)
- 42 C (> Unit 21)
- 43 C (> Unit 21)
- 44 A (> Unit 22)
- 45 B (> Unit 22)

- 46 A (> Unit 23)
- 47 C (> Unit 23)
- 48 B (> Unit 24)
- 49 C (> Unit 24)
- 50 A (> Unit 25)

Unit 1

A: Context listening

- 2 1 playing and watching football; playing the guitar in a band
- 3 1 T 2 F He is studying really hard for his exams this month.
3 F His parents own a restaurant. 4 F He practises the piano most mornings. 5 T 6 F His cousin is living in Thailand. 7 F He supports his local team.
- 4 1 sentences 3 and 7 2 sentences 4 and 5 3 sentence 1
4 sentences 2 and 6

C: Grammar exercises

- 1 2 b 3 a 4 b 5 a 6 b 7 a 8 b (> B1 and B2)
- 2 2 sees 3 isn't studying; don't think 4 's he doing; 's trying
5 breathe in; give out 6 want 7 drive 8 are travelling
9 runs 10 are falling (> B1-B3)
- 3 2 have (state verb) 3 is going up (*year by year* tells us this is a gradual change over time) 4 is catching up 5 know
6 is causing 7 think 8 agree (> B2 and B3)
- 4 2 are increasing is increasing 3 decreases is decreasing
4 is warming warms 5 is rising rises 6 change changes
(be careful of verb/subject agreement) (> B1 and B2)

D: Test practice

Listening

Questions 1-3: multiple choice

Test tip: Read all the questions carefully before you listen. Underline or highlight any key information or words that you need to listen for (e.g. *How long is the heated swimming pool?*) Use the questions to help you find your way through the listening text. If you miss an answer, just move on to the next one.

- 1 A (*a heated indoor pool, which is just 15 metres long*) 2 A (*We even offer complimentary classes for beginners*) 3 C (*we can only have a maximum of seven people in the sauna at any one time, so you do need to put your name on the list for that*)

Questions 4-10: notes completion

Test tip: Read through the notes carefully before you listen and try to predict what type of information you need to hear (e.g. for question 4 you will need to write down two days of the week, or for question 5 you will need to write a time). Pay careful attention to the word limit and check your spelling at the end.

- 4 Tuesday; Friday (*There are classes on Monday, Tuesday and Friday in the morning*) 5 6.00/six (pm); 7.30/seven thirty (pm) (*There are classes ... every Saturday and Sunday in the evening. Those classes are a bit longer, starting at 6.00 and finishing at 7.30.*)
6 one day/1 day/once (*each day is a different level, so you only come once a week*) 7 level(s)/class(es) (*Most people start at the*

lower level, and then you can talk to the instructor about changing if you think it's too easy.) 8 Doherty (My name is John Doherty, that's DOHERTY) 9 11.00/eleven (am) (I have appointments from 9.00 to 10.30, so could you make it 11.00?) 10 0117 965 478 (my number's 0117 965 478)

Grammar focus task

- 1 want 2 are always looking 3 Do members have to
4 don't actually allow 5 suits 6 think

Unit 2

A: Context listening

- 1 A CDs B a laptop computer C a roast chicken D a purse
E a handbag F a TV
2 1 CDs; a roast chicken; a purse 2 B (So you see, you do need to be careful to lock your door at all times of the day)
3 1 called 2 happened; was watching 3 used to keep
4 would leave 5 walked 6 didn't hear; was listening
7 went; opened; took
4 1 sentences 2 and 6 2 sentences 1 and 5 3 sentence 7
4 sentences 3 and 4 5 past simple; past continuous; would; used to

C: Grammar exercises

- 1 2 was 3 took 4 was 5 received 6 meant 7 invented
8 laid 9 allowed 10 replaced 11 increased 12 did not own 13 walked 14 rode (> B1 and Appendix 1)
2 2 made 3 were studying 4 was describing 5 picked up
6 noticed 7 was crying 8 apologised 9 said 10 didn't know 11 made 12 happened 13 was showing
14 was examining 15 was smiling 16 got 17 said
18 laughed 19 wasn't looking 20 inspired 21 started (> B1 and B2)

Used to is possible in 1 and 2: *used to have* and *used to make*

- 3 2 would/used to follow 3 moved 4 visited
5 would/used to give 6 Did you use to have (*would* is not used with state verbs or in questions) 7 really used to like/used to really like (*would* is not used with state verbs)
8 used to/would go 9 used to/would spend 10 took
11 did you use to have to (*would* is not used in questions)
12 used to have to (*would* is not used with state verbs)
13 didn't use to look forward to (*would* is not generally used with negatives) (> B1 and B3)
4 3 used to go 4 ✓ 5 noticed 6 ✓ 7 realised
8 was snowing 9 skidded 10 ✓ 11 phoned 12 ✓
(background scene) 13 stopped (event) 14 ✓ 15 came
16 ✓ (> B1-B3)

D: Test practice

Reading

Questions 1-9: locating information

Test tip: Scan the passage for relevant information, and then check that it matches the question exactly (e.g. for question 2 the experiment is mentioned several times but only paragraph D describes how it was done). Remember that the words in the passage may paraphrase the words in the questions.

