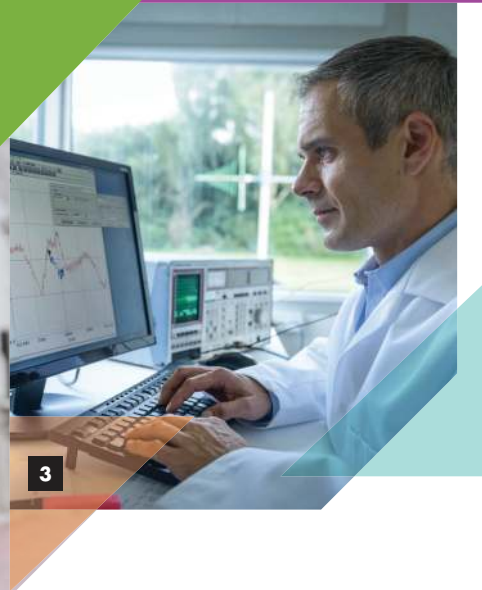
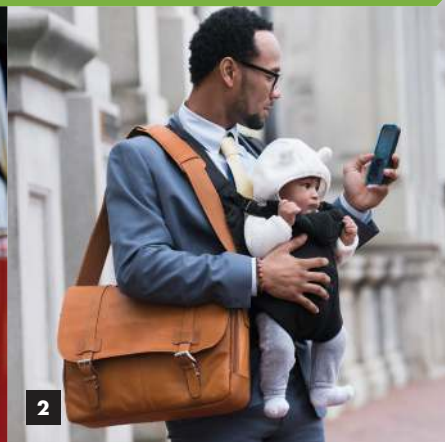


1 Living day to day



1 Look at photos 1–3. What do you think a typical day is like for each person? Think about:

- when they do things like having meals
- where they go and how they travel
- who they see
- what they do to relax
- how they feel at various times of the day

Part 7

2 Look at the exam task. Answer these questions.

- 1 How many people are there?
- 2 Is it one text in sections, or is it several short texts?
- 3 What's the topic?
- 4 What kind of information do you need to find? (e.g. *Which place ... ?*)
- 5 How many questions are there?
- 6 Can you use letters A, B, C and D several times each?

3 Look quickly at the text. What are Becky's main activities in each section A–E?

4 Look at this Part 7 example question and the underlined words in the text. There are references to this in parts A, B and E. Why is A right? Why are B and E wrong?

Example:

In which section does she mention doing intensive physical exercise? A

5 Do the exam task. Underline the words or sentences that tell you the right answers.

Quick steps to Part 7

- Look at the instructions, title and layout, then read quickly through the questions.
- Remember that the information you need may not be in the same order as the questions.
- Be careful with words that only *seem* to say the same as a particular question, but in fact mean something quite different.

Exam task

You are going to read an article about a student's daily life. For questions 1–10, choose from the sections (A–E). The sections may be chosen more than once.

In which section does the writer

- talk about something she does only once a week?
- refer to a time when her life was less complicated?
- explain why she sometimes has to pay for her meals?
- state she is sure of her ability to combine study and work?
- suggest that some may be surprised at something she chose to study?
- remark on something about her culture that makes her proud?
- describe a habit she feels is good for her health but unusual for a student?
- indicate that she sometimes misses a meal?
- express her admiration for the scenery at the university?
- suggest that she had difficulty adapting to university life?

1	
2	
3	
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5	
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7	
8	
9	
10	

Exam tip

When you have finished, make sure you have answered all ten questions.

Reading and Use of English

A day in the life of a Canadian student *by Becky Bradley*

A I greet the bus driver with a cheery 'good morning!', as is the norm here rather than the head-down mutterings common in other countries at this early hour. Before becoming a geography and psychology student at the University of British Columbia, I had a set daily routine – which seemed to make everything simpler. My morning routine has changed drastically over the years at university but now, in my third year, I like to think that I have finally mastered it. After the 10-minute ride on the 99 bus, I thank the driver – another wonderfully Canadian practice – and head to UBC's gym for a fairly demanding workout before class. Breakfast varies, in terms of when, if and what I eat.

