

Marian Barry

Success

International English Skills
for Cambridge IGCSE®

Workbook

Fourth edition

Completely Cambridge
Cambridge resources
for
Cambridge qualifications

Marian Barry

SUCCESS

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for Cambridge IGCSE®**

Workbook

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Introduction

This workbook is designed to be used in conjunction with the *Success International English Skills for Cambridge IGCSE Student's Book Fourth Edition*. For convenience, many of its exercises are cross-referenced to the Student's Book section. However, the Workbook can also be used successfully without reference to the course, as the exercises are self-explanatory and complete in themselves. The answers are provided in the *Success International English Skills for Cambridge IGCSE Teacher's Book, Fourth Edition*.

Any student preparing for the Cambridge IGCSE English as a Second Language examination will benefit from this book, as will students at upper-intermediate to advanced level who wish to broaden and consolidate their language ability in English.

Aims and objectives

The Workbook aims to consolidate and test students' understanding of the language and themes introduced in the Student's Book.

For example, Unit 3 of the course focuses on note-making and summary writing, and the main topic is the importance of sport, fitness and diet in our lives. The Workbook unit follows this up with detailed practice on points of vocabulary, writing more concisely, note-making, and summarising a 'mini' text.

Similarly, Unit 8 teaches story-telling skills, so the corresponding Workbook unit provides a wide variety of exercises to further develop narrative technique.

Flexibility of use

Self-access

Students can use the Workbook without help from the teacher, making it very suitable for homework and private study.

In the classroom

The Workbook can be used during lessons to complement the work being done with the Student's Book.

Tests

Exercises from the Workbook can be set as language tests during the term, to check students' understanding of the material in the coursebook.

How students will benefit

Students are given substantial additional practice in English, in exercise formats which provide a useful contrast to those in the Student's Book, and which present different kinds of challenges.

The Workbook supports achievement by showing students good and not so good examples of language. Text-completion exercises, when finished, provide valuable examples for real-life writing purposes, highlighting the importance of developing writing style, with appropriate tone and register and audience awareness.

The aim of the *Success International* course is to increase student independence by encouraging a mature attitude to learning and an understanding of meaning. The Workbook complements this by encouraging students to work out answers for themselves, to take care in checking their work, and to make sure their answers make complete sense. This will help reduce over-reliance on the teacher.

Range of exercises

The following list is not exhaustive, but gives a flavour of the range of exercises in the Workbook. Students are offered plenty of variety to keep them interested and on their toes.

- vocabulary development, idioms, phrasal verbs
- prefixes and suffixes
- collocations
- spelling and punctuation
- use of prepositions
- sentence construction
- grammar revision
- textual organisation, logical reasoning and understanding meaning
- paragraphing
- tone and register
- developing your writing style
- understanding visual information (maps, graphs and charts).

Unit 1

Happiness and success

1 Quick language check

Circle or underline the correct word or phrase from each pair in italics.

- 1 George ran his own business *during* / *for* a year.
- 2 The illness made me *realise* / *to realise* how important good health is.
- 3 If *I pass* / *I'll pass* the test, I'll get a present from my parents.
- 4 You must *pay* / *to pay* for things before taking them out of the shop.
- 5 You should *eating* / *eat* more fruit and vegetables.
- 6 I *am* / *have* already finished the book you lent me.
- 7 This medicine might not help your cold but it will *make* / *do* you no harm.
- 8 We got off the bus and continued our journey *by* / *on* foot.
- 9 Lizzie told me why *she was* / *was she* feeling miserable.

2 Formal and informal styles

SB Unit 1: A What is happiness?

Replace each informal word or phrase in italics with a more formal one. Choose from those in the box.

high-priced newspaper dismissed enthusiastic about
bored or unhappy children prefer glasses

- 1 They took the *kids* _____ to an adventure playground.
- 2 He was *sacked* _____ for constantly taking time off work.
- 3 If I feel *fed up*, _____ I go for a long walk across the hills.
- 4 Mona's *into* _____ pop music but I *go for* _____ classical.
- 5 Ashraf made a lot of money by selling computers and moved to a *posh* _____ area of town.
- 6 Have you got today's *paper* _____?
- 7 Has anyone seen my *specs* _____?

3 Adjective suffixes: -ful and -less

Complete each sentence by choosing a word from the box and adding -ful or -less to make an adjective. The first one has been done for you.

speech price colour harm peace ~~help~~ point heart thank thought

- 1 A newborn baby is completely helpless.
- 2 Gregory chose a bright, _____ wallpaper for his bedroom.
- 3 It was _____ trying to find our way in a strange town without a map.

