

1 FAMILY TIES

? ABOUT YOU

- ▶ 01 Watch the video and then answer the questions. Which family members and friends are you closest to? Why do you think you have a particularly close connection with them? What did you enjoy most about your childhood?



VOCABULARY & READING

RELATIONSHIPS

EP 1 Match the questions 1–10 to the answers a–j.

- Is there anyone in your family who **rubs you up the wrong way**?
 - How important do you think it is for **a family unit** to be **close-knit**?
 - Are you on good terms with** your extended family?
 - Did your parents **spoil** you when you were young?
 - Do you think children without **siblings** sometimes **miss out on** fun?
 - Do you think children **are** generally most **attached to** the sibling closest in age to them?
 - Do you think anything or anyone could ever **come between** you and your best friend?
 - Is there anyone **you're not on speaking terms with**?
 - Do you generally **see eye to eye with** the older members of your family?
 - Would you say **family ties** are less important than they were in the past?
- a Maybe, but brothers and sisters can be quite annoying!
 b Definitely not! We'd never let anyone ruin our friendship.
 c Well, not on all issues. My grandpa is quite traditional and we often disagree.
 d For me, personally, it's vital. I speak to my parents and brother every day.
 e Yes, there's a girl at school I had a row with and we haven't spoken for months.
 f Not necessarily. I think it depends on their personalities and interests.
 g To some extent, yes. People move around for work and see each other less often.
 h Absolutely. My cousins visit us every week.
 i My little brother! He's always winding me up!
 j I suppose so. I had loads of toys and even a pony.
- Find **expressions** in Exercise 1 with these meanings.
 - have similar views to
 - annoys
 - have a friendly relationship with
 - strong connections between family members
 - no longer have a relationship with
 - give a child too many things or not enough discipline
 - a group of related individuals
 - cause problems with
 - have an emotional connection to
 - lose the chance to experience something
 - united, helping and supporting each other
 - brothers and sisters

3 Ask a partner five questions from Exercise 1.

4 Look at the title of the article opposite. What do you think the 'boomerang generation' is? Read the introduction, ignoring the gaps, and check your ideas.



PREPARE FOR THE EXAM

Reading and Use of English Part 1

- Look at the example (gap 0) and the correct answer. Is this question testing
 - collocation?
 - a set phrase?
 - precise meaning?
- Read the full sentences containing gaps 1 and 2 and then read the four options for each gap.
 - Which option in question 1 means 'a part of a total number or amount'?
 - Which option in question 2 collocates with 'majority of' in the text?
- Read the rest of the text again and decide which answer (A, B, C or D) best fits each gap.

0 A secure	B sure	C sound	D safe
1 A figure	B proportion	C rate	D degree
2 A overwhelming	B overpowering	C amazing	D stunning
3 A budgets	B payments	C prices	D costs
4 A environment	B background	C climate	D setting
5 A by	B about	C along	D in
6 A downsides	B disputes	C troubles	D flaws
7 A come	B make	C take	D get
8 A only	B one	C next	D same

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- Read the rest of the article. Which writers had the most and least positive experience of returning to the family home? Compare your answers with your partner's.
- Read the article again and answer the questions.
 - Why was Alex concerned about what others might think about him moving back home?
 - Why does Alex think his current living arrangement is successful?
 - Why has Caitlin's attitude towards family life changed?
 - What disadvantages does she mention?
 - What problems has Oscar had with his family members?
 - Why has Charlotte chosen to live with her grandparents at this stage of her life?

GRAMMAR

HABITUAL ACTIONS
(PAST AND PRESENT)

1 Read the extracts from the article and complete the corresponding rules with the correct tense.

- Now when my brother **criticises** me, I usually just **ignore** him.
- I'll **do** the weekly shop and pay the utility bills.
- These days I'm **taking** care of my elderly grandparents.
- My sisters **are forever borrowing** my stuff and my brothers **keep pestering** me for help with their homework, but for now I'm just happy to be at home.
- I was mainly brought up by my grandparents as my parents **used to be** in the military.
- My dad **would buy** me anything I asked for – within reason.
- I'm really proud of my mum and dad, but as a child I **was constantly begging** them to come home.

Present habits

- To talk about present habits, we use (*usually*) + _____.
- _____ can also be used for present habits.
- To talk about new habits, we use _____.
- To talk about annoying habits we use *always / constantly / forever* + _____ and _____ + *-ing*.