B My first lecture is at 9.30 am, on globalisation. I have this course twice a week and love it. This class finishes at 10.50 am, allowing plenty of time to stroll or jog to the next lecture. UBC's Vancouver campus is located on the Point Grey peninsula, a stunning site sticking out into the ocean, so this is an enjoyable commute. After my class on environment and sustainability, I have my Spanish literature course at 1 pm. You might be wondering why I am taking a Spanish literature course as a geography and psychology major. This is because, as an arts student at UBC, I have a literature requirement to fulfil, and I've always been really interested in Spanish so decided to combine the two.

C Now it's 1.50 pm and I am done with classes for the day ... except on Wednesdays, when I have a three-hour sports psychology lecture in the evenings. At lunchtime I try to save money by bringing leftovers from dinner the night before. However, I still like to be sociable at lunch so I normally meet a friend in our student union building called the Nest. If it's a nice enough day (not raining), my friend and I will probably eat on the grassy mound just outside the Nest. If I have left my lunch at home or was too busy (lazy?) to prepare food, I will grab a bite to eat at one of the many eateries in the Nest.

D Where I study in the afternoon depends on whether I am studying in a group or not; if studying solo, I enjoy the Hogwarts-like atmosphere of our main library. However, my afternoons are not always dedicated to studying since I do have two campus jobs. As a UBC student ambassador, I give campus tours to young people interested in studying here. My other job is working at UBC's Alumni Centre as a secretary. Because UBC is my employer, it is flexible with my academic schedule and limits my number of hours per week. Many students don't have jobs, but I choose to work because I feel confident I can balance the time commitment with my course.

E My evening schedule varies. Sometimes I go for a long gentle run in the beautiful park near my home, but most evenings involve lots of studying for my courses. And, of course, dinner, when my five housemates and I eat and talk together. It's a chance for us to share the highs and lows of the day and feel relaxed spending time with each other. My schedule is consistent with an approximate bedtime of 11 pm. I am unlike most of my peers in going to bed this early, but sleep is crucial to my overall well-being and something I must prioritise because it impacts my day significantly.

Adjectives ending in *-ed* and *-ing*



6 Read these words in the text and complete the sentences with *-ed* and *-ing*.

demanding (A) stunning (B)
 interested (B) relaxed (E)

- We use adjectives with to describe how somebody feels about something.
- We use adjectives with to describe the thing or person which causes the feeling.

7 Complete the sentences with *-ing* and *-ed* adjectives formed from the verbs in brackets. Then answer these questions about yourself.

- Which day of the week do you feel most (relax)?
- What's the most (amuse) film you've ever seen?
- Do you ever feel a little (stress)?
- What's the most (depress) news item you've heard recently?
- When do you feel most (motivate) to study?
- Are you (worry) about the environment?
- What do people find (surprise) about you?
- What's the most (puzzle) thing about the English language?

8 Compare a typical day in your life with that of Becky. What are the different times in your day like, and how do you feel? Use words from Exercises 6 and 7.

Listening





Part 1

- 1 Look at the photos. What are the people doing? How much time each day do you spend: a) studying or working, b) travelling, and c) relaxing with friends?
- 2 Look at question 1 in the exam task. Answer these questions.
 - 1 How many speakers will you hear? What is the situation?
 - 2 Part 1 questions may focus, for instance, on gist, detail, function, purpose, attitude, opinion, genre or agreement. What is the focus of *What does she say?*
- 3 Read the recording script for question 1. Which is the correct answer (A, B or C)? Why? Why are the other two wrong?

Back in my student days I often stayed up until well after midnight. I needed the recommended eight hours' sleep so I had trouble getting up the next day and I'd sometimes be late for lessons. Nowadays I can manage on far less than that but I need an alarm clock in case I'm still asleep at six. I also need to stick to a regular bedtime, switching off my laptop and phone well before then or else I end up lying awake for ages.

← B
← C
← A

- 4   Work in pairs. For each of questions 2–8, ask and answer the questions in Exercise 2. Then listen and do the exam task.