- 4 It was _____ of her to send me flowers when I was ill.
- 5 Whenever I go to a museum with my dad he says, 'You see, people say that's a _____ work of art, but I wouldn't give you five dollars for it.'
- 6 People had thought that the protest would become violent, but it was quite a _____ one in the end.
- 7 When I was told I had won the lottery, I was _____ with delight.
- 8 Adult medicine can be _____ to children.
- 9 Let's be _____ for the good things in our lives.
- 10 Bill has no feeling for anyone; people say he is _____.

4 Job suffixes: *-ant, -er, -ist, -or* SB Unit 1: B Happy not to be a high-flyer

Make each word in brackets into a noun to fill the gap, by adding the correct suffix.
Be careful – you may need to make spelling changes too.

- 1 Luke is a _____ in a pop group and his brother is a _____. (*drum, football*)
- 2 My aunt is a _____ of a multinational company. (*direct*)
- 3 I'd like to speak to the project _____, please. (*supervise*)
- 4 Miguel used to work as a _____ and _____. (*paint, decorate*)
- 5 I'd love to be an _____ in a television studio. (*assist*)
- 6 Angela is training to become a _____ helping people with relationship difficulties. (*psychology*)
- 7 He has a high-powered job as an _____. It wouldn't appeal to me. (*account*)
- 8 Hussein is an _____ and is very interested in ways to protect the environment. (*ecology*)
- 9 I asked the telephone _____ to check the number for me. (*operate*)
- 10 Her job as a _____ involves translating instruction booklets from English into other languages. (*translate*)

5 Text completion

Read the text about the search for happiness and choose a word from the box to fill each space.
You will need to change the form of some of the verbs.

Adjectives	Nouns	Verbs	
happier	loneliness	afford	predicts
miserable	pressure	believe	replacing
vital	wealth	blame	
	youth		

The search for happiness

Everyone wants to be happy, but people rarely agree on what happiness is or what the (1) _____ ingredients for happiness are. Money certainly seems to play a part, and studies recently published on the internet have shown that people on low incomes struggling to (2) _____ basic things like food and housing are less happy than those who are well off. However, once an adequate income has been achieved, increasing (3) _____ does not seem to make us happier. The super rich are no more satisfied with life than those on a modest income.

People in their twenties and fifties are said to be (4) _____ than those in their thirties and forties, perhaps because the latter two groups are under the most (5) _____ to build careers and bring up families. If (6) _____ and a high income are not crucial to happiness, then what is essential? Ancient philosophers (7) _____ that freedom, thought and friendship were the key elements.

It is impossible to say whether people were more (8) _____ centuries ago than they are today. Despite rising levels of affluence, however, the World Health Organisation (9) _____ that the second biggest illness in the developed world this century will be depression. Psychologists (10) _____ the problems of community breakdown, (11) _____ and isolation on the stresses of modern life and the way technology is (12) _____ human contact.

6 Figurative language

SB Unit 1: B Happy not to be a high-flyer

Replace the figurative language in italics with words and expressions from the box.

very sad very noisy very proud disappeared reminders based on

- 1 Danielle was *bursting with pride* _____ when she talked about the prize she had won.
- 2 We got a *heart-breaking* _____ letter giving an account of my grandmother's illness.
- 3 My beliefs about life after death are not *rooted in* _____ any particular philosophy.
- 4 Her anger *melted away* _____ when she saw how sorry the little boy was.
- 5 There were *echoes* _____ of her own childhood in the novel she wrote about a poor family who emigrated to the USA.
- 6 There was a *howling* _____ wind all night.

7 Homophones

SB Unit 1: B Happy not to be a high-flyer

Circle or underline the correct word from each pair in italics. Delete the incorrect word.

- 1 Did you *worn* / *warn* her about the storm that is forecast for tonight?
- 2 My grandfather *fought* / *fort* in the Second World *Wore* / *War*.
- 3 Matthew *ate* / *eight* all the food in the fridge.
- 4 The curtains I bought in the sale were reduced because there was a *floor* / *flaw* in the material.
- 5 Let's go to the beach this weekend, *weather* / *whether* it rains or not.
- 6 'Haven't you *groan* / *grown*!' said Grandma when the children came to visit.
- 7 We worked really hard on the project and all needed a *break* / *brake* afterwards.
- 8 I didn't like the singer's voice, but everyone else thought it was *grate* / *great*.

Choose three of the words which you crossed out and use each of them in a sentence of your own.

