



## STUDENTS SPEAK

- 1 Watch and listen to some students talking about their free time in the Digital Coursebook.
  - a Make a note of **three** things that they enjoy doing and **three** things that they do not enjoy doing in their free time.
  - b Talk to your partner(s) about the things that you like and do not like doing in your free time.
- 2 Watch again.
  - a What does each student do well?
  - b What could each student improve on?
  - c How does this relate to your own speaking skills?

## EXAM-STYLE QUESTION

## Reading, open response

Read the visitor information leaflet about markets in Cambridge, and then answer the questions.

## Text 1.3

## Cambridge offers you more than you would expect

### General market

Cambridge is a market city, and people have been trading at the historic market square in the city centre for hundreds of years. The general market is open Monday to Saturday in the main Market Square opposite the City Hall. Between 10 a.m. and 4 p.m. the market is busy with around 100 stalls selling fruit, vegetables, plants and flowers, but also on sale are books, clothes and even electrical items. Many of these stalls change on a daily basis, so you may not find the same things from one day to the next. You can even have your trousers, shoes, bike or sewing machine mended if you are not in a rush.

### Food, arts and crafts market

The food, arts and crafts market is in the same location as the general market, but it's held every Sunday. Here you can find a wide selection of produce from the region's finest artists, craftspeople, photographers and farmers. It's where Cambridge residents go for the highest quality, though inexpensive, fresh fruit, vegetables and dairy products, but it also features a great mix of antiques, books, pictures and jewellery. This is where many visitors to Cambridge look for gifts to take home to family and friends, or even things for themselves so they will remember their stay.

## CONTINUED

**Street traders' market**

Cambridge offers an excellent range of street traders located around the historic centre, along Silver Street and other streets nearby. They include a huge number of food and drink sellers, offering burgers, jacket potatoes, savoury and sweet crepes. The last few years have also seen a significant increase in vegetarian options, so all in all, there's no excuse to go hungry while shopping.

**Garden art and craft market**

The garden art and craft market can be found opposite Trinity College every Saturday and some weekdays during busier months. The summer months of June, July, August and September see large numbers of visitors, but it's over the Christmas period

that it gets particularly lively and crowded, as is the case with many other markets in the city. The art and craft market encourages local artists and craftspeople by giving them somewhere to sell the things they make, such as designer jewellery, ceramics, wood carvings, artwork and much more. Over the years, the market has expanded, not only due to its reputation for having beautiful quality items on sale but, more importantly, as a result of its reasonable prices. Furthermore, improved public transport links have made it easier for more people to travel to Cambridge and the market. However, perhaps the most important factor behind its increased popularity and expansion is that visitors can talk to the makers of the products they want to buy. It's a market truly not to be missed.

*Adapted from [www.cambridgeid.co.uk](http://www.cambridgeid.co.uk)*



You can download a copy of Text 1.3 from the Digital Coursebook.



CONTINUED

- 1 Where in the city centre is the general market located? [1]
- 2 Which is the best day to buy food grown locally? [1]
- 3 Which market is recommended as a good place to buy souvenirs? [1]
- 4 What type of food has become more available in the street traders' market in recent times? [1]
- 5 When is the busiest time of the year for markets in Cambridge? [1]
- 6 Why has the garden art and craft market grown so much? Give **three** reasons. [3]

[Total: 8]

READING TIP

This activity tests your ability to find factual and detailed information in a text. Read through the whole text quickly to get a general idea of what it's about. Then read through the questions carefully so you know what you need to look for. The

questions are in the same order as the information in the text. However, note that the final question is different: it asks you to answer with **three** details – and those details can be located anywhere throughout the text.

CHECK YOUR PROGRESS

How well do you think you have achieved the learning intentions for this unit? Give yourself a score from 1 (still need a lot of practice) to 5 (feeling very confident about this). For each learning intention, provide an example to support your score.

Now I can . . .	Score	Example
understand and use a range of vocabulary related to the topic of sport and leisure activities	5	<i>I enjoy riding my bike to school.</i>
understand and use verbs followed by the <i>-ing</i> form and <i>to + infinitive</i>		
communicate ideas in speech by making suggestions and expressing preferences		
understand the difference between skimming and scanning, and use both techniques		
identify and select information from a personal blog and an online article about sports and pastimes		

Now set yourself a personal goal based on your scores for Unit 1.

## CONTINUED

- Content: Does the presentation have a logical sequence and contain interesting information?
- Slides: Are the slides attractive, colourful and legible, with appropriate text and supporting pictures and graphics?
- Writing: Is the writing simple and error-free?
- Non-verbal communication: Do the presenters make eye contact, use hand gestures and make use of humour?



## STUDENTS SPEAK

- 1 Watch some students talking about jobs in the Digital Coursebook.
  - a What jobs do students want to do in the future?
  - b What in particular appeals to the students about the jobs?
  - c Talk to your partner(s) about what job you would like to do when you finish your education, and what in particular appeals to you about the job.
- 2 Watch again.
  - a What does each student do well?
  - b What could each student improve on?
  - c How does this relate to your own speaking skills?

## EXAM-STYLE QUESTIONS

## Reading, open response

Read the personal profile from the website of a skatepark designer called Juan Salinas, and then answer the questions.

## Text 8.3

## JUAN SALINAS: SKATEPARK DESIGNER

My job involves two things I love: skateboarding and architecture. I started skateboarding when I was seven. Every day after school, I would skate around the square in front of my apartment block. On my ninth birthday, I was taken to a skatepark for the first time. I found it incredibly exciting and became a regular visitor to skateparks.

I began to think about how they're planned and built at the age of 14, and only a couple of years later, at 17, my first very own skatepark came into being.



## CONTINUED

My town had two old skateparks: one behind my secondary school and another larger one near the central food market. Me and my friends were always looking for good new places to skate, though, and one we particularly liked was under a road bridge. There was a paved path with some great little slopes and turns down there, but it was all rather rough. I drew some plans of how I thought it could be turned into a small skatepark and took them to the local council. Amazingly, they liked the idea and had it built, based on my drawings. It's still used, actually. The whole thing – the ramps, the flat area, the bowl, the steps – is made of concrete, which is still my material of choice.

I went on to study architecture, and I've been a qualified architect for over ten years now. Although I specialise in skateparks, I've also designed houses, shopping malls and sports centres, and that experience has been valuable to me. I sometimes include non-skateboarding facilities, like basketball courts or climbing walls, in my skateparks. In fact, I've become quite famous among skateboarders for doing that. Being a skateboarder myself, I understand what other skaters want and seeing them having great fun using something I designed is cooler than anything else I can imagine.

There are two main approaches to skatepark design. One, known as street plaza, is based on common elements

of an urban landscape, like flat surfaces, steps, small walls, benches. Then there's a more natural-looking style where skaters flow – that's the word they use – across a variety of ramps and other curved shapes. Many skateparks combine elements of the two styles. That, together with basing overall plans on the natural local landscape, is something you see in lots of the skateparks I'm responsible for.

People often ask me where my inspiration comes from. It varies, but something that is widely recognised as part of the Juan Salinas style is my use of colours on ramps and other structures, and that's inspired by trees, bushes and flowers I see around me. Also, last month, I created a special ramp for an existing skatepark, and that was inspired by the shape of a big ocean wave I saw.

When I started skateboarding, it was a minority interest in many parts of the world, but it's now so well established that it's recently gained approval as an Olympic sport. However, lots of skateboarders are concerned that this new development will bring too many rules into the sport. I share their feelings. On the other hand, the publicity the Olympics will bring is likely to increase the number of people wanting to take up skateboarding, and that means more skateparks will be needed.



You can download a copy of Text 8.3 from the Digital Coursebook.