Quick steps to Part 1

- Don't choose an answer until you've heard the whole extract.
- You can always change your mind about an answer while you're listening or when you listen again.

Listening


 Exam task

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

- 1 You hear a woman talking about her sleeping habits.
What does she say?
 A She finds it easy to fall asleep at night these days.
 B She doesn't need to sleep as long as she used to.
 C She always wakes up before six o'clock in the morning.
- 2 You hear two people talking about weather conditions.
What are they doing?
 A sitting in a railway station café
 B walking past a sports centre
 C waiting at a bus stop
- 3 You hear a teenager talking about her new home.
What does she think about it?
 A It's too far from where she studies.
 B It's in a very quiet part of the city.
 C It's very similar to her previous home.
- 4 You hear part of a radio programme about a coastal area.
What is the speaker doing?
 A suggesting a beautiful place for people to live
 B studying the wildlife next to the sea
 C describing the local effects of climate change
- 5 You hear a man talking about his work.
What is his job?
 A salesman
 B language teacher
 C office worker
- 6 You hear a man telling a friend about a mistake he made.
How does he feel now?
 A amused
 B relieved
 C worried
- 7 You hear a woman making a phone call.
Why is she calling?
 A to cancel an order
 B to make a complaint
 C to reschedule a delivery
- 8 You hear two people talking about travelling into the city centre.
What do they agree about?
 A the time to set off
 B the type of transport to use
 C the road to take

 Exam tip

Have you chosen an answer for every question? Even if you're not sure, you could be right.

Grammar

Present tenses

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- 1 Match extracts a–g from the recording in Listening with rules 1–7.

- a That north wind brings snow.
- b They're always talking about building more.
- c They sell hot food, too.
- d The remaining human inhabitants are starting to follow.
- e I mainly work from home.
- f I'm calling about my order.
- g He's working night shifts all this week.

We use the present simple to talk about:

- 1 a routine or habit
- 2 a permanent situation
- 3 something which is always true

We use the present continuous to talk about:

- 4 something happening right now
- 5 a temporary situation
- 6 a situation that is changing or developing
- 7 something irritating or surprising, using *always*

Note: verbs which describe states, e.g. *think, own, have, understand*, are normally used in simple tenses, but some can be continuous when they describe something we do, e.g. *I'm thinking of buying a bike*.

Stative verbs

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- 2 Correct the mistakes in these sentences written by exam candidates.

- 1 I suppose that you are knowing the area well.
- 2 This afternoon, people are playing games and have fun.
- 3 I know that you are hating your job. In my opinion you should look for another one.
- 4 I wait for you to call me back.
- 5 Nowadays, I'm preferring to walk to school.
- 6 In summer it's nice to go for a walk and having a picnic in the park.
- 7 Sara, can you see me? I stand in front of the coffee shop on your left.

- 3 Complete the sentences with the correct form of the verbs in brackets.

- 1 Jack's in, but he (talk) to someone on the phone at the moment.
- 2 Scientists believe that sea levels (rise) because of global warming.
- 3 My dad (quite often / go) swimming on Sunday mornings.
- 4 My neighbours (always / listen) to loud music late at night. It's really annoying.
- 5 That notebook on the table (belong) to me.
- 6 I (live) with my parents while my house is being decorated.
- 7 In the UK the sun (set) quite early in winter.
- 8 Look! Ellie (wave) at us.

Present simple in time clauses

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- 4 Look at these extracts from the recording in Listening. Do all the verbs refer to the future? What tense do we use after time expressions like *when*?

When I start there next year I'll be fine.
 Parking will be a nightmare once we actually get there.

- 5 Choose the correct option.

- 1 I *buy* / *'ll buy* some new shoes when I *go* / *'ll go* shopping at the weekend.
- 2 I *wait* / *'ll wait* here until you *come* / *'ll come* back later on.
- 3 As soon as the meeting *finishes* / *will finish* this afternoon, I *call* / *'ll call* you.
- 4 I *don't* / *won't* move house before I *start* / *'ll start* my new job next month.
- 5 By the time you *arrive* / *'ll arrive* at 8.30, I *am* / *'ll be* ready to go out.
- 6 I *take* / *'ll take* the dog for a walk once I *get* / *'ll get* home.