- 1 _____
- 2 _____
- 3 _____

8 Text completion

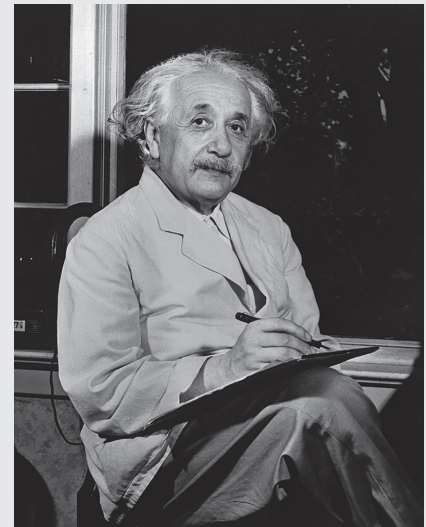
SB Unit 1: C The price of greatness

Read this text about Albert Einstein and circle the correct word from each pair in italics.

A great thinker

Scientists used to think that matter could not be created nor destroyed. They also believed that the same principles applied to energy. However, in the first few years of the 20th century, the German scientist Albert Einstein came *out* / *up* with a different idea. He predicted that it should be possible to change mass into energy. Einstein's idea – his Theory of Relativity – was first proved *by* / *in* 1932. Einstein showed that a small amount of matter could be changed into a vast amount of energy. This made the development of nuclear energy *happen* / *possible*.

Born in 1879, Einstein was an unusual child who did not speak until he was three years old. Early photographs show a serious and intense-looking little boy. When he was 12, he *learnt* / *taught* himself Euclidean geometry. He hated school, however, and at the age of 15, he used the fact that the family had moved house as an *excuse* / *explain* for not going to school for a year. He finally graduated in 1900 by studying the lecture notes of a classmate.

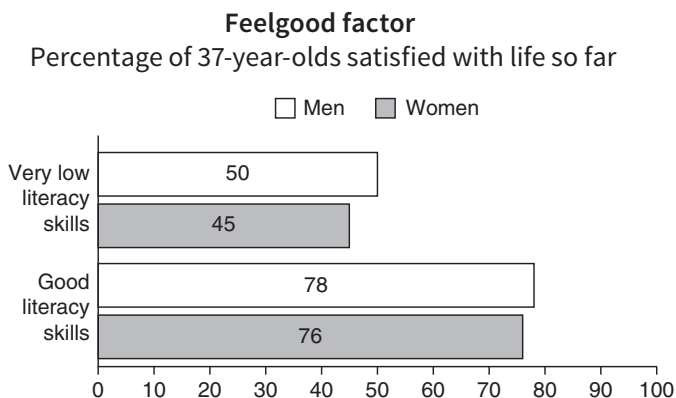


Einstein grew into a brilliant and *imaginative / imagining* young man who was *passionately / perfectly* interested in science. He was also a very lively correspondent and *did / made* a point of replying to any letters he received from children. His intelligent, friendly face with its untidy mop of silvery hair is well-known, *apart / yet* as a young man he had short, coal-black hair and a serious, thoughtful appearance. The face of the Jedi Master Yoda in the Star Wars films was *copied / inspired* by Einstein's wise expression.

Sadly, Einstein's theories were used to develop nuclear weapons and ultimately the atomic bomb. Einstein never *forgave / upset* himself for what his discoveries had led to. Shortly before he died in 1955, he wrote a letter to the newspapers urging scientists to unite to *end / prevent* the possibility of another nuclear war in the future.

9 Comparing information in charts

Study the bar chart showing the connection between literacy and happiness in a European country. Then answer the questions.



True or false?

- Less than half the women who had low literacy skills were happy with their lives.
- Men, overall, were more satisfied with their lives than women.
- More than three-quarters of men and women who had a good standard of literacy said they were happy with their lives.

10 Sentence correction

In each of the following sentences a word has been left out. Read the sentence carefully and add the missing word in the right place. The first one has been done for you – 'to' has been added.

- I went *to* bed early last night because I was tired.
- The doctor told Monika to give smoking.
- I listened to a progamme about happiness the radio.
- What time you finish work this evening?
- When all the work been done, we went to see a film.
- She was very surprised when Yannis asked her marry him.
- England is not big as Spain.

- 8 The school breaks for the holidays next Thursday.
- 9 I have appointment with the doctor at 11 tomorrow morning.
- 10 The kitchen smells of fresh bread because I been baking all morning.

11 Apostrophes: Omission of letters

SB Unit 1: C The price of greatness

Add apostrophes in these sentences where necessary.