- 1 How old was Juan when he became interested in skatepark design? [1]
- 2 Where in Juan's home town was the first skatepark he designed? [1]
- 3 What gives Juan most pleasure in his work? [1]
- 4 Where did Juan's idea for a recent addition to a skatepark come from? [1]
- 5 What worries Juan about skateboarding becoming an Olympic sport? [1]
- 6 What aspects of skatepark design is Juan well-known for? Give **three** details. [3]

[Total: 8]

## C Reading: Note-taking

### Before reading

- 1 You are going to read about the famous Portuguese footballer Eusébio. First, look at the words and definitions in the box. Fill in the gaps in sentences a–h with the correct form of the words in bold.

**ambassador** (noun): a person who represents, speaks for, or advertises a particular organisation or group

**award** (noun): a prize or an amount of money that is given to someone following an official decision

**ferocious** (adjective): very strong and forceful

**honour** (noun): an acknowledgement or show of respect for someone or something

**praise** (verb): to say that you admire someone or something, or that they are very good

**prolific** (adjective): a great number or amount of something

**retirement** (noun): the act of stopping work, usually at a certain age

**territory** (noun): an area of land, or sometimes sea, that is considered as belonging to or connected with a particular country

- a A celebration was held in . . . of the president, who was retiring.
- b He had a . . . style of playing, which made some people frightened of him.
- c His . . . party was a great success, with many of his colleagues attending.
- d She had a . . . number of victories in many different competitions.
- e She is a great . . . for the charity, giving public speeches to raise money.
- f The scientist was highly . . . for his medical research.
- g The United Nations is sending help to various . . . affected by the disaster.
- h The airline received an environmental . . . for its efforts to reduce carbon emissions.
- 2 Look at these phrases. Which ones do you think you will read in the text? What makes you think this?
- a a Mozambican-born Portuguese footballer
- b one of the greatest footballers of all time
- c more goals than any other player
- d He could run 100 metres in 11 seconds.
- e He played for Benfica for 15 out of his 22 years.
- f nicknamed the Black Panther, the Black Pearl or o Rei (the King)
- g He could use both left and right feet, as well as his head.



- h** He is considered Benfica's and Portugal's most famous player.
- i** Eusébio was an ambassador for football.

## While reading

- 3** Now skim the text. Use the words from Activity C1 to fill gaps a–h.

### Text 13.1

# Eusébio da Silva Ferreira

**[1]** Forget Lionel Messi, Mo Salah, Cristiano Ronaldo, Sun Wen, Roberto Baggio, Maradona and David Beckham, all of whom at one time or another have been given the 'greatest of all time' (GOAT) title. Sometimes that honour is given because of a player's popularity rather than their skills, or because they are the richest or most glamorous or have the most followers on social media. But the footballer who genuinely deserves to be named the greatest of all time is Eusébio. Who? you might ask. You've never heard of Eusébio? Read on!

**[2]** Eusébio da Silva Ferreira (1942–2014) was a Portuguese footballer. Although born in Mozambique and having an Angolan father, Eusébio could only play for the Portuguese team, since both Mozambique and Angola were overseas (**a**)... and their inhabitants were considered to have Portuguese nationality. He is regarded as one of the greatest footballers of all time, mainly due to his incredible goal-scoring records. During his professional career, he scored 733 goals in 745 matches. He had **bewildering** skill and **possessed** a powerful shot – and it was said

that he could run 100 metres in 11 seconds! He also had the physical and mental strength not to be scared of anyone.

**[3]** Eusébio helped the Portuguese national team to reach third place at the 1966 World Cup, becoming the top goal scorer of the tournament, with nine goals (including four in one match against North Korea). For this achievement he received the Bronze Ball (**b**)... He won the Ballon d'Or award in 1965 and was runner-up in 1962 and 1966. He played for Benfica for 15 out of his 22 years as a footballer, and so is remembered mainly for his association with the Portuguese club. He is the team's all-time top scorer, with 638 goals scored in 614 official games. He was the European Cup top scorer in 1965, 1966 and 1968. He also won the Bola de Prata (Primeira Liga top scorer award) a record seven times. He was the first-ever player to win the European Golden Boot, in 1968 – a **feat** he repeated in 1973.

**[4]** Nicknamed the Black Panther, the Black Pearl or *o Rei* (the King), he was known for his speed, technique,

#### **bewildering**

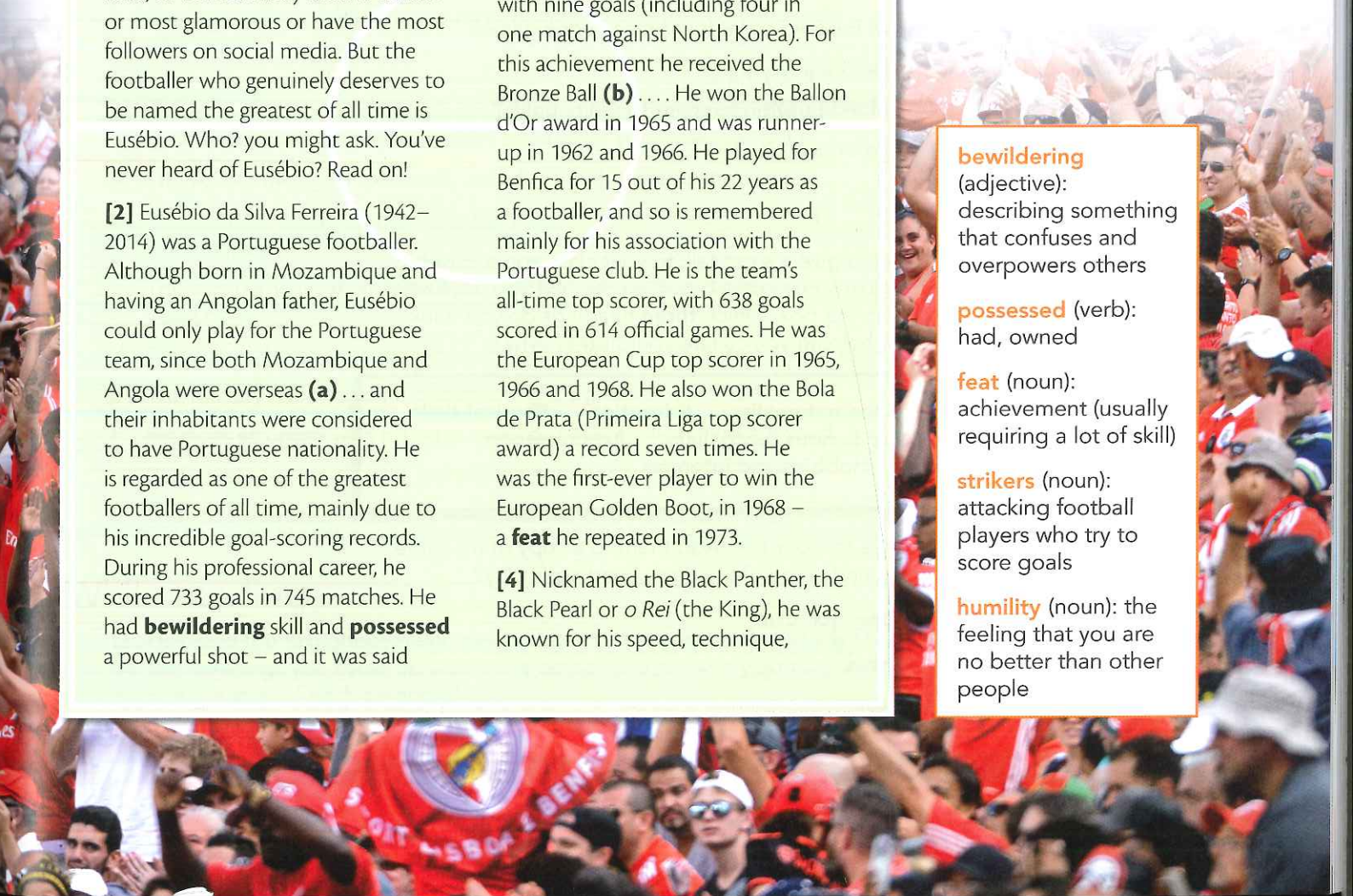
(adjective): describing something that confuses and overpowers others

**possessed** (verb): had, owned

**feat** (noun): achievement (usually requiring a lot of skill)

**strikers** (noun): attacking football players who try to score goals

**humility** (noun): the feeling that you are no better than other people



athleticism and his **(c)** . . . , accurate right-footed shot, making him an outstandingly **(d)** . . . goal scorer, and one of the greatest free-kick-takers in history. He is considered Benfica's and Portugal's most famous player and one of the first world-class African **strikers**.