- 1 E (*prey spiders did not respond to them in any way*) 2 D (*The researchers allowed various prey spiders to spin webs in the*

laboratory and then introduced Portia spiders.) 3 F (*lions hunting at night, for example*) 4 D (*To simulate the shaking effect of a breeze the zoologists used either a model aircraft propeller or attached a tiny magnet to the centre of the web*) 5 B (*They will attack something about twice their own size*) 6 A (*for jumping spiders that sneak onto other spiders' webs to prey on their owners, it can be the difference between having lunch and becoming it*) 7 B (*Portia spiders live mostly in tropical forests, where the climate is hot and humid.*) 8 B (*The fifteen known species of Portia jumping spiders*) 9 F (*Portia spiders are clearly intelligent and they often learn from their prey as they are trying to capture it. They do this by ...*)

Questions 10-13: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the reading passage. If you cannot find an answer, just move on to the next one and come back to this one later.

10 A (*Portia spiders moved more when the webs were shaking (vibrating) than when they were still (motionless)*) so B is incorrect; C is incorrect: *they were more likely to capture their prey during tests in which the webs were periodically shaken than in those where the webs were undisturbed*; D is incorrect: *If the spiders were placed onto unoccupied webs, they would make no attempt to change their movements* 11 A (*They'd make a big pluck with one of their hind legs = make strong vibrations with one leg*; B and C are incorrect: *the spiders would ... then creep forwards up to five millimetres before the vibrations died down*; D is incorrect: *the violent twanging produces a pattern of vibrations that match those caused by a twig falling onto the web*) 12 C (*this is the first example of an animal making its own smokescreen that we know of*; A is incorrect: *lions also do this*; B is incorrect: *Portia spiders mimic trapped insects not other prey-eating animals*; D is incorrect: *we are not told that spiders are the only animal that uses 'trial and error'*) 13 B (*Sometimes they will even take an indirect route to reach a prey spider ... When it does this, the Portia spider is actually solving problems and thinking ahead about its actions.*)

Grammar focus task

- 1 a 2 c 3 b

Unit 3

A: Context listening

- 1 A logical order would be: 1 F 2 C 3 A 4 D 5 E 6 B
2 1 C 2 A 3 D 4 E 5 B
3 1 've collected 2 read 3 've been feeling 4 've just got up
4 a sentence 4 (present perfect simple) b sentence 1 (present perfect simple) c sentence 3 (present perfect continuous)
d sentence 2 (past simple)

C: Grammar exercises

- 1 3 have already seen 4 have just received 5 were 6 ✓
7 represented 8 have played 9 ✓ 10 have not travelled
11 went 12 ✓ (> B1)
2 2 has increased (*since*) 3 rose (*in 2005*)
4 has risen (*each year*) 5 was (*from 1995 to 2005*)
6 have overtaken (*since 2005*) 7 has grown (*each year*);
occurred (*between 1995 and 2000*) (> B1)

- 3 2 've been working 3 have now finished 4 've made
5 said (*at last week's lecture*) 6 haven't found 7 've done
8 used 9 went 10 learnt 11 've been wondering
12 've given (> B1 and B2)
- 4 2 've been living (*for the past three years*) 3 've been studying
(focus on activity) 4 Have you done 5 've been (state verb)
6 've travelled 7 've done 8 've started 9 've been having
(*'ve been taking* is also possible – focus on activity and
duration) 10 've just passed (recent activity) 11 've taken
(*it's the first time*) 12 've never felt (*'ve never been* is also
possible) 13 've been doing (*'ve been taking* is also possible –
focus on activity) 14 've always wanted 15 've always been
16 've already worked (> B1 and B2, Grammar extra)
- Answers will vary. Suggestions: 17 I've been studying English
since I was six years old. 18 I haven't studied any other
languages. / I have studied ... / I studied French at school but
I've forgotten almost everything now. 19 I've been to ...
20 I've been reading a lot and taking lots of practice tests.
21 My life has changed a great deal. I've finished university ...
(> B1 and B2)

D: Test practice

General Training Writing Task 1

Test tip: Read the question carefully. Make sure you include all
the information required in your letter and make sure you stick
to the time limit so that you leave enough time to answer Task 2.
Do not write any addresses.

