



## Starting off

Work in groups.

- 1 Look at the pictures. Which of these things would you enjoy buying? Where would you buy each of them? Would you buy any of them online?
- 2 How should teenagers pay for each of these things? Choose from options a–c.
  - a from money given to them by their parents when it is asked for
  - b from a weekly allowance given by their parents
  - c from money they have worked for and earned themselves

## Reading and Use of English | Part 2

- 1 Work in groups. You are going to read an article about shopping in the UK. Before you read, discuss these questions.
  - What are the advantages and disadvantages of shopping online?
  - Why is it a problem for a town when local shops have to close?





## Reading and Use of English | Part 5

- 1 Work in groups. You will read a story called 'My greatest influence' written by a teenager from Texas. Before you read, discuss these questions.
  - Who or what has had the greatest influence on you?
  - How have they / has it influenced you?
- 2 Read the story quite quickly to find out what happens.

### My greatest influence

By Rachel S., Colleyville, Texas

Sundays, I walk to the supermarket. Mother hands me the grocery list and puts money in my pocket, hoping it will be enough. She's had a hard day, and I've had a hard week. Nothing out of the ordinary happens when I get to the store. I grab the bread, some milk, and other things on the list. As I turn to head out, I see it, all pinks and yellows. It looks gorgeous in the window, and I'm sure if I were to try it on, it would be a perfect fit. I smile for a moment and turn away, bitter that I could never own such a dress as that. Instead, I grab the last item and check out.

Outside, traffic zooms by, an artificial breeze across my face. The sun beats down, making me sweat. These paper sacks in my arms are not the easiest things to carry. Yet, even with all these distractions, I cannot stop thinking about that pretty sundress in the window of the market. It is not fair that I can never have what I want. I work so hard to help my family and yet I get nothing in return, just another grocery list or errand to do.

In my anger, I fail to realize the tear that had been growing along the bottom of one of the sacks. Its contents spill out everywhere so that I must drop everything else just to chase after the soup cans and apples rolling across the sidewalk. Suddenly, I see a pair of hands that do not belong to me. They hold out to me a can of green beans. I follow them up the forearms, from the shoulders, and to the face of this stranger. His skin is tanned and wrinkled from so many years in the sun. His clothes are mismatched, borrowed or stolen. But his eyes are soft and kind.

I pause in silence, only able to stare at him. "Huh ... thanks," I say, coming to my senses, and I take the can from him. No other words are spoken as he continues to help me recover my purchases and get back on my feet. There is an awkward silence between us. Not knowing what else to say in this sort of situation, I tell him "thank you" one more time and am on my way because I have many



other chores to finish. Suddenly, he speaks for the first time, and all he says is "Have a good day, ma'am." And then he gives me the biggest, most gap-toothed smile I have ever seen. Right then, he looks years younger—and I feel a fool.

Look at me, feeling sorry for myself because I do not get what I want! Do I not think **others are in the same boat**, or worse? I am but one person out of the billions that exist on this earth, so who am I to think that I deserve more than I already have?

To say that I try to follow the example of just one person would be to oversimplify things. The human character is much more complex than that. Just as our world is shaped by many different outside sources, so, too, have I been influenced by many familiar and unfamiliar faces.

It is not a matter of who, but what, has been the greatest influence in my life. I do not wish to be that homeless man on the street, for he has taught me with one genuine smile that my life is enough, and that there are worse things out there than not having a pink and yellow sundress. But it is his selfless character that continues to mold me.

My mother will hand me the grocery list today. I will make the same journey to the supermarket, and most likely, I will get the same items as last time. And I will probably see something I want but cannot have. But before I start to feel sorry for myself, I will remember the kind stranger with the gap-toothed grin, I'll grab the last item, and check out.