**[5]** From his **(e)** . . . until his death in January 2014, Eusébio was an **(f)** . . . of football and was one of the most recognisable faces of the sport. He

was often **(g)** . . . for his fair play and **humility**, even by opponents. Tributes by FIFA, UEFA, the Portuguese Football Federation and Benfica have been held in his **(h)** . . . Former Benfica and Portugal teammate and friend António Simoes acknowledged his influence on Benfica, saying: 'With Eusébio maybe we could be European Champions, without him maybe we could win the League.'

### READING TIP

When you need to find relevant information in a text, use your skimming and scanning skills to identify key words. Remember that paragraphs usually focus on a single topic, so it is likely that you'll find more than one piece of relevant information in a paragraph. For note-taking, you do not need to worry about using your own words – you can copy information directly from the text.



You can download a copy of Text 13.1 from the Digital Coursebook.

- 4 Read the text again and answer these questions.
- Why are some footballers given the GOAT title?
  - What was Eusébio's nationality?
  - Why was Eusébio not permitted to play for Mozambique or Angola?
  - Why is Eusébio recognised as one of the greatest footballers?
  - Why was Eusébio not afraid of other footballers?
  - In which tournament did Eusébio score four times in one game?
  - What did Eusébio win before anyone else?
  - What particular skills helped Eusébio to score so many goals?
  - Why did Eusébio's opponents praise him?

## After reading

- 5 Your teacher has asked you to give a short talk to your class about Eusébio. To prepare, you need to make some notes based on the text you have read. First, look at the headings in the box. Which **three** headings do you think would be most suitable for helping you collate your notes? Why?

Home life	Family and nationality	Education	Physical skills
Travel	Other famous footballers	Achievements	
	Hobbies and interests		

- 6 Look at these possible notes for your talk. Add them to a copy of the table. Which **two** notes do not fit under any of the three headings? Why?
- 638 goals in 614 matches for club
  - Accurate right-foot shot
  - Nicknamed Black Panther



## CONTINUED

## Reading, open response

Read the article about a teenager called Chloe Beattie, who has given up eating meat, fish and dairy products to become a vegan, and then answer the questions.

## Text 15.2

# A teenage vegan

Chloe Beattie is 18 years old and lives in Manchester in the UK. A year ago, she decided to give up consuming meat, fish and all dairy products, and, in doing so, she became part of a significant trend. Five years ago, there were about 540 000 vegans from all age groups in the UK, but a recent survey found that over 750 000 people aged 15–34 in the UK are now vegan. The survey also discovered that over 2 million people intend to convert to veganism in the coming year, which would more than double the current total of 1.5 million across the country.

Chloe's family have never been big meat-eaters, but her parents have always believed it is important to eat plenty of eggs, milk and cheese. 'Like many people,' says Chloe, 'my mum and dad thought a plant-based diet doesn't provide certain nutrients. It turns out that just isn't true.'

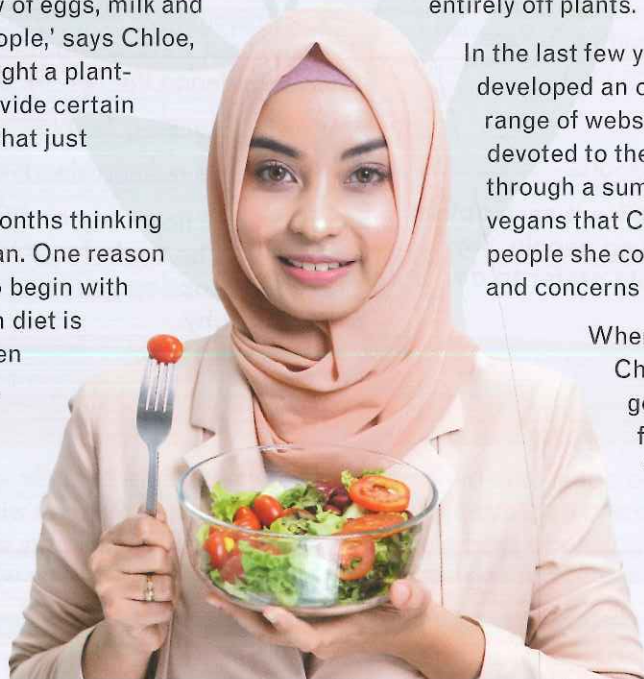
Chloe spent several months thinking about becoming a vegan. One reason that she wasn't sure to begin with was a fear that a vegan diet is expensive. 'People often think that,' Chloe says, 'but fresh vegetables, fruit, beans, lentils, nuts and so on are actually cheaper than meat and fish.' Her twin brother Ben, a promising

footballer, also considered going vegan at the same time as Chloe, but doctors told him not to. They said it would increase the risk for him of bone injury because of a medical condition he has.

Although veganism is growing in popularity, Chloe is in a minority in her school. 'Only about 12 out of over 2000 students are vegan,' she says. 'We often hear comments like 'the choices vegans have must be so limited'. They aren't, though. People also say things like 'just eating plant-based products is unnatural – eating meat and dairy is part of human nature'. Chloe, however, points out that, throughout history, there have been many cultures around the world where people lived mainly or entirely off plants.

In the last few years, veganism has developed an online presence, with a range of websites and social networks devoted to the subject. However, it was through a summer camp for teenage vegans that Chloe really got to know people she could share her interests and concerns with.

When she first turned vegan, Chloe sometimes found going out with non-vegan friends uncomfortable. 'We'd go to a restaurant or café, they'd order pizza or burgers and I'd be so tempted to copy them. I've got over that but



## CONTINUED

I do struggle on family holidays in places where there aren't many vegan options.' Generally, she is very happy with her diet, however.

Stricter vegans not only keep to a plant-free diet, but they also avoid using anything based on animal products. Some, for example, refuse

to wear clothes made from sheep's wool, while others won't use creams containing animal fats. Chloe's plan is to no longer wear anything made of leather. With her commitment to being a good vegan, Chloe is likely to go ahead with this very soon.

You can download a copy of Text 15.2 from the Digital Coursebook.

- 1 How many people in the UK are thought to be vegan at the present time? [1]
- 2 Why was Chloe's brother advised against becoming a vegan? [1]
- 3 Where did Chloe make friends with other young vegans? [1]
- 4 When does Chloe have difficulty keeping to her vegan diet? [1]
- 5 What does Chloe intend to stop using next? [1]
- 6 What incorrect ideas do people often have about vegan food? Give **three** details. [3]

[Total: 8]

## CHECK YOUR PROGRESS

How well do you think you have achieved the learning intentions for this unit? Give yourself a score from 1 (still need a lot of practice) to 5 (feeling very confident about this). For each learning intention, provide an example to support your score.

Now I can . . .	Score	Example
use a range of vocabulary related to the topic of healthy living		
make connections between the ideas in reading texts about healthy, natural foods		
identify information and understand what is implied in listening texts about healthy living		
understand and use quantifying phrases		
give a short talk as part of a speaking task		
understand a writer's purpose, intentions and feelings in a text about having a positive attitude		

Now set yourself a personal goal based on your scores for Unit 15.