- 1 I havent decided what to wear to the party yet.
- 2 I wish youd be more careful. Youre always breaking things.
- 3 Shes got a son, Rory, whos nine.
- 4 Dont you think youd better wear a coat as its raining?
- 5 Lets meet soon for a drink. Its ages since Ive seen you.
- 6 He doesnt know where theyve gone does he?
- 7 Arent you hot in that thick sweater?
- 8 This coffees lost its flavour.

12 How important is literacy? SB Unit 1: D Obstacles and challenges

A student wrote this email to the newspaper about improving literacy standards in her country. Create a complete email from the prompts.

Re: [subject]

Dear Editor,

Literacy be / very important / people's happiness / and development / country. Studies show / people / unable / read or write / more likely / be dissatisfied / their lives. They lack confidence / find / difficult / get / job. In addition / they not help / their children / schoolwork / or play active part / their community. They find / difficult / do ordinary things / like read newspapers / fill in forms. Many / not use / internet / social media. Some / feel ashamed. They cover up / problems / and pretend / can read.

I think / it be very important / that people / can't read or write / get help. In our area / there be / literacy scheme / help adults / improve / skills in reading and writing. Schemes like this / help / government / achieve goal / 100% literacy / our country.

Yours faithfully,

Vicki Sansa

13 *Would and used to*

Would is similar to *used to*. Both can refer to repeated past actions, but only *used to* can refer to past states.

Example: *He used to own a shop in the town centre. (NOT would)*

Read these pairs of sentences about the past. If one is incorrect, cross it out.

- 1 I used to get up early and feed the hens. / I would get up early and feed the hens.
- 2 He used to have a dog called Sophie. / He would have a dog called Sophie.
- 3 I used to visit my grandma on Sunday. / I would visit my grandma on Sunday.
- 4 They used to live in a beautiful villa. / They would live in a beautiful villa.
- 5 Dena used to have black curly hair. / Dena would have black curly hair.
- 6 Mario used to be my best friend. / Mario would be my best friend.

Now write a few sentences about your childhood activities using *would*.

14 Describing character

SB Unit 1: D Obstacles and challenges

Match each description of a person's character with a word from the box. There is one word you don't need.

sensitive good-natured placid private ambitious
untidy absent-minded optimistic artistic

- 1 My father tends to forget ordinary everyday things and often goes to work without his wallet or laptop. _____
- 2 She gets on well with people and will offer to help you if you need it. _____
- 3 I don't like sitting next to Joanna. She leaves apple cores, sweet wrappers and old tissues all over her desk. _____
- 4 Javier is very keen to have a successful career and regularly changes his job to improve his prospects. _____

- 5 Their new baby is only two months old but he hardly cries at all. _____
- 6 The new manager is a very positive thinker and believes in a good future. _____
- 7 Melanie paints lovely pictures and has decorated her home beautifully. _____
- 8 She doesn't share her thoughts and feelings with anyone. _____

15 Vocabulary check

SB Unit 1: D Obstacles and challenges

Decide whether or not the following sentences make logical sense. Give each one either a ✓ or a X. Think carefully about the words in *italics*.

- 1 My grandfather is such a *bad tempered* man – he's always in a good mood.
- 2 The radio presenter's *grating* voice was pleasant to listen to.
- 3 *Well-dressed* people have no interest in how they look.
- 4 Cathy's always been *argumentative*. You know how she is – she'd have an argument with herself if she could.
- 5 A *retired* person no longer works for a living.
- 6 Tara took a lot of care over her clothes and make-up and always looked *scruffy*.
- 7 The doctor told Paul he was too *skinny* and should try to put on weight.
- 8 Am I *ambitious*? Definitely. An ordinary life will give me more happiness than making a lot of money or getting a top job.
- 9 Max finds it difficult to talk to people because he's so *shy*.
- 10 My brother is so *outgoing*, which is why he never goes out.
- 11 My grandmother doesn't have much money but she always has a present for me when I visit her.
- 12 If someone is *considerate*, they never think of others.
- 13 Jimmy never forgets where he puts things, which is why I say he's *absent-minded*.

16 Negative prefixes

SB Unit 1: D Obstacles and challenges

Make these 20 words into their opposites by writing them after the correct prefix. You may need to use your dictionary.

patient happy legal understand tidy secure responsible literate prepared
correct regular appear lock enthusiastic conscious significant sympathetic
obey behave possible

- un _____
- il _____
- im _____
- in _____

ir _____

dis _____

mis _____

Now choose four of the words you have made and put them in sentences of your own.

