Reading and Use of English | Part 2

1 Work in pairs. Look at the photo. Would you like to live here? Why? / Why not?

2 Before doing Reading and Use of English Part 2, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Reading and Use of English Part 2? Complete the following sentences with the words and phrases in *italics*.

eight *before and after* *one word ONLY* *general idea* *grammar* *the completed text*

1 There are ..... questions in this part.
2 The words you need are ..... words: articles, pronouns, auxiliary verbs, etc. and parts of fixed phrases (e.g. *take part in*) or phrasal verbs (e.g. *make up*).
3 First, read the text quickly to get a ..... of what it's about.
4 Read ..... the gaps to decide what type of word you need.
5 Answer every question with ..... , and check your spelling.
6 When you have finished, quickly read ..... to check.

3 Read this article quickly, ignoring the gaps. Do you think you'd enjoy living on a houseboat?

Living on a houseboat

When we first moved onto our houseboat on the River Crouch, there **(0)** was a big storm. The lights swung backwards and forwards **(1)** ..... though we were at sea, but in **(2)** ..... of the bad weather, not a single cup fell off the shelves. In fact, in the four years **(3)** ..... we moved from our small house in the town nearby, **(4)** ..... anything has been broken.

The boat is huge: 20 metres long and 4 metres wide. **(5)** ..... to my dad, it is about four times the size of the house we had before. The kitchen **(6)** ..... up about half of the main living space and it is not separated from the rest of it, so that whoever is cooking doesn't feel left **(7)** ..... . Our friends often **(8)** ..... round to see us after we have been to school. In the living area, there is even room for a ping-pong table.

Adapted from *The Observer*

4 Now think of the word which best fits each gap. Use only one word in each gap.

5 Work in pairs.

- Do you think it's important for a house to have plenty of space? Why? / Why not?
- What things would you like to have room for in your house? Why?
- Would you like to live in a different place? If so, where? If not, why not?

LIVEWORKSHEETS

Speaking | Part 2

1 Work in pairs. Before doing Speaking Part 2, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Speaking Part 2? Say whether the following statements are true (T) or false (F). If a statement is false, correct it.

1 Each candidate must speak alone for about one minute.
2 You have to compare four photos and answer a more general question about them.
3 You should compare the photos in detail.
4 You should spend about half the time on the photos and half the time on the printed question.
5 After your partner has spoken, you will be asked a question about the same photos.

2 Work in pairs. Look at the speaking task on the right and the examiner's instructions. Then brainstorm words and phrases you could use to talk about each photo.

> Here are your photographs. They show two different places to live. I'd like you to compare the photographs and say what you think it is like for the people to live in each of these places.

3 Look at these words and phrases. Which could you use with the first photo (1), which with the second photo (2) and which with both (B)?

close to nature ..... environment ..... fresh air .....
hi-tech ..... maintain a lifestyle ..... occupants .....
organic food ..... a rural setting .....
spend quality time ..... social life .....
sophisticated entertainment ..... pollution .....

4 Work in pairs. Take turns to speak for a minute about the photographs following the examiner's instructions.

What is it like for the people to live in each of these places?





5 32 Work in pairs. Listen to Peter and Martyna doing the task, then say whether the statements on this checklist are true (T) or false (F).

Checklist		T	F
1	Peter spends a lot of time describing what he sees in each photo.		
2	He outlines the main idea of each photo.		
3	He concentrates on answering the question more than comparing the details of the photos.		
4	He compares what it would be like to live in each place.		
5	He mentions things which he thinks are similar about the people in both photos.		
6	He uses language which shows he is imagining the lifestyle in each photo.		
7	He uses a good range of vocabulary to express his ideas.		
8	He uses short, simple sentences.		
9	Martyna gives a long, detailed answer to her question.		

LIVEWORKSHEETS

6 Pronunciation: linking (2)

In order to speak more fluently, you sometimes put a consonant between the first and the second word when the second word begins with a vowel.