## STUDENTS SPEAK

- 1 Watch some students talking about fashions in the Digital Coursebook.
  - a What do the students think 'fashion' means? Make a note of **three** ideas.
  - b Does fashion affect the students in a positive or negative way? What examples and reasons do they give?
  - c What does the word 'fashion' mean to you? Is it only clothes that are fashionable? What about furniture? Food? Mobile phones? Cafés? Opinions? Pets?
  - d What or who do you and your partner(s) consider to be fashionable nowadays? What makes it or them fashionable?
- 2 Watch again.
  - a What does each student do well?
  - b What could each student improve on?
  - c How does this relate to your own speaking skills?

## EXAM-STYLE QUESTIONS

## Reading, open response

Read the article about a man called Stefan Nowak, who lives on a boat on a canal in London, then answer the questions.

## Text 19.2

# Life

## on a canal boat

Stefan Nowak bought *Firefly*, his canal boat, in 2015. 'It needed some repairs, and the interior of the cabin hadn't been refurbished since 1983,' he says. 'But for something constructed in 1964 in the style of a canal boat from the early 20th century, it was in reasonable condition, and it had character and potential.'

A freelance fashion designer, Stefan had made up his mind to quit his rented London apartment for a boat on one of the UK capital's many canals. The fact that it was relatively inexpensive to acquire a boat was a crucial factor.

A shortage of available houses in London in recent decades has led to a rise in the number of people choosing to live on boats. While about 15 000 people across the UK are boat-dwellers, 10 000 of those are in the country's capital, which is significantly higher than the estimated 4000 of two decades ago.

Stefan's first couple of years on the boat were challenging. Measuring 18 metres long and 2 metres wide, *Firefly* has a kitchen, bathroom, living room and bedroom, but they are all small. 'I'm a big guy,' Stefan says, 'and getting used to the limited space wasn't easy. The biggest shock, however, was the cold in winter. 'That's still what I struggle with most,' he says. 'I soon learnt that thick jumpers and jackets are essential at certain times of the year, and you have to have things that are waterproof and dry easily.'

'The boat has a tank that I have to fill up with water every few days,' Stefan says, 'and I have to bring in

## CONTINUED

wood to fuel my cooker and heating system. Also, there's always lots of repairs and maintenance to do. So, you've got to have boots, trousers, shirts and gloves that are made to last. It's a tough, physical way of life actually, and over the years I've become much stronger and fitter.'

Although he rarely stays in one spot for long, Stefan feels part of a canal boat community. 'We're a diverse group of people,' he says. 'I'm a designer, but in the stretch of canal where I'm staying now, there are students, builders, IT engineers, restaurant workers and even a police officer. If I ever have a problem, someone will always offer to help. Everyone's so helpful – that was something I didn't expect before I became part of this community.'

Stefan's current canal spot is in central London, but, 'both sides of the canal are lined with trees and I've never seen so many birds.' He loves being close to



nature, and believes that canal boat people generally live in a green, sustainable way. For example, he has put solar panels on the roof of the boat, and because space is tight, he doesn't buy unnecessary consumer products. 'I have one pair of smart shoes for special occasions, a pair of boots for working on the boat and sandals for the summer. And all three have non-slip soles, which is really important when you live on a boat!'

You can download a copy of Text 19.2 from the Digital Coursebook.

- 1 When was Stefan's boat originally built? [1]
- 2 How many people live on canal boats in London? [1]
- 3 What does Stefan find hardest about living on a boat? [1]
- 4 How does Stefan think he has changed since he started living on the boat? [1]
- 5 What surprised Stefan about other people living on canal boats? [1]
- 6 What advice does Stefan give about what people living on a boat need to wear? Give **three** details. [3]

[Total: 8]

## READING TIP

To develop your reading skills, try to read a wide variety of real-life sources, such as newspaper and magazine articles, webpages, reports, leaflets, advertisements and brochures.

Question 6 asks for three details – make sure that you have provided three.

e What have you insisted on?

.....

.....

f What have you avoided?

.....

.....

## Skills focus: Reading

1 Skim the article. Tick the best title.

The old stay young in China

Keeping fit the Chinese way

Chinese parks

### Text 1.1

[1] For a long time, China has encouraged older people to stay healthy by keeping active. Scientists at the University of Illinois have found that ancient Chinese exercises such as *tai chi* are good for older generations. Researchers say that such exercises **combine** simple movements and meditation into a series of exercises believed to have positive, relaxing effects on a person's mind, body and **spirit**. If you are unfamiliar with the idea, these exercises are **relatively** simple, but also safe. Moreover, they require no special equipment or clothing that might be expensive and limit participation.

[2] Morning exercises (or 'dances') begin as early as 5.30 a.m. and **tend to** take place in parks and open spaces near markets. This means that those taking part can buy fresh vegetables and other food when the markets open for business. The evening groups start exercises after dinner. Outdoor exercise is extremely popular throughout the day. Because of the **ease** of taking part and the low cost, there are now an **estimated** 100 million 'dancers' in China.

[3] Dancers organise themselves into rows. The front row is made up of the most experienced dancers, with the very best of them in the centre of the row. Each of the rows behind contains progressively less able dancers. All the dancers face forward, which allows them to learn from those in the rows ahead. The back row is often made up of beginners – dancers who are just learning the movements. There is a discipline about the way in which the dancers arrange themselves, with everyone determined to one day arrive at the middle of the front row and perform with the same skill as the best dancers.

[4] In many parks across China, brightly coloured, **manual** exercise machines are provided as an alternative pastime to dance. Each machine is designed to give a workout for a specific part of the body. Compared to private gyms, which can be expensive to join, China's public fitness equipment allows people to take part in physical activity that everyone can use. Furthermore, these areas generally do not have basketball courts or other outdoor sports areas aimed at the younger generation, so older people feel comfortable here.



[5] While keeping fit is important, taking part in outdoor physical activity also gives older people the opportunity to socialise safely with others in their age range and to enjoy the beauty of open spaces within cities. China is an enormous country with **stunning** natural scenery, including forests, parks, mountain ranges and lakes, but many citizens live too far away to enjoy these features regularly, so it is appealing for them to find beauty in their home city.



2 Match the words in bold in Text 1.1 with definitions a–h. Write the word next to the correct definition.

- a approximate .....
- b attitude or mood .....
- c bring together .....
- d fairly, quite .....
- e usually do something .....
- f magnificent, beautiful .....
- g lack of difficulty .....
- h controlled by hand .....

3 Which words or phrases are used to describe the following things in the article?

- a equipment and clothing .....
- b outdoor exercise .....
- c exercise machines .....
- d basketball courts and other outdoor sports areas .....



4 Answer these questions.

a What has the University of Illinois research found?

.....

b What reason is given for exercises taking place near markets?

.....

c Why are there so many exercise dancers in China? Give **two** reasons.

.....

.....

d Who do the dancers in the back row learn from?

.....

e Apart from dancing, what other form of outdoor exercise can people do?

.....

f What might prevent people from enjoying China's stunning natural scenery?

.....

5 What facilities are there for outdoor exercise where you live? Which activities do you prefer to take part in? Is there any cost involved, such as for equipment or clothing? Write at least **five** sentences.

.....

.....

.....

.....

.....

## EXAM-STYLE QUESTION

## Reading, open response

Read the article about paddleboarding, then answer the questions.

## Text 1.2

# Paddleboarding

A few days ago, I was standing on my board, paddling against a gentle current as I made my way up a river. There were clouds overhead and it was beginning to rain, as the weather forecast that morning had predicted. The temperature was due to drop too, but the wind direction, which I'm always keen to know about in advance, was in my favour. I was trying out my new paddleboard. Until now I've always used inflatable boards; they're easier to transport and more straightforward to store. But hard boards are faster and easier to handle in a wind.

Beautiful white swans glided past me, and occasionally I saw the shape of a fish below the surface. Just in front of me, a seal raised its head out of the water, stared at me for a few seconds, then disappeared again. I couldn't believe it! In the three years I've been paddleboarding, I've never come across one in this part of the river before. Besides allowing you to get close to nature, paddleboarding is a great way to get and stay fit. It's also very effective if you need to ease stress, which is what I was particularly interested in at the time.