Past habits

- To talk about states in the past we use _____.
- To talk about past habits, we use *used to* or _____.
- To talk about annoying habits in the past we use *always / constantly / forever* + _____ or *kept* + *-ing*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 160

2 Read the pairs of sentences. Do they have a similar meaning or different meanings? Explain the differences to a partner.

- Maya goes to the gym every morning at 7.
 - Maya is going to the gym every morning at 7.
- We often take our grandparents out for a drive in the countryside on Sundays.
 - We'll often take our grandparents out for a drive in the countryside on Sundays.
- The twins keep disturbing me when I'm trying to work.
 - The twins are forever disturbing me when I'm trying to work.
- Grandad always tells us stories about being in the army.
 - Grandad is always telling us stories about being in the army.
- When I was a child, I used to build camps in the woods with my brothers.
 - When I was a child, I would build camps in the woods with my brothers.
- Our cousin Ameena didn't use to play with us.
 - Our cousin Ameena wouldn't play with us.
- My older brother was constantly getting into trouble as a child.
 - My older brother used to get into trouble as a child.

3 Complete the blog with a word or phrase from the box. Use each one once only.

always forever keep 'm going
 used to usually will would

How is your life different now from when you were a child?



Generally speaking, I had a very happy childhood. We ¹ _____ live in the countryside. Every morning I ² _____ go to the orchard and pick up any apples that had fallen. And I was ³ _____ climbing trees and playing games with my cousins. Now life couldn't be more different. I ⁴ _____ wake up early and I don't stop until I fall into bed. I ⁵ _____ get about six hours sleep if I'm lucky. I ⁶ _____ saying I'm going to reduce my working hours but it never happens. My boss is ⁷ _____ putting me in charge of new projects, saying I'm the only one who can handle them. Now I ⁸ _____ into the office on Saturdays too, and I'm starting to resent that.

4 Prepare your own answer to the question 'How is your life different now from when you were a child?' Share your ideas with your partner.

5 Rewrite the sentences using a different structure from Exercise 1.

- Pia and I get on well now but in the past we didn't.
Pia and I didn't use to get on well but we do now.
- Mandy often interrupts when I'm speaking, which I don't like.
- When I was younger, I was a huge hip-hop fan.
- Lee has recently started doing Pilates every morning.
- I hated sharing with my sister as she often messed up our room.
- My dad and I hardly ever missed a Saturday match.
- Our coach sometimes gives us a lift home after a match.

6 Correct any mistakes in these sentences. One is correct.

- In the past parents and children used to not discuss problems as openly as they do nowadays.
- It was used to be more common for three generations to live together.
- My cousin was forever bringing home stray animals.
- Alicia was upset because her classmates kept constantly leaving her out.
- Sameer use to rub his brother up the wrong way.
- When I was a child, I would be so shy that I hardly spoke to anyone.

7 » TURN TO PAGE 150.

VOCABULARY

PHRASAL VERBS WITH LITERAL AND IDIOMATIC MEANINGS

EP 1 Choose a phrasal verb from the box that fits both sentences in the pair. Add it to the sentences in the correct form. Which sentences, a or b, have a literal meaning?

break off come over count on
 get on get over run down

- 1 a Nowadays I usually _____ the bus at Piccadilly Circus.
 b I still _____ really well with my all cousins.
- 2 a Archie _____ the road yelling when he saw flames coming out of his house.
 b It was a shame that the candidate _____ his opponent on national TV.
- 3 a Charlie _____ a small piece of chocolate and handed it to Sophie.
 b Grace _____ the engagement just weeks before the wedding.
- 4 a Ben, _____ here a minute – I want to ask you something.
 b Even though Beth may _____ as unfriendly, she's actually really nice.
- 5 a I can't do maths. I have to _____ my fingers.
 b Jaime is a very reliable person. You can always _____ him.
- 6 a We need to _____ this wall. Can you manage it?
 b Clara has never really _____ the death of her pet dog five years ago.