Source: [www.teenink.com](http://www.teenink.com) 'My Greatest Influence'



3 For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What impression do we have of Rachel in the first paragraph?
    - A She enjoys doing the family shopping.
    - B She comes from a family with not much money.
    - C She never buys herself new clothes.
    - D She is in a hurry to get home.
  - 2 She feels angry as she walks home because
    - A she is expected to do too much.
    - B she dislikes the area where she lives.
    - C her family pay little attention to her.
    - D she is not rewarded for her effort.
  - 3 Rachel only speaks briefly to the man who helps her because
    - A she thinks he has a criminal past.
    - B she has never met him before.
    - C she doesn't like the way he's dressed.
    - D she's in a hurry to do other work.
  - 4 What does Rachel mean by 'others are in the same boat' in line 43?
    - A She has similar ambitions to other people.
    - B She deserves to be treated the same as other people.
    - C She lives in similar circumstances to other people.
    - D She can share her problems with other people.
  - 5 Who, according to Rachel, has had the greatest influence on her?
    - A the homeless man
    - B her mother
    - C many different people
    - D her family as a whole
  - 6 Which of these phrases best summarises the lesson Rachel has learned?
    - A She shouldn't complain about her situation.
    - B She shouldn't envy other people.
    - C She can be poor but happy.
    - D She should value her family more.
- 4 To understand a text, you often need to understand exactly what the writer is referring to at different points in the text. Which noun phrase (a or b) does each of these words/phrases refer to?
- 1 it (line 2)
    - a the grocery list
    - b the money

- 2 it (line 6)
  - a the list    b the dress
- 3 these distractions (line 14)
  - a the traffic, the sun, the sacks
  - b the dress, the window, the supermarket
- 4 everything else (line 21)
  - a the other sacks    b the spilled contents
- 5 them (line 25)
  - a the soup cans and apples    b the hands
- 6 him (line 30)
  - a the stranger    b a friend
- 7 others (line 43)
  - a other people    b other strangers
- 8 that (line 49)
  - a following the example of just one person
  - b oversimplifying things
- 9 what (line 52)
  - a a familiar face    b one genuine smile

### Exam advice

- The answers to the questions come in the same order in the text, so, for example, you will locate the answer to question 2 after question 1.
- The final question may refer to the whole passage: in this case, consider the general message, but also skim the text for words which support your choice.

### 5 Work in groups.

- Do you think Rachel was right to feel angry that she couldn't have the dress? Why? / Why not?
- If they can afford it, how much pocket money should parents give their children at these ages: 13, 15 and 18? Why?
- What is the best age for young people to have their own bank account? When should they have their own credit card?
- Should young people be encouraged to save? Why? What for?
- Do you think teenagers should earn some of the money they need by doing housework or taking a part-time job? Why? / Why not?



## Vocabulary

### arrive, get and reach

-  Candidates often confuse *arrive*, *get* and *reach*. Circle the correct word in *italics* in each of these sentences. Then check your answers by reading the definitions on page 185.
  - Nothing out of the ordinary happens when I *arrive* / *get* / *reach* to the store. I grab the bread, some milk, and other things on the list.
  - The plane was late taking off and has only just *arrived* / *got* / *reached*.
  - When they *arrived* / *got* / *reached* the top of the mountain, they were unable to see anything due to the thick cloud.
- Complete these sentences with *arrive*, *get* or *reach* in the correct form. In some cases, more than one answer may be possible.
  - Stop writing when you have ..... 190 words.
  - The traffic was so bad that they didn't ..... to the concert till after it had started.
  - She's driving home and she'll phone me when she ..... there.
  - What time do you normally ..... to school in the morning?
  - When they ..... at the hotel, they went straight to their rooms.
  - When you ..... the end of the road, turn left.
- Complete the sentences below with an adverb / adverbial phrase from the box to form collocations with *arrive*.
 

finally   in time   on time   safe and sound   shortly   unannounced

  - Mum was worried that we might have an accident because of the snow, but we arrived home ..... , much to her relief.
  - Sandy was late for the refreshments, but he arrived ..... to hear the speeches.
  - The airline has a great reputation for punctuality, with 90% of flights arriving .....
  - The train that will be arriving ..... at Platform 13, just two minutes after its scheduled time, is the Orient Express from Paris.
  - Uncle Kamal arrived ..... in the middle of lunch, so we had to set an extra place for him at the table.
  - We were very late because of the traffic and when we ..... arrived, the shop was closed.