1 _____

2 _____

3 _____

4 _____

17 Developing your writing style

SB Unit 1: E Someone I admire

This description appeared on a social media website about family life. Try to rewrite it in longer, more complex sentences.

This is my grandmother. She is old. She is small. She has got fair skin. She has got brown eyes. She has white hair. She has a nice personality. She has got a bad leg. She smiles a lot but she has pains in her knee. She has arthritis. She paints pictures of things like birds, animals and flowers. She remembers my birthday. She buys me nice presents. She wears a gold locket around her neck. It is from my grandfather. He bought it for her when they got married. She likes it very much.

18 Sentence correction

In each of these sentences there is one extra word which shouldn't be there. Find it and cross it out.

- 1 Erica was thoughtful and good-natured her and popular with everyone.
- 2 I suggest you to keep a vocabulary notebook for new words.
- 3 My hair it needs cutting soon.
- 4 He would prefers coffee without sugar.
- 5 Al failed his driving test, not because of his bad driving, but because of his eyesight was poor.
- 6 If you're hoping to go in to college next term, you should apply now.
- 7 It's a well-organised school, where the pupils they are very happy.
- 8 I would have been able to do such more studying for the exams if I hadn't had to help at home.
- 9 Although his clothes were not new, but he looked neat and smart.
- 10 It was there a beautiful place to live.

19 Text correction

In this article for a website for teenagers, there is one mistake in each complete sentence. Try to find the mistakes and correct them.

Someone I admire

One of my favourite writers are Charlotte Brontë. She is born in the early 19th century when women had far fewer opportunities than they have now. She lived in a small village in Yorkshire and she took great pleasure in walked on the moors near her home.

From a young age, Charlotte was determined to become a writer and she begin writing stories when she was still very young. Much of the suffering and many of the hardships she experienced as a child she later put on her books. One of the saddest things that happened to her was being sent away to a boarding school when she was treated very harshly. She believed the cruel school regime was responsible to the death of her dear sister, Maria.

In her personal life, Charlotte were very caring and compassionate. She look after her brother and her father when they were both very ill, despite being in poor health herself. She also gave support to her other two sisters Emily and Anne, which were also very talented. They were struggling to expressing themselves as writers too.

Charlotte's more famous novel is 'Jane Eyre'. It was an instant success and is still read all over the world, perhaps because its themes of love and the fight for justice are universal? Like Charlotte, Jane Eyre was small, thin and delicate-looking. Like Charlotte, she was also forced to earn her own living as governess.

Sadly, Charlotte died just months later she got married at the age of 38. It's so sad to think she died just as she had found emotional fulfilment and when her creative powers were at they're height.

Unit 2

You and your community

1 Open and closed questions

SB Unit 2: A Home town

Closed questions usually require *yes / no* answers. Open questions invite a more complete answer. Notice that questions beginning *Tell me ...* don't need a question mark.

Mark the following questions 'open' or 'closed'. The first pair has been done for you.

- 1 a Do you get on well with your brother? Closed
b Tell me about your relationship with your brother. Open
- 2 a What's the area you live in like? _____
b Is this a good area to live in? _____
- 3 a How do you celebrate sporting achievements? _____
b Do you celebrate sporting achievements in any way? _____
- 4 a Is your house nice? _____
b What do you most enjoy about the house you live in? _____
- 5 a Are your neighbours nice? _____
b Tell me more about your neighbours. _____

2 Forming open questions

SB Unit 2: A Home town

Rewrite these closed questions to make them open.

- 1 Have you lived in your neighbourhood a long time?

- 2 Have there been any changes?

- 3 Do you like growing up there?

- 4 Do you have nice friends?

- 5 Do you belong to a club?

- 6 Are there places to spend free time near you?

3 Vocabulary check

SB Unit 2: A Home town

Circle or underline the correct word from each pair in italics.

- 1 Mr Yang is an extremely *influential* / *inspiring* teacher who makes his students want to do their best.
- 2 My sister is the *sporty* / *fun-loving* one in our family. She's just won the School Athletics Championship – the third time in a row!
- 3 Although their father is a famous actor, the family are quite *down-to-earth* / *downtrodden* and the children have to help at home and save up for things they want.
- 4 Next year my cousins are going to go climbing in the Himalayas and sky-diving in New Zealand. They're the most *supportive* / *adventurous* people I know.
- 5 Our village is a very *close-up* / *close-knit* community. If there is a problem, everyone helps.
- 6 Fabrice took his toy engine apart because he was *curious* / *naive* about the way it worked.
- 7 My dad works as a firefighter. He doesn't like it when I tell people he's *courageous* / *open-minded*, but I can't think of a better word to describe someone who rescues people from burning buildings.
- 8 They are such a *hospitable* / *dynamic* family. They make their guests feel as if they are the most important people in the world.
- 9 Modern technology makes it so easy to *keep* / *hold* in touch with people.
- 10 I've decided not to go to Alisha's party. I'm not feeling very *sociable* / *social* at the moment.