2 Match the verbs in the b sentences in Exercise 1 to the verbs in the box which have a similar meaning.

criticise depend on end recover from
 have a good relationship with seem

EP 3 Match the phrasal verbs in the sentences to the definitions in the box.

cheated don't punish
 criticising repeatedly and unkindly
 tell you about it and get your opinion

- 1 Stop **getting at** me! Can't you see I'm doing my best?
 - 2 Often the police **let off** people who are caught shoplifting.
 - 3 I think I just got **ripped off**. They charged me €10 for a can of cola.
 - 4 I've had a good idea. Can I **run it by you**?
- 4** Complete the sentences with a phrasal verb from Exercise 3 in the correct form.
- 1 If you _____ the plaster _____ quickly, it doesn't hurt as much.
 - 2 I need to stand on a stepladder in order to _____ things on the top shelf.
 - 3 I just saw Amira _____ my window.
 - 4 You are not allowed to _____ your dog _____ its lead in this park.

THREE-PART PHRASAL VERBS

5 Listen to two friends, Becky and Zack, discussing their friends' relationship. What has happened and why? What do Becky and Zack think about it?

EP 6 Listen again and write the three-part phrasal verbs you hear.

- 1 I really can't _____ all the drama with your friends.
- 2 Amy had let Callum _____ his thoughtless behaviour for too long and she's finally _____ him.
- 3 Do you mean the way he _____ her family because they aren't as well-off as his?
- 4 I'd never _____ that kind of thing.
- 5 He thought he could _____ the way he'd been acting with a bunch of roses!
- 6 Yes. I really _____ people who refuse to be treated badly.
- 7 Anyway, it was great to _____ you, Zack.



7 Match these meanings to phrasal verbs in Exercise 6.

- | | |
|----------------------|--|
| 1 compensate for | 6 escape the consequences of your action |
| 2 admire and respect | 7 consider yourself superior to |
| 3 follow | 8 tolerate |
| 4 challenge | |
| 5 exchange news | |

PREPARE FOR THE EXAM

Reading and Use of English Part 4


8 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 three and six words, including the word given.

- 1 You should never consider yourself superior to people who have less money than you. **LOOK**
 It is not right _____ people who have less money than you.
- 2 I know I sometimes seem quite extroverted but I'm actually rather shy. **COME**
 I know I tend _____ quite extroverted, but I'm actually rather shy.
- 3 Adrian never recovers from an argument very quickly. **AGES**
 It always _____ over an argument.
- 4 I usually meet my friends once a week to find out what they're doing. **CATCH**
 It is _____ with my friends once a week.
- 5 My dad constantly criticises me because I don't help with the chores. **GETTING**
 My dad is always _____ helping with the chores.
- 6 The restaurant offered us a free meal to compensate for the poor service. **MAKE**
 The restaurant offered us a free meal in _____ the poor service.

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LISTENING

- 1 Share a childhood memory with a partner.
- 2 Look at the exam task opposite. What are you told about the situation in each extract before listening?
- 3 Read the context, questions and options for Extract One opposite and underline the key words.

-  **4** Listen to Extract One. Answer both questions and compare your answers with a partner. Then listen again and discuss why the other options are wrong.

- 5 Read some parts from Extract One (1–4). Which parts ‘highlight the differences in their personalities’? Which imply they ‘fought occasionally but got over it quickly’?

- 1 *Woman:* Do you remember when we found that derelict old house? It was so cool. I was desperate to explore, but you were reluctant to go in. You thought it might be haunted.
- 2 *Woman:* I never worried about things like that, but you were a more cautious child, weren't you? I was the rebellious one, but you always tagged along with a bit of persuasion.
- 3 *Woman:* We were inseparable for years, but it wasn't always a walk in the park. I seem to remember our relationship could be quite stormy at times.
- 4 *Man:* Maybe, but we always patched things up before too long. I'd just say you were right so that we could get on with the next bit of mischief.

-  **6** Listen to Extracts Two and Three twice and answer questions 3–6.

- 7 Discuss the questions with a partner.
 - 1 Do you agree that we often remember our childhood as being more positive than it actually was?
 - 2 Do you think people's attitude towards being an only child or having siblings changes as they get older?
 - 3 Do you think the grandparents, the parents or the children usually benefit most from living in a multi-generational household?



PREPARE FOR THE EXAM

Listening Part 1

Extract One

You hear two friends talking about their childhood friendship.

- 1 Why does the woman talk about the derelict house?
 - A to highlight the differences in their personalities
 - B as an example of the good times they had together
 - C to point out that their adventures didn't end well
- 2 What do the man and woman agree about their friendship?
 - A They had a close and easy-going relationship.
 - B They preferred each other to their siblings.
 - C They fought occasionally but got over it quickly.

Extract Two

You hear two friends talking about having brothers and sisters.