## Listening | Part 4

- Work in pairs. You are going to hear a student interviewing two teenagers about a new shopping centre they've been researching for a school project. Before you listen, why do many people prefer shopping centres? Make a list of your ideas.
-  **07** Listen to the interview once. How many of your ideas from Exercise 1 do they mention?
- Read questions 1–7. How many can you answer already?
  - Where is the shopping centre situated?
    - in the city centre
    - on the edge of the city
    - in the countryside
  - The location was chosen because
    - it would not harm the environment.
    - it was easy to get permission to build there.
    - it was easy for people to reach.
  - What is the main attraction of the shopping centre?
    - It's a convenient place to do the shopping.
    - It's attractive to the whole family.
    - It offers high-quality goods at low prices.
  - Kerry particularly enjoys the shopping centre's
    - feeling of luxury.
    - good security.
    - friendly atmosphere.
  - Salim says families argue when they go shopping because
    - they don't enjoy the same things.
    - they can't agree on what to buy.
    - they find each other's company stressful.
  - How are the shops organised?
    - Each shop in the centre chooses its own location.
    - Each section of the centre has a variety of shops.
    - Similar shops in the centre are located near each other.
  - What innovation does Salim describe for making shopping easier?
    - electric vehicles
    - moving walkways
    - automatic delivery systems
- Listen again. For questions 1–7, choose the best answer (A, B or C).



- 5 Work in pairs. Do you have shopping centres like this one in your country? Do you / Would you enjoy shopping in places like this?

### Exam advice

You have one minute to read the questions before you listen.

- Read the main part of each question carefully first.
- If you have time, go back and read the options for each question.