- 6 Complete the sentences about yourself. Then tell your partner.

- 1 I'll have a meal as soon as ...
- 2 I'll take the bus next time ...
- 3 I'm going to buy a house when ...
- 4 I don't think I'll have a holiday until ...
- 5 I won't have a coffee before ...
- 6 I think I'll watch TV after ...

Part 1

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1 In Part 1, the examiner may ask you questions like these. What are they about? Which verb tense would you mainly use to reply?

- 1 Where are you from?
- 2 What do you like about living there?
- 3 Tell me a little about your family.
- 4 Which time of the year is your favourite? Why?
- 5 What do you enjoy doing when you are on holiday?
- 6 What do you use social media for?

2 In pairs, read this example conversation from Part 1. What is wrong with Sam's and Elena's replies (1–6)? Correct two mistakes. Then study the Quick steps for ways of improving the other four replies.

Examiner: Sam, is your routine at weekends different from your daily routine in the week?

Sam: (1) Yes.

Examiner: Why?

Sam: (2) I am staying in bed later, of course. I go out with friends after lunch.

Examiner: And what about your routine at weekends, Elena? Is it different from your daily routine?

Elena: (3) Not really. I have to get up at about the same time.

Examiner: Why?

Elena: (4) Well, I have a job in a coffee shop and I'm going to work early. It's a long way from my house. And I arrive home late every day.

Examiner: Sam, how often do you read online newspapers or use social media?

Sam: (5) Repeat.

Examiner: How often do you read online newspapers or use social media?

Sam: (6) Not often. I don't like them much.

Quick steps to Part 1

- Be friendly to the examiners and to the other candidate.
- You can politely ask the examiner to repeat a question. Ask: **Sorry? Could you say that again, please?**
- Don't just reply **yes, no** or **I don't know**. Give reasons (**because ... , so ...**) or examples (**such as ... , like ...**).
- Use as wide a range of grammar and vocabulary as you can.

3 Elena says *I arrive home late every day*. Look at these expressions and answer the questions.

every hour or so from time to time most weekends
 five times a week hardly ever now and then

- 1 Where do frequency expressions like *every day* go in the sentence?
- 2 Which one means 'almost never'?
- 3 Which two mean 'occasionally'?

 **Exam tip**

Think about how, why and when you do things, so you can give a full answer.

4 Work with a different partner. Ask and answer the examiner's questions in Exercises 1 and 2. How well did you answer the Part 1 questions? How good were your partner's answers? Tell each other what you think.

Character adjectives

5 Find out what kind of person your partner is by asking them questions 1–10. Give examples, using expressions like *now and then* and *nearly always* in your replies.

What are you like?

- 1 Do you think about what other people need or want?
- 2 Do you usually expect good things to happen?
- 3 Do you behave in a way that is silly and not adult?
- 4 Do you like telling other people what to do?
- 5 Are you good at dealing with problems?
- 6 Do you get annoyed if things happen too slowly?
- 7 Do you want to be very successful in life?
- 8 Are you easily upset and do you know when others are upset?
- 9 Do you find it easy to make up your mind quickly?
- 10 Do you do things that nobody expects?

6 Match the adjectives with questions 1–10. Do you think they describe your character correctly?

ambitious bossy childish decisive
 impatient optimistic practical
 sensitive thoughtful unpredictable

Reading and Use of English

Forming adjectives

- 1 Underline these prefixes and suffixes in the words in Speaking Exercise 6. One word has both a prefix and a suffix.

-able -al -ful -ic im- -ish
 -itive -ive -ous un- -y

- 2 Form character adjectives from these words with the prefixes and suffixes in Exercise 1. Be careful with spelling changes.

adventure aggression anxiety
 artist caution cheek compete
 emotion energy enthusiasm
 fool generosity greed help
 pessimist polite popular
 rely respect sympathy

- 3  Correct the mistakes in these sentences written by exam candidates.