Paddleboarding can be done on different types of water. You can paddleboard on the sea, but you can also do it on lakes and rivers, which isn't possible in the case of surfing, for example. My initial experience

was on a canal, which had the advantages of being easily accessible to me and very calm. Although paddleboarding is fairly straightforward compared with some water sports, it's worth knowing what a good technique involves. One rule is to stand with your knees slightly bent; standing very straight, which people tend to do early on, doesn't help with your balance.

Although the technique isn't too complicated, paddling for an hour or so gives you a good physical workout. The first few times I did it, my stomach muscles were very sore afterwards. These days, I realise that my arms are much more toned than they used to be and my thighs and calves feel a lot stronger.

As with all water sports, you need to spend some money on equipment. Beginners are generally advised to buy inflatable (blow-up) boards. They're less expensive than the hard ones, and they also give you more **stability**. Also, as you're often out on the water for some time, a waterproof backpack is essential. I make sure that I'm never without my phone, just in case there's an emergency, and the bag keeps it dry. Snacks and water can be good too, but they can get a little heavy so I take cash every time I go out, just in case I need something.

## Glossary

**stability** (noun): the quality of not being likely to change or move



CONTINUED

- 1 Which aspect of the weather forecast does the writer check most carefully before going paddleboarding?  
..... [1]
- 2 What animal was the writer surprised to see in the river where she went paddleboarding recently?  
..... [1]
- 3 What was the writer's main reason for taking up paddleboarding?  
..... [1]
- 4 What mistake do beginner paddleboarders often make?  
..... [1]
- 5 Name **one** thing the writer always carries in her bag when she goes paddleboarding.  
..... [1]
- 6 What are the advantages of having inflatable boards rather than hard boards? Give **three** details.  
.....  
.....  
..... [3]

[Total: 8]



.....

.....

.....

.....

.....

## Skills focus: Reading

- 1 You are going to read an article about virtual-reality (VR) headsets. First, match the words from the text in the box with definitions a–h.

capable (adjective)    considerations (noun)    detect (verb)  
 horizontal (adjective)    limitations (noun)    participate (verb)  
 straps (noun)    vertical (adjective)

- a to become involved in something .....
- b upright at an angle of 90 degrees to a flat surface .....
- c drawbacks, restrictions .....
- d narrow pieces of material for keeping something in place .....
- e able to do things effectively to achieve results .....
- f parallel to the ground or to the top or bottom of something .....
- g things that are thought about carefully .....
- h to discover or identify something .....

2 Skim Text 2.1. Use the words from Activity 1 to fill gaps a–h.



**Text 2.1**

**Virtual reality headsets**

[1] If you want to travel without leaving your home, then virtual reality (VR) is an amazing technology to use. With just a headset and

software to (a) ..... and follow movement, VR can place you in a virtual location

or let you (b) ..... in a game or activity without even being there!

[2] VR is becoming increasingly popular, mainly because it offers an incredible user experience. However, headset technology is improving so quickly that it can be difficult to know which headset to buy. And as with most digital devices, prices can be from a few hundred to many thousands of dollars.

[3] A typical headset looks like a large, thick pair of swimming goggles and is either tethered or standalone. A tethered headset is connected to a computer or gaming station with a cable, which can be annoying. However, putting all the VR technology into the box strapped to your

face has its (c) ..... Being connected to a separate computer can offer better-quality graphics and a more complex and interesting VR experience. These headsets have external sensors or cameras, which follow the movements of the user's head and hands.

[4] If you want more physical freedom, however, a standalone headset might be a better option. These headsets do not have the same processing power as the tethered sets, but they are still

(d) ..... of smooth, detailed graphics, and offer excellent flexibility and movement tracking. They are cheaper than tethered headsets – and are more practical. Furthermore, they give the user greater freedom to move around. Some of the cheapest standalone headsets use your smartphone as the display and processor.

[5] One of the most important

(e) ..... when buying a VR headset is the field-of-view. The wider the view, the more the VR content wraps around your side vision, giving a much better viewing experience. Field-of-view is measured in three

different ways: (f) .....,

(g) ..... and diagonal. Some of the more expensive headsets provide 130 degrees of horizontal field-of-view, while cheaper models are lower, at 90 degrees.

[6] Another important consideration is the weight of the headset. Some can be quite heavy so it is essential to make sure that the

(h) ..... are comfortable and do not force all the headset's weight onto one part of your head. While headsets have got lighter over the years, they can still weigh between 500 g and 1000 g, although there are rumours of a new VR headset that will weigh as little as 150 g!

3 Look at these headings. Write a number (1–6) in the box to match each one to a paragraph in the text.

- a Cable connection
- b No tickets needed!
- c Sitting comfortably

- d The experience gets better
- e Up, down and across
- f Wireless connection

4 Answer these questions.

a What **two** things do you need for a VR experience?

.....  
b Why is VR becoming more common?

.....  
c Why can it be difficult to know which headset to buy?

.....  
d What does a tethered headset need in order to function?

.....  
e Give **two** advantages of using a tethered headset.

.....  
f What do the cheapest VR headsets also need in order to work?

.....  
g What is the effect of a wider field-of-view?

.....  
h Why are headset straps so important?

5 Complete these notes using information from the text. Use 1–3 words in each gap.

a VR technology allows you to participate without .....

b Headset prices vary between several hundred to .....  
of dollars.

c A tethered headset needs a ..... to connect to a computer.

d Wireless headsets give more ..... to move around.

e Smartphones are required for some ..... headsets.

f Greater field-of-view gives a better .....

g VR headsets need comfortable ..... and padding.

- a If you forget to bring your laptop to class .....
  - b Don't bother to go to the study room .....
  - c If you lose all your data .....
  - d My students always perform better .....
  - e Teachers encourage us .....
  - f I often help Maria with her homework .....
  - g Note-taking is a helpful study skill .....
  - h If you follow the instructions .....
- 6 Write **four** sentences of your own on the following topics, using the given tense combinations.
- a scientific fact: *If* present simple + present simple
  - a weekend plan: *If* present continuous + present simple
  - an instruction or request: imperative + *if* present continuous
  - a truth or fact: present simple + *if* present perfect

.....

.....

.....

.....

## Skills focus: Reading

- 1 You are going to read a newspaper article called 'Why can't teenagers get up in the morning?' First, read the following information from the article and circle T or F to indicate if you think it is true (T) or false (F).
- a During the 'terrible teens' period, all children develop a lazy streak. T / F
  - b Evidence is emerging that teenagers are biologically incapable of going to bed at a sensible time. T / F
  - c Despite the potentially fatal consequences of a shortage of sleep, just one in five teenagers gets the nightly nine hours recommended to keep them in tip-top condition. T / F

d Although it isn't known exactly how our body clock controls our sleeping hours, it is thought that teenagers are around an hour out of sync with everyone else. T / F

2 Here are eight sub-headings. Skim the article and write the sub-headings at the start of the correct paragraph.

- An easy solution      Changing cycles      Cool down and sleep  
 Exams in the morning are wrong      Inaccurate body clocks      Jet-lagged teens  
 Nine hours is good      Not ready for school

**Text 6.1**

**Why can't teenagers get up in the morning?**

[1] .....

They refuse to go to bed at a decent hour, complain when they have to get up for school and lie in bed for hours at weekends. During the 'terrible teens' period, most children appear to develop a lazy streak. And now it seems that being unable to get up in the morning may not be their fault, with research showing that teenage body clocks may simply be out of sync. A slight move forward in the body's natural rhythms makes teenagers annoyingly awake late at night and frustratingly **groggy** in the morning. This could have serious consequences for the teenagers themselves.

[2] .....

*New Scientist* magazine explains: 'Evidence is emerging that teenagers are biologically unable to go to bed at a sensible time. If teens are refugees from a different time zone, then by making them get up and go to school before their bodies are ready, we are not just making school life difficult, we are also putting them at risk. Lack of sleep **jeopardises** their future prospects, their health and even their lives.'