4 Text correction

SB Unit 2: B Favourite places

Read this description of a special place. In all the sentences *except one*, there is an extra word which shouldn't be there. Find these words and cross them out. There are 13 to find.

13

A special memory by Outa Seppa

A place that holds a special memory for me is at the decorative iron bridge right in the centre of our town. The bridge itself is quite modern but it has been built with care and of skill. I think it will last long for generations.

When I was younger, I used to meet there my best friend Maya on the bridge after school. We'd laugh and chat us and throw bread to the swans swimming on the water below. From the bridge we could see more into the market. We'd watch the crowds making their way through the colourful stalls and catch up cooking smells from the open-air café.

High on the bridge, however, the atmosphere well was peaceful and tranquil. The sun glinted on the water and we could do relax and unwind in its warmth while we talked about our plans.

The bridge will always be a beautiful but now it has a sad memory for me. One day Maya told me the sad news that she would be moving over to another country with her family. I was devastated. Maya and I emailed each other at first but somehow we got us out of touch. Whenever I pass to the bridge I look up and wonder what Maya is doing now.

5 Language to describe places

Read each short text and choose the best way of completing it.

- 1 The best view around is from the top of Highfields Hill. On a clear day you can see for miles. After a day of stress, it gives me a whole new perspective on my problems. It's a hard climb but definitely _____.
- a isolated b off the beaten track c worth the effort d only five minutes away
- 2 Where I live, we have glorious sunsets. When I've got time, I love to go outside and watch the sky turn red and yellow and finally go completely dark. Even though I live on a noisy city street, I can still _____.
- a feel secure b experience the beauty of nature
c enjoy my own company d enjoy the wonderful things people have created
- 3 If you're free this weekend, why not take a bus out of town and visit the country park at Comens? You can walk through our woods, catching glimpses of the wildlife, or enjoy a relaxing picnic by the lake. The whole family will find _____.
- a right in the centre of town b it warm and cosy
c it makes a great change from life in the city d they see it through new eyes
- 4 I'm lucky where I live because there are plenty of open spaces, and I have friends living nearby. Having a game of football in the park with a group of friends is a great way to _____ after a tough day at school.
- a appreciate the special atmosphere b relax and unwind
c enjoy the solitude d enjoy the mysterious atmosphere

6 Word formation

Read the article that a student wrote for a magazine. To fill each gap, choose a word from the box and change it into the correct form. The first one has been done for you.

inspiration lightly convert reduce swim charming relaxation tradition owner

A breath of fresh air

My town has lots going for it – parks, a (1) swimming pool and several museums. One place, however, has become a definite favourite of mine. Recently, a shop and café, Trade Winds, has opened in a (2) _____ warehouse only five minutes away from the centre of town.

The people who (3) _____ the shop used to live in Africa and they import things from all over that continent. You can buy (4) _____ handmade jewellery, paintings, gifts and pottery. You can browse for as long as you want. It's the kind of place where no one minds how long you stay or forces you to buy anything. Every now and then there is a half-price sale with genuine (5) _____, which is a bonus if you are on a tight budget.

Trade Winds has a wonderful, (6) _____ atmosphere, and upstairs the café is warm and friendly too. I often visit the shop at weekends and meet my friends in the café for some hot chocolate or a (7) _____ snack. We can laugh and talk and forget our everyday problems for a while. Trade Winds has brought new life into the community. Our town still retains an old world (8) _____, but new people and new ideas keep it an enjoyable and (9) _____ place to live.

7 Using adjectives

SB Unit 2: B Favourite places

The adjectives in italics in these sentences have all been mixed up! Can you change them back to their correct positions? Rewrite the sentences with the correct adjectives in place.

- 1 I love the *brehtaking* atmosphere of Tigona, the *luxurious*, unspoilt fishing village where we spent our summer holidays.

- 2 From our balcony, we have a *shady* view of the mountains.

- 3 Our town has a *sweet-smelling* archaeological zone which attracts many visitors.

- 4 My aunt and uncle have an extremely stylish city apartment with *sleepy* rooms and *picturesque* furniture.