## Vocabulary

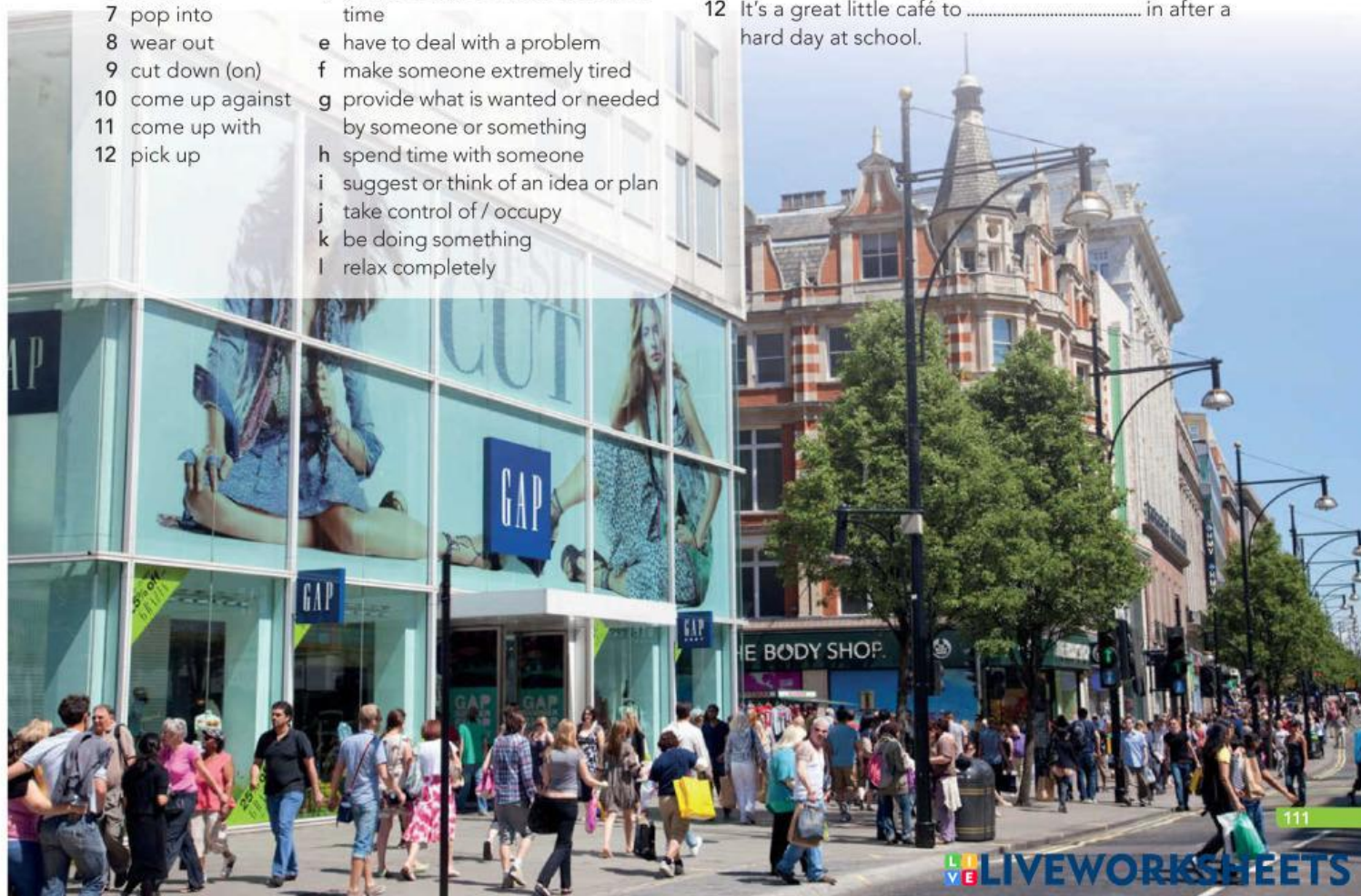
### Phrasal verbs

- 1 Match the phrasal verbs (1–12) from Listening Part 4 with their definitions (a–l).

- |                    |                                                            |
|--------------------|------------------------------------------------------------|
| 1 take over        | a attract                                                  |
| 2 pull in          | b collect, or to go and get, someone or something          |
| 3 cater for        | c do less of something or use something in smaller amounts |
| 4 hang around with | d go into a place or visit for a short time                |
| 5 chill out        | e have to deal with a problem                              |
| 6 be up to         | f make someone extremely tired                             |
| 7 pop into         | g provide what is wanted or needed by someone or something |
| 8 wear out         | h spend time with someone                                  |
| 9 cut down (on)    | i suggest or think of an idea or plan                      |
| 10 come up against | j take control of / occupy                                 |
| 11 come up with    | k be doing something                                       |
| 12 pick up         | l relax completely                                         |

- 2 Use one of the phrasal verbs from Exercise 1 in the correct form in each of these sentences.

- 1 Chantal ..... the brilliant idea of selling her old clothes in the market on Saturday.
- 2 I'm spending far more than I can afford. I'll really have to ..... the amount of shopping I do.
- 3 My dad asked me to ..... the post office and post a parcel for him.
- 4 It's an enormous music shop which ..... all musical tastes from classical music to heavy metal.
- 5 Melanie doesn't like ..... her parents, so she's gone shopping on her own.
- 6 Shopping in Oxford Street ..... us ..... , so we decided to take a taxi back to the hotel.
- 7 This new film is so popular that it has been ..... huge audiences.
- 8 They've ..... an old building in the city centre for their new shop.
- 9 I never expected to ..... so many problems trying to get my mobile phone fixed.
- 10 Do you want to come shopping with me? I'm going to ..... those red shoes I ordered.
- 11 What have you ..... ? You should have finished the shopping by now.
- 12 It's a great little café to ..... in after a hard day at school.





## Grammar

## Modals expressing ability

- 1 Look at these sentences and answer the questions below (four sentences come from Listening Part 4).
- They could have put the shopping centre out in the country ... but they chose an area with an underground station that's also close to the motorway.
  - They were able to get permission in the end.
  - Everyone had to get there by car, but at least they could park easily.
  - From where I'm standing I can see trees ...
  - You shouldn't have jumped off the wall. You were lucky – you could have broken a leg.
  - I can drive really well, even though I haven't passed my test yet.
  - My mum started teaching me letters when I was very small and I could read by the age of four.
  - We were able to complete the project because there was plenty of information available on the Internet.

In which sentence do the underlined words or phrases mean ...?

- It is possible (for me) to do something: ..... and .....
- It was generally possible to do something: ..... and .....
- It was possible but it didn't happen: ..... and .....
- We managed to do / We succeeded in doing something: ..... and .....

→ page 170 Language reference: Modal verbs – expressing ability

- 2 Circle the correct form of the verb in *italics* in each of these sentences.

- We walked all day, and at five o'clock we *could* / *were able to* reach the top of the mountain.
- I was so worried that I *couldn't sleep* / *couldn't have slept* and I lay awake all night.
- When I was a small child, I *could* / *was able to* sing beautifully, but my voice isn't so good now.
- Can you* / *Are you able to* hear the neighbours' television? It's far too loud!
- I *could buy* / *could have bought* my tablet PC more cheaply online, but in fact I bought it from my local computer shop.
- Although the shop was very crowded, we *could* / *were able to* get the shopping done quite quickly.

- 3 For questions 1–5, 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, including the word given.

- 1 Mara has not succeeded in reducing the amount she spends.

CUT

Mara has not been ..... on the amount she spends.