[3] .....

Toronto University psychologist, Professor David Brown, said: '**Adolescents**, who are usually

evening types, perform very badly in the morning, which is the time of day that they are usually assessed for examinations. There are some kids whose teachers have simply never seen them at their best and that is a terrible shame.'

[4] .....

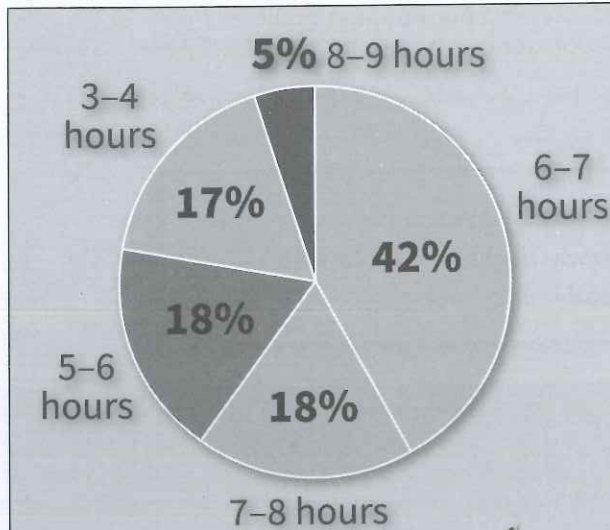
However, getting good grades could be the least of their problems, with other research showing that changes to our body clock could seriously damage our health. Tests on **hamsters** showed that changing their cycle of sleeping and wakefulness had shocking consequences.

[5] .....

His findings look bad for sleep-deprived teenagers. 'These kids are being woken in the night – before their body should wake – and are suffering something like jet lag,' he said. 'All our animal studies show how harmful this is to health.'

[6] .....

Despite the potentially fatal consequences of a shortage of sleep, very few teenagers get the nightly nine hours recommended to keep them in tip-top condition. The situation is so bad that many teenagers show symptoms more usually associated with **narcolepsy**, a serious condition in which people can **nod off** in an instant.



The number of hours spent sleeping by 9-17-year-olds according to a survey of 1000 people

[7] .....

Although it isn't known exactly how our body clock controls our sleeping hours, it is thought that teenagers are around an hour out of sync

with everyone else. Our natural cycle is kept in check by two systems – one promotes wakefulness and the other sleepiness. During the day, the ever-increasing pressure to fall asleep is kept in check by hormones stimulated by light. But, at dusk, our bodies produce the hormone melatonin, which encourages sleepiness. At the same time, the body temperature cools and metabolism slows, and eventually we fall asleep.

[8] .....

In teenagers, there are two key changes. The build-up of pressure to fall asleep is much more gradual, making it easier for them to stay up later and be alert later. And their bodies start to produce the hormone melatonin around an hour later than usual. While some researchers are trying to find ways to reset the adolescent biological clock, others favour a more simple solution. Dr Ralph advised: 'Schools and universities should ideally not start before 11 a.m.'

Adapted from [www.dailymail.co.uk](http://www.dailymail.co.uk)

**Glossary**

**groggy** (adjective): unsteady and unable to think clearly

**jeopardises** (verb): puts at risk

**adolescents** (noun): teenagers

**hamster** (noun): a small animal without a tail, sometimes used in laboratory experiments

**narcolepsy** (noun): a medical condition that makes you fall asleep suddenly

**nod off** (verbal phrase): fall asleep

3 Skim the text again and check your answers to Activity 2.

4 Answer these questions about the article.

a Give **three** examples of behaviour during the 'terrible teens' period.

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

b What reason is given for teenagers' inability to get up in the morning?

.....

c What can sleep deprivation put at risk?

.....

d Why have some teachers never seen their students at their best?

.....

e What does Dr Ralph's research on animals show?

.....

f When and where do you think teenagers might show symptoms of narcolepsy?

.....

g According to the pie chart, how many hours are spent sleeping by the largest percentage of students?

.....

h Give **two** pieces of information about how the human sleep cycle works, and **two** pieces of information about how teenagers are different.

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



5 You are going to give a talk about Mike Rowe's TV show to your class. Prepare some notes to use as the basis for your talk. Make short notes about each paragraph.

**Paragraph 1**

- .....
- .....

**Paragraph 2**

- .....
- .....
- .....

**Paragraph 3**

- .....
- .....
- .....

**Paragraph 4**

- .....
- .....

**EXAM-STYLE QUESTIONS**

**Reading, open response**

Read the article about an unusual farm called Greens for Good, and then answer the questions.

**Text 8.2**

**Greens for Good!**

Located underground in the heart of the UK city of Liverpool, Greens for Good is no ordinary farm. Down in the basement of an old sugar factory, now converted into a science institute, there are rows and rows of **vertical** structures in which green vegetables are grown using a method known as hydroponics. In normal farms, crops are grown in soil, but in hydroponic agriculture it's different. They are grown in a liquid solution consisting of water mixed with minerals and other substances. The liquid is pumped to the crops along pipes.

## CONTINUED

Greens for Good currently produces about 200 boxes of salad greens and herbs per day. Initially, the majority was sold to other businesses in the area, but the farm now supplies schools and local residents as well. Because their customers are all located within a 7-km radius, Greens for Good can avoid using vans or other polluting vehicles. Instead, everything is transported by bicycle.

Greens for Good produce tends to be a little more expensive than vegetables from supermarkets and shops, but feedback from customers has been positive. People often comment that the vegetables from the underground farm taste better than supermarket goods. This is partly because the vegetables have been picked very recently, so they are fresh, and, unlike on ordinary farms, they are never sprayed with chemical pesticides.

Greens for Good was established by Paul Myers and Jens Thomas in 2014 with two broad objectives in mind. The young scientists were concerned about climate change, **inefficient** traditional farming practices and other challenges facing food production worldwide. They believed that a switch to hydroponic farming in urban areas was one way to ensure food security, at least in some parts of the world. They also thought that moving some farming into towns and cities would make it easier to preserve natural environments.

Because there is no sunlight underground, farms like Greens for Good need to have lots of lamps projecting artificial light onto their plants, and they also need to manage temperature. The advantage they have is that they can adjust the conditions so that they are ideal for their crops to grow in. However, the whole system uses a large amount of electrical energy, which is a major cost – and the company's most serious challenge.

Despite this, there are ambitious ideas for future developments. The rooftops of offices and residential buildings in the city are very much part of the company's thinking. The intention is to use them to create a network of centres for growing vegetables, herbs and fruit within the wider city.

## Glossary

**vertical**  
(adjective):  
standing  
or pointing  
straight up

**inefficient**  
(adjective): not  
working in a  
satisfactory way

- 1 Who occupies the building that is above the underground farm?

..... [1]

- 2 Who were the farm's first main customers?

..... [1]

CONTINUED

- 3 What do customers say they like about the vegetables from Greens for Good? Give **one** detail.  
 ..... [1]
- 4 Name **one** of the broad objectives that the founders of Greens for Good had.  
 ..... [1]
- 5 What is the biggest problem that Greens for Good faces?  
 ..... [1]
- 6 What are the important things used in the crop-growing system at Greens for Good? Give **three** details.  
 .....  
 .....  
 ..... [3]

[Total: 8]

Reading, note-taking

Read the article about open-plan offices, and then complete the notes.

Text 8.3

Working in an open-plan office

I was 11 years old when the company my father worked for moved to a new building. Instead of having his own small office – with his desk, chair, filing cabinets and a small window overlooking the company car park – Dad was now sharing a large, modern room with over 30 other people. He sat halfway along a row of identical workstations, and he was less than two metres away from colleagues on either side of him. He complained that he found it very noisy and because of all the activity around him he found it difficult to concentrate. Both of these issues are still common in open-plan offices today. At the time, I didn't understand why Dad was unhappy.