- 3 The girl is angry with her brother because
 - A he hasn't been open and honest with her recently.
 - B he doesn't show enough respect to their parents.
 - C he isn't trying to save for his education.
- 4 Why does the boy say he would like a sibling?
 - A to be able to understand his friends' family life better
 - B to have someone to keep him company
 - C to lower his parents' expectations of him

Extract Three

You hear two friends discussing a documentary they have watched about multi-generational households.

- 5 What do they disagree about?
 - A the grandma's commitment to looking after the children full-time
 - B the strength of the bond between the grandma and grandchildren
 - C the role of the mum and dad's parenting skills in the family
- 6 The man points out that the documentary maker
 - A covered the topic extensively.
 - B failed to present a balanced argument.
 - C offered few new insights into family dynamics.

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SPEAKING

TALKING ABOUT YOURSELF

1 Complete the questions with a word or short phrase. There may be several possibilities. Then ask and answer them with a partner.

- a What activities do you doing with your family?
- b spend time with one or two friends or a group of friends?
- c Is there anything you in the place where you live?
- d What kind of do you look for in a friend?
- e Who are you to in your family?
- f What is your social media app?

05 **2** Listen to a student answering the questions in Exercise 1. In which order were the questions answered? Do you think the questions were the same as yours?

06 **3** Listen again. Pause the recording after each of the girl's answers and answer these questions.

After question ...

- a how many ways does she express likes and dislikes?
- b what common phrase does she begin her answer with?
- c what phrases does she use to organise her points?
- d what qualities does she look for in a friend?
- e which phrasal verbs does she use?
- f which verb forms does she use to talk about her present habits?

4 Read the extracts from the student's answers. Use the expressions in *italics* to complete the *Prepare to speak* box.

- Well, actually I'm *a huge fan of* TikTok.
- My family are extremely keen sailors but I *don't find sailing enjoyable at all*.
- All of us *are totally into* action films, though.
- *It doesn't matter to me* if they're smart or popular, but they do have to be tolerant and open-minded.
- I *can't bear* people who show off or talk about how much money they have.
- *I'm not bothered about* how many friends I have: it's what they're like that matters.
- Actually, *it's not really my kind of* place and rather than change one or two things, I think I'll move somewhere else when I'm older.

PREPARE TO SPEAK

Likes

I'm a ¹.....

I'm ².....

I'm crazy about ...

Dislikes

I ³.....

I can't ⁴.....

It's not ⁵.....

I loathe ...

Neutral

I don't have strong views on ...

I don't really mind if/whether ...

It doesn't ⁶.....

I'm not ⁷.....

PREPARE FOR THE EXAM

Speaking Part 1

5 Look again at the questions in Exercise 1. Think about how you could improve the answers you gave, using some of the phrases from the *Prepare to speak* box. Ask and answer the questions again with a different partner.

6 Ask and answer these questions.

- 1 What did you like most about the place where you grew up?
- 2 Do you spend more time interacting with friends in person or online?
- 3 How did you usually spend your holidays when you were a child?
- 4 How often do you spend time with your extended family?
- 5 What sports and activities do you do with your friends?
- 6 Which of your family members is most similar to you?

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2 MAKING A POINT

? ABOUT YOU

- ▶ 02 Watch the video and then answer the questions.
 Do you find it easy to get your message across when you're talking to people?
 Do you have a favourite word in English?

VOCABULARY & READING COMMUNICATION

- 1 Read the extract and decide if you think it was right that the horse was called Clever Hans.



'My horse Hans is a genius,' shouted the man in the long coat to the assembled crowd. 'Just watch.' He turned to the horse. 'Clever Hans,' he said, 'If the eighth

day of the month comes on a Tuesday, what is the date of the following Friday?' Slowly, Clever Hans raised his leg eleven times, and then stopped. The crowd simply could not believe it.

- EP 2 Put a-i in order to complete the story. Then turn to page 150 to find out how Hans got the answer.

The other day I was **flicking through** an old book when I came across the story of Clever Hans, the horse who

a to **raise eyebrows**. However, some sceptical
 b been **giving away** the answer to Hans, perhaps
 c was **reputedly** so clever that he could read, tell the time
 d **put** the horse's success at this **down to** his phenomenal intelligence. Crowds followed Hans and Von Osten
 e and count. Hans's owner, Wilhelm von Osten, **asserted** that the horse could even perform mathematical calculations. When asked
 f wherever they went. The pair would immediately **launch into** their show, and Hans's performances always managed
 g a question, the number of times Hans raised his leg in reply **denoted** his response. Von Osten
 h observers **attributed** Hans's success **to** the fact that he was able to make eye contact with Von Osten, so they thought that the man must have
 i by **winking** at him once he had reached the correct number of leg movements. This raised the question: just what was going on?