1 33 Listen to these extracts from Peter's answer. In the highlighted phrases, what consonant is used in the extracts to link:

a the yellow highlighted words?
- with the occupants, a family standing in the garden
- On the other hand, living in the city flat might be quite exciting

b the green highlighted words?
- where they grow their own vegetables
- Money and success in your career are not so important as being close to nature and the countryside
- which is probably busier and more stressful

c the blue highlighted words?
- Money and success in your career are not so important
- The family in the second photo must need to earn quite a lot of money

2 Work in pairs. Take turns to read Peter's phrases in Exercise 1 aloud.

3 34 In the gaps in these sentences, write the consonant which you think can link the two words. Then listen to check your answers.

1 We live further.....away from the.....old town.
2 Does he.....ever.....answer your questions?
3 Our.....aunt comes to stay.....at our house just now.....and then.
4 Fewer.....and fewer shops in our.....area are.....open at weekends.
5 Many.....of you are busy.....and in a hurry.
6 The.....end of the story is more.....exciting than the beginning.

4 Work in pairs. Take turns to read sentences 1–6 in Exercise 3 aloud.

5 Write three or four sentences as part of your answer to the task in (Speaking) Exercise 2.
- Think about how you can link words in the sentences using consonants.
- Then work with a partner and take turns to read your sentences aloud.

7 Work in pairs. Choose either Task A or Task B. Then discuss what you can say to do the task in a similar way to Peter (see questions 2–7 from the checklist in (Speaking) Exercise 5).

8 Change partners and work with someone who chose the other task.
- Take turns to do your tasks.
- While you are listening to your partner, use questions 2–7 from the checklist in (Speaking) Exercise 5 as a checklist.
- When your partner has finished, use all the questions from the checklist in Exercise 5 to give him/her feedback.

Task A

Here are your photographs. They show people on holiday in different places. I'd like you to compare the photographs and say what you think the people are enjoying about having a holiday in these places.

What are the people enjoying about having a holiday in these places?





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Task B

Here are your photographs. They show old people living in two different types of place. I'd like you to compare the photographs and say which place you think is better for old people to live.

Which place is better for old people to live?





Grammar

Expressing obligation and permission

1 Work in pairs. You will hear five students who are staying with host families while studying in Britain. Before you listen, make a list of things students who stay with a host family in your country should and shouldn't do, e.g. *You should keep your room tidy. You shouldn't come home too late.*

2 Look at these sentences and then answer the questions below.

A *I can* invite my friends to dinner sometimes.
B *I have to* help with the housework.
C *I can't* take food from the fridge.
D *I'm supposed to* be back home early.
E *They let me* borrow their car.
F *They won't let me* do any cooking.

1 Which phrases in *italics* have a similar meaning to:
a I must? .....
b I'm not allowed to? .....
c I'm allowed to? .....

2 Which phrase (a or b) has a similar meaning to *I'm supposed to* in D?
a I must be
b I should be, but sometimes I'm not

3 35 Listen and, for questions 1–5, choose which sentence in Exercise 2 (A–F) best summarises what each student says. There is one extra letter which you do not need to use.

1 Miguel ☐
2 Irene ☐
3 Martyna ☐
4 Nikolai ☐
5 Antonia ☐



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4 Which speaker said each of these sentences? If necessary, listen again to check.

1 *I don't have to* do anything around the house.
2 I *had to* buy the food and cook it.
3 *They don't allow me to* have big parties.
4 Apparently, *I was supposed to* phone to say I wasn't coming.
5 *They didn't let me* invite a couple of friends to dinner the other day.
6 *I needn't* clean the bathroom or do any shopping.

5 Work in pairs. Copy this table into your notebook. Complete it using the phrases from Exercises 2 and 4.

	obligation	prohibition	permission	no obligation
present				
past				

page 171 Language reference: Modal verbs – expressing obligation, prohibition and permission

6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words.

1 'You can't go to the club,' Steve's father told him.
ALLOW
Steve's father did ..... to go to the club.
2 When you do the exam, it's not necessary to copy out the question.
HAVE
You ..... copy out the question when you do the exam.
3 I shouldn't wear shoes inside the house.
SUPPOSED
I ..... off my shoes before I enter the house.
4 You can't enter the room marked 'Private'.
ALLOWED
You ..... into the room marked 'Private'.
5 Diane wouldn't lend Celia her car.
LET
Diane refused ..... her car.
6 We were not allowed to use dictionaries during the exam.
LET
They did ..... dictionaries during the exam.