After all, I shared a classroom with 30 other boys and girls. Wasn't it better, I thought, to spend your day in the company of others than to be shut away on your own? Fast forward 25 years and as a qualified architect, I now design offices, including open-plan ones.

Open-plan offices first became common in the mid-20th century. Before that, each employee was usually given their own tiny room, or perhaps shared a slightly larger one with one or two colleagues. Then, in the 1950s and 60s, large organisations realised that having many employees in a single space was more cost-effective, and this remains true today.

- 3 The five paragraphs in the following newspaper article are in the wrong order. Skim the article and write the numbers of the paragraphs in the correct order.
- .....

**Text 13.1**

[1] As well as becoming the first man to break the sound barrier unaided, Baumgartner set three other world records during the attempt. The first came after two hours and two minutes, when he broke the record for the highest manned balloon flight, breaking the record of Malcolm Ross and Victor Prather, who soared to 34 668 metres in 1961. Their record ended in tragedy when Prather drowned in the Gulf of Mexico upon landing.

[2] Coincidentally, Baumgartner's attempted feat also marked the 65th anniversary of US test pilot Chuck Yeager's successful attempt to become the first man to officially break the sound barrier aboard an aeroplane.

[3] He broke the current freefall record of 31.3 km held by Joe Kittinger. Mr Kittinger, who set his record in 1960, was the only person allowed to communicate with Mr Baumgartner while he was inside the capsule which carried him into space. As the launch began, Mr Kittinger told Mr

Baumgartner: 'You're doing great, Felix. Doing great. Everything looks green and you are on your way to space.'

[4] Mr Baumgartner's parents were in Roswell, New Mexico for the launch, the first time they had travelled outside of Europe. His mother could be seen weeping as her daredevil son launched into space. While the action took place in the city of Roswell, famed for space-related incidents, attention was worldwide, with millions watching it online.

[5] Felix Baumgartner, a 43-year-old Austrian former military parachutist, floated for two hours in a purpose-built capsule towed by an enormous helium balloon before leaping into the record books from a height equivalent to almost four times that of a cruising passenger airliner. During the fall, he travelled at an average speed of 1357.64 kph.

Adapted from [www.telegraph.co.uk/science](http://www.telegraph.co.uk/science)

- 4 Answer these questions based on information in the text.
- a What was Felix's job before he completed this freefall?
- .....
- b What comparison is given about the height he jumped from?
- .....
- c Who was Felix in contact with while he was in space?
- .....
- d Why did Felix's parents travel out of Europe for the first time?
- .....

# > Unit 2: Digital life

## Vocabulary focus: Digital life

1 Here are 12 words from Unit 2 in the Coursebook. Write each word next to its definition.

angles (noun)    apparently (adverb)    dose (noun)  
ignored (verb)    impression (noun)    obviously (adverb)  
percentage (noun)    refer to (verb)    remote (adjective)  
supposedly (adverb)    transformed (verb)    widespread (adjective)

- a according to others .....
- b in a way that is easy to understand or see .....
- c not considered, overlooked .....
- d mention, talk about .....
- e found in many places .....
- f a number stated in relation to a whole .....
- g at a distance .....
- h changed completely .....
- i a specific, measured amount of something .....
- j an idea or feeling you get about something .....
- k according to what is generally believed .....
- l physical points of view .....

2 Complete sentences a–h using the words from Activity 1. In most cases you will need to use a different form of the word. Write the part or parts of speech you have used (e.g. adjective, adverb, noun, verb) in the space at the end of the sentence.

Example: *It's apparent that we need to upgrade the software. adjective*

- a '..... learning' is quite a new term, even though 'distance learning'  
has been ..... for many years. ....

b His condition ..... after the doctor gave him three different ..... of the medicine. ....

c I can't see the picture very well. It's ..... in the wrong way. ....

d I have to ..... on you the importance of rebooting your computer after the upgrade. ....

e I'm waiting for this download to finish. It's still only on 65 .....  
.....

f If you continue to ..... the warnings, it is ..... that the situation will get worse. ....

g There's no ..... that in the instruction book. ....

h This model is ..... to be much faster than my old one, but let's wait and see.

3 Write short definitions or give synonyms (words with similar meanings) for the four words in **bold**.

a A balanced diet and regular exercise **promote** all-round good health.

.....

b I don't think the **experience** we had on holiday was very positive.

.....

c He cleaned the table with a soapy **sponge**.

.....

d My top **priority** is to find the WiFi password!

.....

.....



- 4 Draw lines to match the phrases to make complete sentences.

If you gently sponge it,

Being recognised  
everywhere you go

Providing all students with  
tablets and internet access

She has a great deal of experience

Tech companies are always  
thinking of new ways

is a priority.

the grease might come off.

in digital entertainment.

to promote their online services.

is part of being a celebrity.

## Language focus: Adverbs

### Foundation

- 1 Remember that adverbs are used to describe verbs, adjectives and other adverbs. They can show *how*, *where*, *when*, *why* and *how often* something happens.

Find and underline the adverbs in the following sentences. There are **two** adverbs in some sentences.

Example: *We may be slightly late for our meeting.*

- This app is incredibly difficult to use.
  - She sometimes forgets to charge her phone.
  - He didn't perform well in the test.
  - The manager said he would seriously consider my suggestion.
  - I spoke extensively about the challenges we currently face.
  - Martine is always confident about technical issues.
  - He managed to fix the problem unusually quickly.
  - That's a very tall building.
- 2 Complete these sentences using the adverbs you underlined in Activity 1. You can use each adverb once only.
- He wants to travel ..... after he finishes university.
  - She ..... holds the position of technical supervisor.
  - He ..... uses social media in his spare time.



- d Trying to finish too ..... might lead to mistakes.
- e It's ..... best to change your password.
- f As you ..... know, our products and services are of an extremely high standard.
- g Police take identify theft .....
- h The problem was ..... difficult to solve.
- i Are you hungry? Yes, .....
- j We heard an ..... loud bang from the house next door.

## Practice

- 3 Look at these sentences. Explain what the adverbs in **bold** are showing: *how, where, when, why or how often.*

Examples:

We **happily** pay for subscriptions and apps. *how*

**Nowadays** many people own a smartphone. *when*

- a All staff members had to be present for the **early** launch of the new phone.

.....

- b He smiled **warmly** and handed over the prize. ....

- c I will **seriously** think about the price before I make my decision. ....

- d People **usually** have at least one device connected to the internet.

.....

- e Faizal speaks **very** softly. ....

- f Some smart speakers can play music **extremely loudly**. ....

- g That TV show is **actually really** good – I recommended it to my friends.

.....

- h The weather app on my phone is **never** wrong. ....



4 Match a phrase in column A with a suitable ending from column B. Fill the gap in the sentence with an adverb from the box. Write the complete sentences below. The first one has been done as an example.

absolutely	completely	definitely	immediately
really	recently	seriously	totally

A	B
a I . . . look forward	. . . awful!
b She . . . recognised	advice very . . .
c This fashion for digital entertainment	an amazing experience.
d You should take that	different personalities.
e The brothers have . . .	has only appeared . . .
f That type of behaviour	is . . . unacceptable.
g The activity weekend was . . .	the woman in the shop.
h This new phone is	to hearing from you.

a I really look forward to hearing from you.

b .....

c .....

d .....

e .....

f .....

g .....

h .....

## Challenge

5 Replace the words and phrases in **bold** with an adverb ending in *-ly*. Write the word in the space at the end of each sentence.

a His teacher told him **again and again** to study harder, but he refused to listen.

.....

b She wrote the answers **with many mistakes**.

c Matthew walked up and down **in an anxious way** as he waited for his interview.

.....

d **In the end** they managed to find the address.

e They gave **a lot of money** to various charities.

f The driving instructor told him to stop the car **at once**.