- 3 Check that you know the meaning of the **words and phrases**. What words or phrases could replace them?

PREPARE FOR THE EXAM

Reading and Use of English Part 5

- 4 You are going to read an article about animal communication. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.
- The writer mentions dog owners to demonstrate that
 - anyone can quickly learn to train animals to communicate.
 - animals often develop characters similar to those of the people around them.
 - many people assume that their animals can understand them.
 - they are better at following animal communication than scientists.
 - What does the writer suggest about Eva Meijer's book in the second paragraph?
 - It presents a rather one-sided view.
 - It is detailed and highly original.
 - It is based on interview data which she collected herself.
 - It addresses a question which it is impossible to fully answer.
 - The case of Washoe the chimp indicates that animals can
 - explain the reasons for the way they are feeling.
 - respond emotionally to what a person has experienced.
 - be taught to copy the sounds of human language successfully.
 - learn to value the company of humans more than their own species.
 - In the fourth paragraph, we learn that the writer is doubtful whether Kosik the elephant
 - knew what the words he seemed to produce actually meant.
 - could learn words as efficiently as other species of mammal.
 - knew enough words to convey his feelings about being in captivity.
 - would have used the words he learned to communicate with other elephants.
 - What conclusion about animals can be drawn from the work of Barbara Smuts?
 - Scientists can examine their behaviour for long periods without learning very much.
 - With time, researchers get better at recognising what they are communicating.
 - Analysing the behaviour of one species has helped to interpret the actions of another.
 - It's better for researchers to engage with them rather than hide from them.
 - In the final paragraph, the writer refers to Eva Meijer's choice of words to suggest that
 - concepts are explained clearly throughout the book.
 - her book should have taken a more scientific approach.
 - there is more technical detail in the book than readers need.
 - the content of the book is very different from what the title suggests.

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DO ANIMALS HAVE

LANGUAGES?



The reality of animal communication – or, more precisely, our belief in its reality – is demonstrated not by laboratory studies, but by our own direct experience. Any dog owner makes eye contact with their pet, notices its body movements, listens to its barks, and associates these with the context in which they occur. The owner projects onto the dog a sense of awareness similar to the one they possess themselves. And since the dog's responses are consistent with what is expected when their owner smiles or winks at them, they claim to 'know' that the dog communicates.

Almost anyone who has owned a pet or visited a zoo would assert that this is the case. Animals do communicate. But do they have languages? This endlessly fascinating question is the target of Eva Meijer's *Animal Languages: The Secret Conversations of the Living World*. The confident tone of its title, and its use of the plural 'conversations' gives away her plans for an unambiguous and decisive yes. Gathering every study and anecdote she can find from right across the animal kingdom, she launches into her argument that animals could – no, in fact *do* – have languages.

It's certainly worth flicking through the book. Meijer launches into a series of fascinating accounts of animal-to-human communication. Take Washoe, the chimp brought up by an American couple in the 1960s as if she was a human child. Using her fingers, she learned to 'sign' some 250 words. Later, when she was living in a laboratory, one of her keepers became pregnant and went away. On her return, she used signs to tell the chimp that she had lost her baby. Washoe went quiet, and then made the sign for 'crying'.

Kosik, an Indian elephant kept captive in a zoo in a South Korean theme park, certainly raised eyebrows when he taught himself to vocalise words (in Korean) including 'hello', 'sit' and 'good'. Elephants' particular ability to learn vocabulary is attributed by Meijer to their excellent memory, although it's unclear whether the sounds Kosik was able to make in fact signified anything to him at all. Personally, I'd put Kosik's willingness to make these sounds down to his loneliness in the zoo, and his consequent wish to bond with humans around him. Elephants, along with bats, seals and

whales, are reputedly one of the five mammal species known to be able to learn and make new sounds (we are the fifth of course). Elephants use their trunk or mouth to make sounds (which sound surprisingly human-like). Interestingly, the sound that elephants use to denote 'human being' also indicates danger, at least according to Meijer.