- My job can be quite stressing.
- He is a very charming host; everyone likes him.
- I eat a lot of fruit and vegetables, so I think I'm very healthful.
- We really enjoyed our stay in the hotel in spite of the disorganising staff.
- I'm helpful and socialful, so I'd like a job working with new people.
- I won't invite her to visit again because she was rude and unpolite.

- 4 Complete the sentences with the correct form of the words in brackets. In each case add a prefix and/or a suffix.

- Our neighbour has lost her cat, so she's feeling quite (depress).
- Not many people have signed up for the new football club, so the coach is feeling quite (pessimism).
- Question 9 in the quiz was quite (challenge), but I got it right.
- Dan felt (refresh) after his three-week holiday.
- People seem (enthusiasm) about the TV show. Few are watching it.
- The staff disliked the boss and they were (sympathy) when he lost his job.

Part 3

- 5 Look at the exam task. Answer these questions.

- How many gaps are there in the text?
- What do you have to put in each of them?
- Does this task mainly test grammar or vocabulary?

Quick steps to Part 3

- Read the text quickly to find out its purpose and main points.
- Look at each word in capitals, then the words next to the gap. Do you need a noun, an adjective, or another part of speech?
- Does the word in capitals need more than one change?

- 6 Quickly read the text, ignoring the gaps for now. What is the purpose of the text? What is each paragraph about?

- 7 Look at the example (0). Answer these questions. Then do the exam task.

- What kind of word probably goes between *the* and *results*?
- Does it describe how someone feels, or what causes a feeling?
- What suffix do we use for this?
- If this suffix begins with a vowel, how does *surprise* change?

Exam task

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example: 0 SURPRISING

Very different but best friends

We often assume that people have similar personalities to their best friends, but the (0) results of recent research indicate this may not always be true. It seems that in friendship, unlike in many (1) relationships, opposites often attract.

For example, an optimistic person can provide a balance if the other is not. In the same way, someone who is shy can benefit from the (2) of their sociable best friend by being introduced to people they would never have the (3) to begin a conversation with on their own.

In (4), as a close friendship develops, two people may gradually become much more (5), For instance, a highly (6) individual might listen to what a rather more (7) best friend says and take fewer risks, while in turn encouraging their friend to worry less and try new things. So taking each other's advice and helping one another can build a relationship that is cooperative, not (8)

SURPRISE

ROMANCE

POPULAR

CONFIDENT

ADD

LIKE
 ADVENTURE
 CAUTION

COMPETE

Part 2 informal email

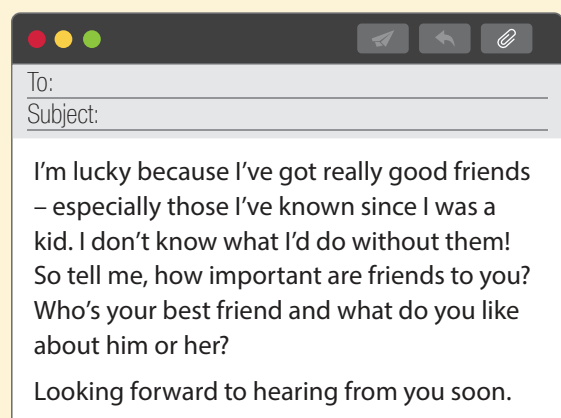
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1 Look at the exam task and answer these questions.

- 1 Who has written to you?
- 2 What does this person want you to do?
- 3 What style is the extract from the email written in? Find examples of the following:
 - a contracted forms, e.g. *I'm*
 - b short, common words, e.g. *got*
 - c simple linking words, e.g. *because*
 - d informal punctuation, e.g. dash (–)
 - e friendly expressions, e.g. *tell me*

 Exam task

This is part of an email from an English friend, Alex.



To:
Subject:

I'm lucky because I've got really good friends – especially those I've known since I was a kid. I don't know what I'd do without them! So tell me, how important are friends to you? Who's your best friend and what do you like about him or her?

Looking forward to hearing from you soon.