6 Unscramble the letters to make eight adverbs ending in *-ly*. The first letter is given. Then use each adverb in sentences of your own.

a ylefbauiul                      b.....

b mceployetl                     c.....

c foulbdytul                    d.....

d ueaenytlv                     e.....

e nfbayhisoal                  f.....

f nsgeeryoul                    g.....

g nhyguril                        h.....

h ccorryniel                     i.....

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

# > Unit 3: Food

## Vocabulary focus: Food

1 Read the sentences. Replace the **bold** words or phrases with a word from the box.

consume	guaranteed	harmless	participants
actual	sprinkled	fooled	underestimate

- a There was a large number of **people taking part** in the cooking competition.  
.....
- b The high quality of the food in that restaurant is always **certain**. .....
- c The waiter **covered** the pasta with a small amount of cheese. ....
- d Most people **miscalculate** the number of calories they eat every day.  
.....
- e Fast food seems to be **safe** but we need to **eat** far less. .... /  
.....
- f Don't be **tricked** into buying food that appears to be healthy. ....
- g The **real** number of fast food restaurants is unknown. ....

2 Choose words from the box to complete the sentences.

outlets	considerably	majority	pressure	simply
---------	--------------	----------	----------	--------

- a Children put enormous ..... on their parents to buy certain food and drink.
- b Nowadays, there are so many food ..... that it is difficult to know where to go.
- c Saying that advertising controls what we eat is ..... not true.
- d The ..... of customers are very careful about their food choices.
- e The prices in the new restaurant are ..... lower than elsewhere.

- 3 Read this review of a restaurant. Choose adjectives from the box to fill each gap. In some cases, more than one adjective is possible, but try to use each adjective only once.

attractive	bright	busy	convenient	
cosy	delicious	extensive	fashionable	
fresh	happy	healthy	helpful	local
overpriced	polite	reasonable		

### Restaurant review

How many people reading this would welcome another vegetarian restaurant? If you do not eat meat then you will probably be extremely (a) ..... to have another vegetarian option nearby.

Next week sees the opening of Healthy Dishes. This is an (b) ....., (c) ..... place, in a (d) ..... location, serving an (e) ..... range of vegetarian dishes.

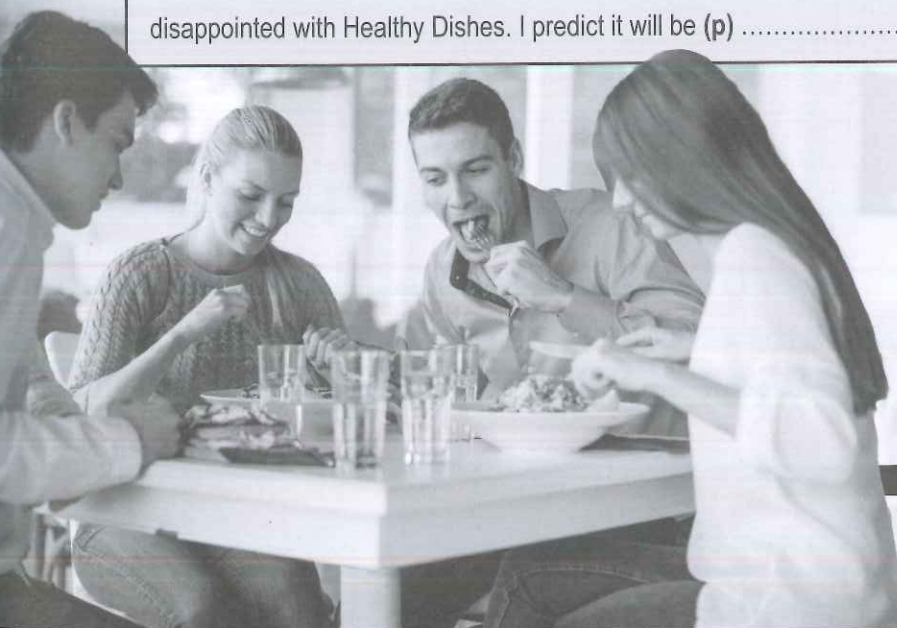
The restaurant can seat up to about 18 people, and the style is (f) ..... and (g) .....

When I visited, the restaurant had not properly opened, but I was able to sample some (h) .....

dishes and (i) ..... juices. The food is not cheap, but nor is it (j) ....., as all the ingredients are (k) ..... and 100% organic. So, in my opinion, paying slightly more for your food is (l) .....

The young owners, Ben and Sam, who only graduated from university last year, were (m) ....., friendly and very (n) ....., and they are working very hard to get everything ready in time for the grand opening.

In conclusion, if you are vegetarian and want a (o) ..... new restaurant to try, you won't be disappointed with Healthy Dishes. I predict it will be (p) ....., so make sure you reserve your table.



- 4 Complete the table with your own phrases that express opinion and agreement or disagreement. Add **at least three** expressions in each column. An example of each has been given.

Expressing own opinion	Expressing agreement or disagreement
<p>To my mind</p>	<p>Okay, but have you considered other things?</p>

- 5 Write short dialogues for each of these three situations. Use the expressions you listed in Activity 4. Underline the expressions of opinion and circle the expressions of agreement or disagreement.

**Situation 1:** Two friends discussing a sports event they have just watched.

.....

.....

.....

**Situation 2:** Two friends discussing a test they have just taken.

.....

.....

.....

**Situation 3:** Two friends discussing what to do at the weekend.

.....

.....

.....

## Language focus: Linking devices

Remember that linking devices are words or phrases used to make connections between sentences. They have several different functions, including:

- to *sequence* events or ideas in a piece of writing
- to signal a *contrast* or *comparison*
- to indicate *cause* and *effect*.

### Foundation

- 1 Add the words and phrases in the box to the correct column of the table. Three have been done as examples.

although	as a result	because	but	consequently
finally	however	secondly	moreover	nevertheless
	on the other hand		to sum up	

Sequence	Contrast/comparison	Cause/effect
secondly	although	as a result

- 2 Think of **two** more examples of linking devices for each column and add them to your table.

### Practice

- 3 Choose the most suitable word or phrase from the box in Activity 1 to complete these sentences. More than one answer may be possible.

Example: We decided not to return to the restaurant because the food was very overpriced.



- a The weather forecast was not good. .... we decided to risk going for a picnic.
  - b On the one hand, the food was great. ...., we had to wait ages to be served.
  - c I think I've included everything. So, ....., this outlet is really worth visiting if you're in that part of town.
  - d We ate delicious fish and salad. ...., the desserts were just as tasty.
  - e I would definitely go there again, ..... only when it's not so busy.
  - f It was the only place open so late at night. .... we had to eat there.
- 4 Rewrite the sentences in Activity 3 so that they have the same meaning but use a different linking device. You may need to reorder the sentence.

Example: *We decided not to return to the restaurant because the food was very overpriced.*

*We decided not to return to the restaurant as/since the food was very overpriced.*

*The food was very overpriced. As a result/Consequently, we decided not to return to the restaurant.*

- a .....
- b .....
- c .....
- d .....
- e .....
- f .....

### Challenge

- 5 Use any suitable linking devices you know to complete the following sentences. Use a different linking device in each sentence.
- a ..... to the restaurant's inconvenient location, we are also worried about the lack of parking.

- b The new internet campaign will be crucial to promoting our new products;  
....., it will help us learn more about our online customers.
- c ..... of the recent rise in oil prices, we can no longer offer motorists discounts.
- d We have a very large order to fill this weekend. ...., we will need to bring in more staff.
- e ..... she ordered the vegetarian option, the waiter brought her a meat-based dish.
- f We are doing extremely well this year. ...., we are not planning to expand the business at the moment.
- g So those are the pros and cons. ...., we all agree to the development of a new menu for the summer season.
- h The manager does not want us to stay open any later, ..... the owner does not agree.

6 Write **six** sentences of your own, using a different linking device in each one.  
Write **two** sentences each for sequence, contrast/comparison and cause/effect.

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