This illustrates one of the book's central points. If we are going to understand animal languages, then we need to see the world more from their perspective. Someone who pioneered this now unfashionable approach was the 'baboon anthropologist' Barbara Smuts, who spent 25 years in Kenya and Tanzania with these animals. For two of those years, she spent time with a group of baboons from sunrise to sunset, rapidly realising that the old scientific dogma of staying out of the way and remaining invisible was ineffective. For instance, if she failed to respond to the baboons' attempts to greet her, it made them visibly tense. One anecdote from Smuts' work reveals how little we understand the thoughts which might be central to animal communication. She observed baboons sitting around a pool, all gazing into the water together before going to sleep, as if they were somehow in touch with each other. Elephants have been observed acting similarly. Smuts' approach enabled her to get closer than anyone to working out what the baboons might actually be thinking.

Meijer demonstrates that animals are more sophisticated than we give them credit for, although readers might take issue with some of her claims. For example, she uses the term 'dialects' to describe the regional differences in the patterns of the songs of birds and whales, but *people* have dialects, not animals, and the more cautious term 'variations' might have been better. Also, she draws conclusions without backing them up; for example, when talking about 'bee grammar', she starts by saying 'it has been argued' and three sentences later discusses it as if it is an undisputed fact. In order to prove that the communicative behaviour of animals can be considered 'languages', as suggested by the title, why didn't she support her ideas with more evidence?



TALKING POINTS

Would you want to read this book? Why? / Why not?
 To what extent do *you* think animals can communicate?
 If animals really could speak to humans, what do you think they would try to tell us?

GRAMMAR

THE GRAMMAR OF MULTI-WORD VERBS

1 Read the extracts from the article and complete the corresponding rules using three of the phrases from the box.

- 1 It's certainly worth **flicking through** the book.
- 2 A couple **brought** Washoe **up** as if she was a human child.
- 3 **Staying out of** the way and remaining invisible was ineffective.
- 4 Later, when she was living in a laboratory, one of her keepers became pregnant and **went away**.
- 5 She draws conclusions without **backing** them **up**.

after the particles before the particles
 after the verb before the verb

- 1 Some phrasal verbs such as *flick through* and three-part phrasal verbs such as *stay out of* are **inseparable**; in other words, the object must go (*through* and *out of*).
- 2 Other phrasal verbs, such as *bring up* and *back up*, are **separable**; i.e. the object can go (*bring* and *back*), but (*up* and *up*).
- 3 Some phrasal verbs don't have an object (i.e. they are **intransitive**) e.g. *go away*.

2 Put the word in brackets in the correct place in the sentence. Both options may be possible.

- 1 There was no scientific research to back up
 (the theory)
- 2 There was no scientific research to back up
 (it)
- 3 There was no scientific research to back up
 (the unusual and highly unlikely theory)

3 Complete the rules for separable phrasal verbs with *before* or *after*.

If the object of a separable phrasal verb is a **noun**, it can go **either** ¹ the verb and ² the particle **or** ³ the particle.
 If the object is a **pronoun**, it goes ⁴ the verb and ⁵ the particle.
 If the object is a **long noun phrase**, it usually goes ⁶ the particle.

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4 Correct any mistakes in these sentences. One sentence is correct.

- 1 I don't earn much but I manage to get by it.
- 2 Jake failed an exam last week and he still hasn't got it over.
- 3 We have a history test next week, so I need to read up on the Second World War.
- 4 Thanks for inviting me for the weekend – I'm really looking forward it to.

5 Read the text opposite and put the **phrasal verbs** into three columns: separable / inseparable / intransitive.

6 Complete the sentences with the verb and object in brackets. More than one answer may be possible.

- 1 Marc's parents (bring up / him) to speak Italian at home.
- 2 We'll be studying the Renaissance next term, so I'd like you to (read up on / that) in the holidays.
- 3 Lucinda (take after / her mum) – she picks up languages really quickly.
- 4 The lesson was difficult today, and I'm not sure I succeeded in (take in / it all).
- 5 My young cousin drew me a picture of him fighting a dinosaur, which really (cheer up / me).
- 6 We all felt that we (let down / our coach) because we didn't win the match.