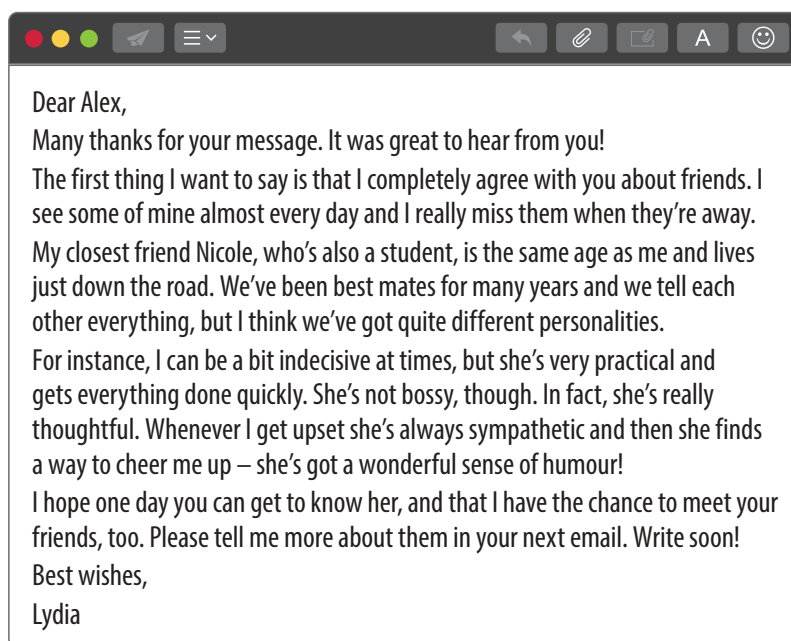
Write your **email** to Alex in **140–190** words. Do not write any addresses.

Quick steps to Part 2 informal email

- Look at the task, including any text, and decide who you are writing to, why, and which points to include.
- Note down ideas and decide how many main paragraphs you will need. Then put your ideas under paragraph headings.
- Begin **Dear (friend's first name)** and thank them for their last message.
- Keep to your plan and use informal language throughout.
- Close in a friendly way, asking them to write back. End **Lots of love**, **Best wishes**, etc.

2 Read the model email and answer these questions.

- 1 Is Lydia's email the right length?
- 2 Has she made any language mistakes?
- 3 How does she open and close her message?
- 4 What does she talk about in her introduction and conclusion?
- 5 Does she answer all of Alex's questions? In which main paragraphs?
- 6 What examples of informal language can you find?
- 7 What character adjectives does she use?
- 8 Which phrases of hers might be particularly useful when you write other emails?



Dear Alex,

Many thanks for your message. It was great to hear from you!

The first thing I want to say is that I completely agree with you about friends. I see some of mine almost every day and I really miss them when they're away. My closest friend Nicole, who's also a student, is the same age as me and lives just down the road. We've been best mates for many years and we tell each other everything, but I think we've got quite different personalities. For instance, I can be a bit indecisive at times, but she's very practical and gets everything done quickly. She's not bossy, though. In fact, she's really thoughtful. Whenever I get upset she's always sympathetic and then she finds a way to cheer me up – she's got a wonderful sense of humour!

I hope one day you can get to know her, and that I have the chance to meet your friends, too. Please tell me more about them in your next email. Write soon!

Best wishes,
Lydia

3 Think about these questions and note down some ideas for your own email to Alex.

- 1 What does friendship mean to you?
- 2 How often do you see your friends?
- 3 Who are you going to write about?
- 4 How long have you known each other?
- 5 Which character adjectives best describe your friend?

4 Make a plan for your email. Put your best ideas from Exercise 3 under these headings: 1 *Friends in general*, 2 *Best friend: who*, 3 *Best friend: why*. Then add some details, such as the person's age or job. You could put the points under each heading into main paragraphs 1, 2 and 3.

5 Write your email. When you have finished, check it for the following:

- correct length
- all the content asked for in the instructions
- good organisation into paragraphs
- correct grammar, spelling and punctuation
- suitable style of language

 Exam tip

In the exam, make sure you leave enough time at the end to check your email for mistakes.