Writing | Part 2 An article

1 Work in pairs. Before working on Writing Part 2, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about how to do Writing Part 2? Put these tasks in the correct order by writing a number 1–6 by each.

a Check what you have written, looking for specific mistakes you know you make. ☐
b Organise your notes into a plan. ☐
c Read all the questions and quickly choose the one you think you will find easiest. ☐
d Think and make notes. ☐
e Underline the things you must deal with in your answer. ☐
f Write your answer (140–190 words) following your plan. ☐

2 Work in groups of three. Read this writing task and discuss the questions below.

You see this announcement in your college magazine.

My ideal home

If you could choose the type of house you would like to live in and its location, where would you live, what sort of house would it be and what features would it have?

The best articles will be published in the next issue of our magazine.

Write your **article**.

1 What would be the ideal location for your house?
2 What sort of house would you choose?
3 What features would your ideal house have?

3 Work in pairs with someone from another group.

- Take turns to give a short talk describing your ideal house.
- When your partner finishes speaking, ask a few questions to find out more details.

LIVEWORKSHEETS

4 Look at the writing task again and discuss these questions.

1 Who will read your article?
2 What style would be suitable for this article?
3 Which of these should your article particularly use: present simple, *going to/will*, conditional? Why?
4 What information must it contain?
5 How can you make the article interesting for your readers?

5 Read the sample answer below to the writing task, ignoring the gaps.

1 How does this ideal home compare with your own?
2 Has the writer answered the question completely?

My space, my place

I dream of living in a small, stylish modern flat in a historic old building near the centre of a large city **(0)** *such* as Barcelona or Bologna. What a change that would be **(1)** ..... the ordinary suburban house **(2)** ..... I'm living now! I could live like a sophisticated girl-about-town, dropping into art galleries, smart boutiques and street cafés with all my glamorous friends who live nearby popping in from time to time.

What would the flat be like? Well, for a start, I'd live on my **(3)** ..... , so I'd be able to do **(4)** ..... I wanted whenever I wanted. The flat would be hi-tech, with the heating and lighting controlled automatically, a cosy bedroom, a light, airy sitting room, and a handy little kitchen. Ideally, it would **(5)** ..... a small balcony with a **(6)** ..... plants where I could sit out in the sun.

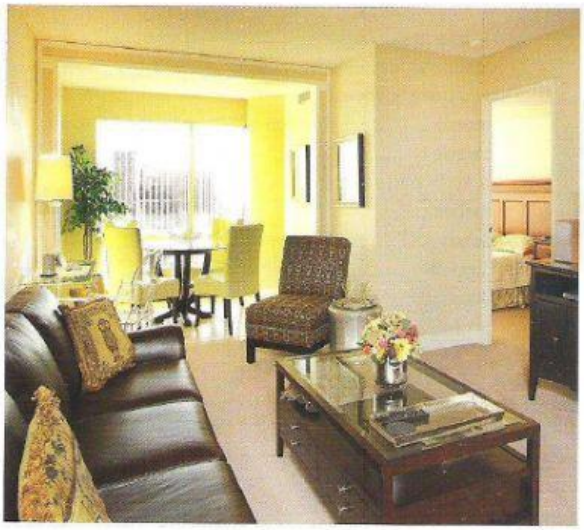
I wouldn't need much space, as **(7)** ..... as I had room to keep my books and clothes. **(8)** ..... I had all these things, I'd be happy for years.

6 Complete this plan for the sample answer in Exercise 5 by writing the notes in *italics* below beside the correct the paragraphs.

Para. 1: .....
Para. 2: .....
Para. 3: .....

Advantages of ideal flat
Characteristics of flat
Conclusion: room for my things
My present accommodation
Type of flat and location

7 Complete the sample answer by writing one word in each of the gaps.



8 Work in pairs. Discuss whether these statements are true (T) or false (F).

		T	F
1	The article uses plenty of adjectives.		
2	It uses conditional tenses.		
3	The writer mentions the furniture she would need.		
4	You can tell something about the writer's personality and tastes from the article.		
5	There are plenty of relative clauses.		
6	The writer doesn't say where she lives now.		

9 Write your own article.

- Before you write, decide what features of the sample answer on the left you could also use. Then think and write a plan.
- When you write, follow your plan.
- Write 140–190 words.

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