See model answer in unit.

Grammar focus task

- 1 I have lived in this town all my life 2 I have been working as
a receptionist at a local hotel 3 I have read many guidebooks

Unit 4

A: Context listening

- 1 1 d 2 a 3 f 4 c 5 h 6 b 7 g 8 j 9 e 10 i
2 1 January 27, 1756 / 27 January 1756 / January 27th, 1756 /
27th January 1756 2 one/1 3 (a) composer 4 six/6
5 (the) violin
3 1 was born; had already died 2 was; had also been
3 mastered; had copied 4 was; had written
5 hurried; spread 6 were; had ever been
4 1 past simple 2 past perfect

C: Grammar exercises

- 1 2 had entered 3 had made 4 had not discovered
5 had also turned up 6 had multiplied (> B1)
2 2 had doubled 3 remained 4 began 5 had tripled
6 was 7 increased 8 had reached 9 had peaked
10 had managed (> B1)
3 2 'd always been 3 'd heard 4 arrived 5 'd been feeling
6 had come 7 'd walked 8 'd learnt 9 had prepared
10 'd been expecting ('d expected) 11 took off
12 didn't feel 13 approached 14 had done 15 stepped
16 hadn't burnt 17 'd been hoping ('d hoped)
18 managed 19 'd done (> B1 and B2, Grammar extra)
4 2 had started 3 bought 4 'd never taken 5 stayed; visited;
'd been; 'd liked (liked); 'd decided 6 'd been developing 7 'd
already discussed; 'd made; 'd phoned; felt; hadn't waited 8 'd
been running (> B1 and B2)

D: Test practice

Reading

Questions 1–6: choosing paragraph headings

Test tip: Try to get the general idea of what each paragraph is
about. Make sure that the heading you choose reflects the overall
message in the paragraph and not just one fact.

- 1 vii (Paragraph A tells us about an advertisement for pens that
brought 5,000 people into a shop.) 2 ix (Paragraph B tells us
about earlier pens and their problems; there were 350 patents for
pens in fifty years. A patent is a formal application to
manufacture something so that no one else can copy it.) 3 vi
(Paragraph C tells us that one of the Biro brothers was annoyed
at problems he had with fountain pens, so he decided to invent a
new one.) 4 iv (Paragraph D tells us about the problem with
the first design and how this was solved with a second design
which worked better. We also learn that the brothers moved to
Argentina.) 5 viii (Paragraph E tells us that the United States
Department of War requested the pens be made in the U.S., so an
American company bought the rights from the Biro brothers.)
6 iii (Paragraph F tells us that an American man on holiday in
Argentina saw the pens and copied them back in the U.S.)

The following headings are incorrect: i (Although fountain pens
are mentioned in the text none of the paragraphs tells us that
they are no longer used = *are history*.) ii (The Biro brothers were
never very famous.) v (Paragraph E tells us that the United
States Department of War actually helped the progress of the
Biro pen.)

Questions 7–9: multiple choice

Test tip: Read all the questions and options and underline or
highlight any important information or key words that you need
to find in the passage. Use the questions to locate the relevant
part of the reading passage. If you cannot find an answer, just
move on to the next one and come back to this one later.

- 7 D (*Depending on the climate or air temperature, sometimes the
pens would do both* i.e. leak and clog. A is incorrect: the pens were
never manufactured; B is incorrect: there is no mention of the
manufacturing technology; C is incorrect: the first pen was
designed for use on leather – we are not told that it could not
write on paper.) 8 A (*The first Biro pen, like the designs that had
gone before it, relied on gravity for the ink to flow to the ball bearing
at the tip.* B is incorrect: the second pen was based on capillary
action, not the first; C is incorrect: the pen did not work with
heavy ink; D is incorrect: the pen only worked when held
upright.) 9 C (*The Biro brothers had failed to secure a U.S. patent
on their invention.* A is incorrect: it was Loud's patent that had
expired, not the Biro brothers' patent; B is incorrect: we know
that a patent gave the sole rights to manufacture; D is incorrect:
there is no mention of Reynolds having any contact with the Biro
brothers, and they sold the permission to Eversharp.)

Questions 10–12: short-answer questions

Test tip: Scan the text for the information you need. It is
important to write only the key words and take note of the word
limit (here you are told to write no more than two words and/or a
number).

- 10 leather 11 (in) Argentina (~~not it was in Argentina~~)
12 (in) 1945 (~~not it was in 1945~~)