- 2 You were lucky that you did not have an accident – you were driving so fast.

COULD

You were lucky because ..... an accident – you were driving so fast.

- 3 Did you manage to collect my books from the library?

PICK

Were ..... my books from the library?

- 4 The shop is not able to deal with so many customers at the same time.

CATER

The shop ..... a large number of customers at the same time.

- 4  Candidates often confuse *can*, *could* and *able to*. Correct the mistakes in these sentences. One of the sentences is correct.

- I can't carry everything, so I had to leave some things behind.
- I was very happy that I could meet all your friends when I visited you last month.
- I'd be grateful if you can advise me about which book to buy.
- I'm really pleased to hear that you could come to visit me next month.
- It would be much easier if we can find the information on the Internet.
- We could find the restaurant because it was advertised on the Internet and we had a nice meal there.
- We hope you'll be able to offer us a discount if we stay in the hotel for two weeks.
- We should take a trip to London and visit the many shops that could be found there.



LIVEWORKSHEETS

## Speaking | Part 1

1 Read these Speaking Part 1 questions and note down a few ideas you could use to answer each of them (do not write complete sentences).

- 1 What things do you enjoy spending money on?
- 2 What do teenagers in your country typically spend their money on?
- 3 Do you have a favourite shop? (Can you describe it to us?)
- 4 Is there anything you'd like to buy but can't afford?

2 **08** Look at these descriptions of how some candidates answer Part 1 questions. Then listen to Peter and Irene answering questions 1–4 from Exercise 1 and match the candidates with the descriptions by writing P (for Peter), I (for Irene) or B (for both) by each one.

- 1 This person is not sure how to answer at first, but then gives quite a long, complete answer. ☐
- 2 This person gives lots of other information about themselves while they give reasons for their answer. ☐
- 3 This person gives other information about themselves as background before they answer a question. ☐
- 4 This person gives two alternative answers as well as a combined answer. ☐

3 Work alone. Choose three questions from Exercise 1 and three strategies for answering them from Exercise 2. Then think how you will answer the questions you have chosen using the strategies.

- When you are ready, work with a partner and take turns to ask and answer the questions you have chosen.
- While you are listening to your partner, for each answer, decide which strategy they are using and how successfully they are able to use it.

### 4 Pronunciation: linking (1)

To speak fluently, speakers often:

- do not pronounce the last consonant of a word. In the example, many speakers would not pronounce the final 't' in *but*.
- link the last consonant of the word to the word which follows when it begins with a vowel. In the example below, many speakers would link the final 't' of *didn't* to *answer* so that the 't' sounds as if it begins the word *answer*.

1 **09** Listen to these example sentences.

He understood ~~but~~ didn't answer.  
I like ~~eating and~~ talking.  
I don't ~~often~~ buy clothes ~~and~~ shoes.

2 **10** Look at and listen to the answer to question 2 and notice how the speaker:

- 1 does not pronounce the crossed-out letters
- 2 joins the words indicated with .

I think it really depends because girls and boys typically spend their money a bit differently. I guess girls spend more money on clothes and magazines, while boys spend more money on music and things like football matches. In general though, I think both boys and girls spend a lot of money just going out to places and having a good time.

3 When can we:

- 1 not pronounce the final letter of a word?
- 2 link a word to the following word?

4 Work in pairs. Take turns to read the answer in Exercise 2 aloud, sentence by sentence, in the same way.

5 **11** Look at this answer to question 3 and:

- underline the final consonants you think the speaker won't pronounce
  - mark with a . the words you think the speaker will link.
- Then listen to check your answers.

Hmm, I'd have to think, because I'm not too keen on shopping, actually. Um, there is one shop I really enjoy going to. It's one of a chain of sports shops and what I really like about it is just to wander round and see all the clothes and equipment they sell. I see things for sports I don't do, but I'd like to try and that gives me the idea that one day I could try the sport, when I can afford the clothes and equipment I mean.

6 Write your own answer to one of the questions in Exercise 1 and cross out the final consonants you shouldn't pronounce and indicate the words you should link with a . Then work with a partner and take turns to read your answers.



5  12 Listen to Irene and Peter each answering the examiner's question below.

- 1 Which strategy (1–4) from Exercise 2 do Irene and Peter use?
- 2 Which answer do you prefer? Why?



What's shopping like in the area where you live?