- 5 I love nothing better on a hot afternoon than lying in a *spacious* spot in the garden, smelling the *fascinating* scent of the flowers and listening to the lazy hum of the insects.

8 Developing your writing style

Try to rewrite this description in a more interesting way.

I have my own bedroom. There is a window in the bedroom. From the window you can see the garden. There is a walnut tree in the garden. The tree is close to my window. I can pick nuts from the tree. My favourite thing in my bedroom is my bed. It is comfortable. It is soft. It has many cushions. There is a bedspread. The bedspread is nice. It is from India. It is silk. The colours of the bedspread are very nice. They are not bright. They are kind of dull colours. I read on my bed. I dream on my bed. My bedroom has a good atmosphere.

9 Choose the best word

SB Unit 2: C Improving your neighbourhood

Choose the correct word to complete each sentence.

- 1 People often prefer living in new houses as the _____ costs are usually lower than in old buildings.

a support b maintenance c repairing d developing
- 2 Long-distance buses may have toilet _____ on them.

a equipment b resources c facilities d rooms
- 3 We worked out a(n) _____ for our holiday so we knew how much we could afford to spend each day.

a budget b allowance c account d savings
- 4 The bookshop on the High Street has closed down and the _____ is / are up for sale.

a commerce b premises c belongings d trade
- 5 The children were completely _____ and refused to do what the teacher told them.

a disorganised b displeased c undisciplined d unpleasant

- 6 The manager plans to _____ the project after six months to see if the money being spent on it is worthwhile.
a respond b review c recall d report
- 7 A _____ restaurant like the Delhi Brasserie deserves to be successful.
a well-fed b well-run c well-balanced d well-made
- 8 We didn't think it was right to build a supermarket in the middle of a quiet _____ street.
a residential b regional c community d urban
- 9 I would have liked a white sofa and white armchairs for the living room, but as our children are very small, we decided the idea was _____.
a imperfect b impersonal c impossible d impractical
- 10 Everdale United supporters became very _____ when their team won the match.
a rowdy b disturbing c loudly d racket

10 Sentence correction

Insert the missing word in the right place in each of these sentences.

- 1 We're going buy a new fridge this weekend.
- 2 Your cousin can stay with us as long he wants to.
- 3 Katerina made us a lovely lunch green vegetables and chicken.
- 4 I'm tired, so I think I go to bed early tonight.
- 5 William is old enough to walk to school on own.
- 6 If you don't bring your swimming things, you won't able to go swimming.
- 7 There's always the chance meeting someone you know at the market.
- 8 If we known you were in town, we would have invited you to dinner.
- 9 How long you been saving up for a new bicycle?
- 10 It snowing hard when they left for the airport.

11 Text completion

SB Unit 2: D Making a difference

Read this text about the way new words have come into English and think of one suitable word to fill each gap.

English – an ever-changing language

Linguists believe the vocabulary of English consists (1) _____ more than 500 000 words. About half of them are thought to come (2) _____ other languages. (3) _____ example, over 1000 years ago, Viking invaders arriving from Denmark

and Norway brought the words *husband*, *sky*, *take* and *leg*. The (4) _____ *they*, *them* and *their* are also Scandinavian. Cultural and political association with France has led (5) _____ the adoption of many French words into English, (6) _____ as *naive*, *genre*, *liaison* and *chef*.

England and Scotland (7) _____ many battles in the past and the word *slogan* was a Scottish war cry. Contact (8) _____ countries outside Europe resulted in *potato* from Haiti, *tomato* and *chocolate* from Mexico, *tea* and *ketchup* from China, and *kebab* and *zero* from (9) _____ Middle East.

Settlers in North America invented words (10) _____ describe things (11) _____ were seeing for the first time, which is how we got *grasshopper* and *rattlesnake*. The expression *OK* originated in America, although the experts are not (12) _____ how or why it was created. *Boomerang* is (13) _____ native Australian word adopted into English (14) _____ early explorers of Australia.

Language changes (15) _____ small ways all the time, and it is particularly noticeable when new things or ideas (16) _____ created, which (17) _____ how we come to have *teenager*, *babysitter* and *mouse mat*, and are able (18) _____ talk about *surfing the net*.

12 Colloquial language round-up

Circle the best meaning for each of the expressions in italics.

- 1 'I'm trying to learn the clarinet but it's really difficult.' 'You need to *give it time*.'

 - a be patient b practise more often c wait until you're older

- 2 Anna says she doesn't like her new manager at work, but *it's early days*.