7 Complete questions 1–5 by adding the words in a–e in the correct order. Then answer them.

- 1 Are you more likely to leave a voicemail for a friend that you, or call back later?
- 2 Is there anyone? In what way?
- 3 If you've been asked for your studies, do you prefer to do it on a computer or phone, or have the information on paper?
- 4 If you're ever feeling a bit down, what's the best way?
- 5 When you're speaking to someone, do you find that if you use your hands?
 - a yourself up to cheer
 - b in after your take you family who
 - c to up on something read
 - d across it's get your easier to point
 - e through to the can't get on phone

I've always **kept up with** the news, and even when I was a kid, I wanted to know what **was going on** in the world. There are several journalists in my family who I **looked up to** when I **was growing up**, which is probably why I decided to follow in their footsteps. I often **listen out for** local stories on the radio. The other day, I heard about a guy people were calling the Squirrel Man, who **was basically turning up** unannounced in random places like shopping centres and parks, wearing a red squirrel costume. I just had to go and **check** this guy **out** and see if there was some kind of message that he was hoping to **get across**. Maybe he was hoping to raise awareness of endangered species? I eventually **tracked** him **down** and got a photo of him. He **took** his mask **off**, but instead of explaining his behaviour, he just kept making squeaking noises. Perhaps he's just a guy who likes **dressing up**!



VOCABULARY

COLLOQUIAL EXPRESSIONS



1 Match the expressions with similar meanings. Which one in each pair is colloquial (informal)?

- Check it out. That's inconvenient.
- What a pain (in the neck)! I totally agree.
- You can say that again! Look at this.

2 Listen to four short conversations. Which is about ...

- a being late?
- b a person not making a good first impression?
- c something that might not happen?
- d somebody struggling to find something?

3 Listen again and match the sentence halves.

- 1 But when the main roles were **up**
 - 2 Not sure, it's all **up in**
 - 3 Well I hope they'll **keep you**
 - 4 It's **about**
 - 5 Look Darren, I **couldn't**
 - 6 I think we might have **got off**
 - 7 ... when I shook his hand, I **couldn't keep**
 - 8 In the end, yeah, but it was **easier said**
 - 9 I thought I **knew it**
 - 10 Well, I went **all over**
- a **care less** what colour shirt you have on!
 - b **on the wrong foot**, I'm afraid.
 - c **the air** at the moment.
 - d **in the picture**. I mean, you want to know if you're in it or not!
 - e **a straight face**. He must have thought it was a bit weird.
 - f **the place** looking for this little shop.
 - g **for grabs**, no-one wanted them!
 - h **than done**. Took me ages!
 - i **time!** We said seven, not ten past!
 - j **inside out**. Where all the shops are, all the street names ...

4 Which of the expressions in Exercise 3 means ...

- 1 begin a relationship or meeting badly, for example by arguing or disagreeing?
- 2 have a detailed knowledge of something?
- 3 available?
- 4 in or to lots of different locations?
- 5 uncertain?
- 6 keep someone updated and informed?
- 7 stop yourself from laughing when something is very funny?

5 Which of the expressions might you use if

- 1 you have no interest in something (and are possibly a bit annoyed)?
- 2 something which sounds simple is actually difficult?
- 3 something which should have happened before is finally happening?



PREPARE FOR THE EXAM

Reading and Use of English Part 2

6 Read the text below and think of the word which best fits each gap. Use only one word in each gap.



A new start

My dad has two-year postings in different countries for his job and, (0) *because* of this, we move around a lot. It's pretty cool, except that where we're going next is usually left up in the air (1) the last minute. To be fair to Dad, he always does his best to (2) us in the picture as much as possible. We've lived (3) over the place in Europe, so we feel we know it inside out, but we'd never been to another continent. So when a job in Australia (4) up for grabs, we were thrilled – it was about time we went (5) more exotic!

We arrived in Sydney the day before I started at my new school. Although I was desperate to check (6) our new home, I went straight to bed – the thing was, I didn't want to be half asleep when I met my new classmates and get (7) on the wrong foot with them. Still, that's easier said (8) done when you're jetlagged. Luckily, everyone was really welcoming!

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7 Complete the questions with one of the expressions you have just learned. Then ask and answer them with a partner.

- 1 Have you ever been in a situation where you _____, even though it was not appropriate to laugh? What happened and how did you feel about it?
- 2 Have you ever _____ with someone when you first met them, only to become friends with them later?
- 3 What's your room like? Do you have stuff _____, or is everything very tidy?
- 4 Have you made plans yet for the weekend after next, or are things still _____?
- 5 If a friend messaged the whole class to say they had one spare ticket _____ to see your favourite band, how would you reply?