6 Work in pairs. Look at the questions below and the words in the box. Which words could you use to help you answer the questions?

a bargain a brand competitive a consumer  
a counter a debit card to purchase the sales  
in stock / out of stock unavailable

- What is shopping like in the area where you live?
- Tell us about a shop you've visited recently. Why did you go there?
- Which shops in your area are the most attractive? Why?
- What's the best time of year to go shopping in your town?
- Tell us about something you really enjoyed buying.
- Do you prefer buying things in shops or online? Why?

7 Now take turns to ask and answer the questions.

#### Exam advice

- Practise by working in small groups, asking and answering questions about your personal life and interests. Make sure you choose topics that involve using a range of tenses.
- Don't go to the exam with memorised answers, as you will lose marks for not responding naturally. However, you can prepare by thinking about the vocabulary to describe your life, your studies or work, the neighbourhood where you live, etc.
- Look at the examiner while you're speaking and try to sound confident.

## Writing | Part 2 A review

1 Look at this writing task and underline the key points you must deal with.

You see this announcement on your town's website for visitors.

We want visitors to our town to enjoy themselves. Is there a place in or near our town where people your age really like meeting up and having a good time? Write a review of the place, describing what type of place it is, what people can do there, how to find the place, and why you particularly recommend it.

Write your **review**.



2 Work in groups.

- If you're from the same town, discuss which place you can review and what information and ideas you can use to deal with the points you've underlined in Exercise 1.
- If you're from different towns, take turns to tell each other about the place in your town that you would review and recommend.

- 3 Work alone and write a plan for your review. Then compare your plan with a partner's.
- 4 Read Eva's answer and write notes to complete her plan below.

### Cinecity

Cinecity is an entertainment complex just outside my town **where** thousands of young people go **to** meet their friends and have a good time on Saturdays and Sundays. **Apart from** a dozen cinemas screening the latest films, there are cafés, fast-food restaurants, a gym and a bowling alley.

The cinemas are popular and offer a range of films to suit all tastes, **although** I have the impression that most people prefer the other facilities, **which** give them the opportunity to talk and do activities together. **In fact**, you'll find the karaoke bar is one of the liveliest spots **because**, even **if** you've never done it before, you'll be encouraged to pick up the microphone **and** sing to a live audience.

Cinecity is several kilometres from the town centre, **but don't worry if** you don't have a car **because** it's still easy to get there by public transport. **In fact**, taking the underground is **probably the best way to** avoid the heavy traffic at weekends.

Cinecity is a great place for anyone under the age of 25 **because** it has **such** a variety of things to do **that** you are sure to have a great time. **What is more**, you can buy a ticket with a discount to several different activities, **so** you'll have lots to talk about afterwards.

#### Plan

Para. 1: .....

Para. 2: .....

Para. 3: .....

Para. 4: .....

You will get higher marks in the exam if you write longer, more complex sentences.

- 5 Study how Eva uses the **highlighted** words or phrases. Then join these sentences using the words in brackets and making any other changes which are necessary.

1 Funtime is a theme park near my town. Young people go there in groups at weekends. They want to have thrills and relax together. (*where*)

*Funtime is a theme park near my town where young people go in groups at weekends to have thrills and relax together.*

2 There are three roller coasters. There is a tunnel of horrors, a terror swing and many other rides. (*apart from*)

3 The theme park is quite expensive. It's well worth the entrance fee. This includes all the attractions. (*although, which*)

4 One of the best attractions is a waterslide. You need to bring a swimsuit. You slide more than 100 metres into a bubbling pool. (*if, where*)

5 Funtime is about ten kilometres from the town centre. You don't have a car. You can get there by bus. (*but, if, don't worry, because*)

6 You can take the bus. You can avoid parking problems. (*in fact, is probably the best way to*)

7 I would recommend Funtime. There is a huge variety of attractions. Everyone who goes there will be entertained. (*because, such, that*)

8 You can get a weekend pass. This is an entrance ticket for the whole weekend. You will have time to visit every attraction. (*what is more, which, so*)

- 6 Write your own answer to the writing task in Exercise 1.

- Before you write, think how you can use the highlighted words in Eva's answer in your own writing.
- Use as many as possible.
- Write between 140 and 190 words.

### Exam advice

- Think about who will read your review and what information they want to know.
- Write a plan thinking about each of the things you want to describe and in what order.
- Decide what recommendation you are going to make and include it in your answer.