 - a her new manager is less experienced than she is b she doesn't like starting work before 9 a.m.
 - c she may change her mind when she knows him better

- 3 When I fell off my bike and broke my leg, my dad was *my rock*.

 - a very hard on me b very supportive c very upset

- 4 Fatima is lucky to find such a good job *on her doorstep*.

 - a next door to where she lives b in her immediate neighbourhood c doing work from home

- 5 We're all *going for a bite to eat* before the film.

 - a buying food from a street seller b having a light meal of some kind c cooking a barbecue

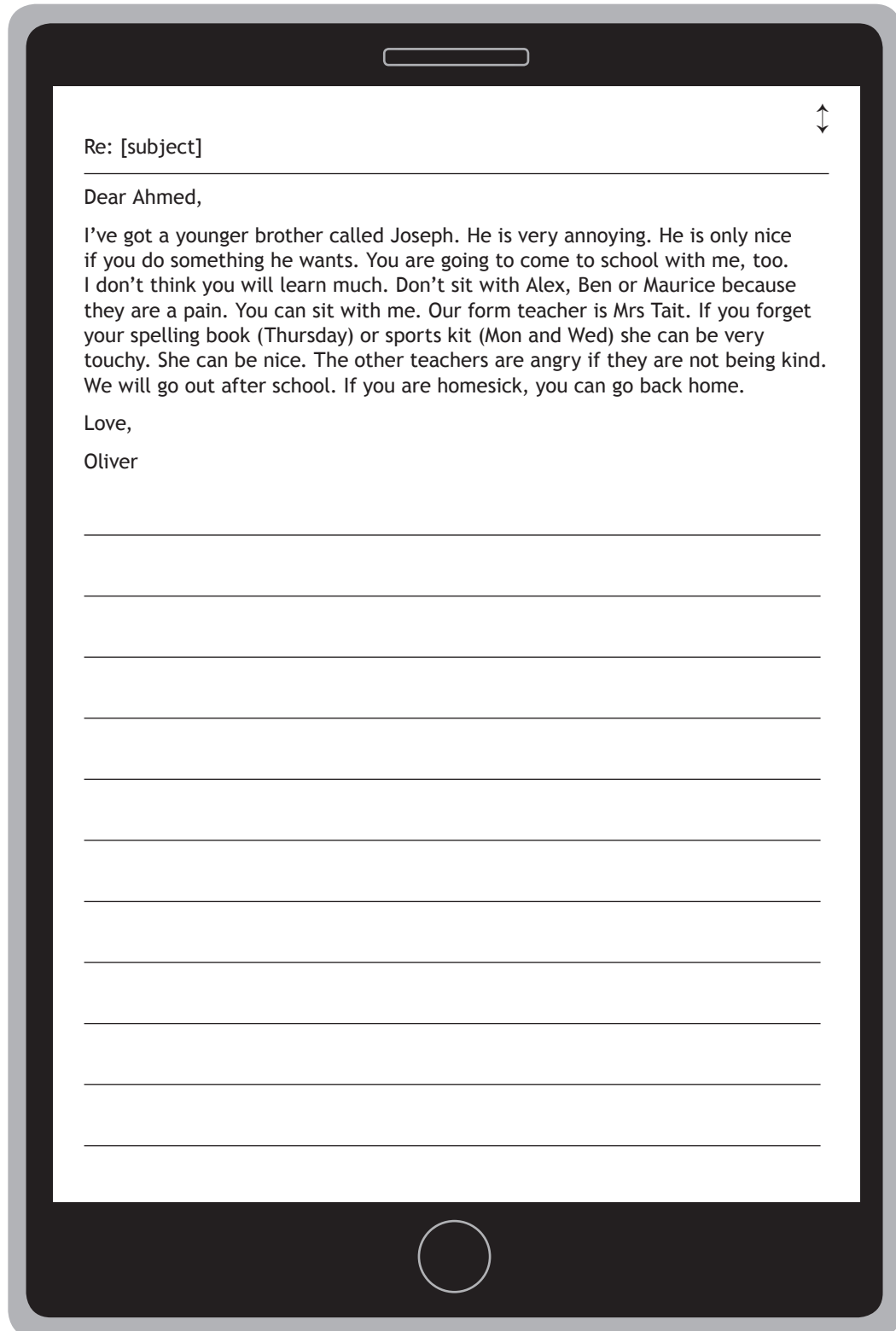
- 6 Liam wants to leave school without taking any exams but his parents have *dug their heels in* over it.

 - a had terrible arguments b refused to change their mind c talked to the teachers

14 Improving the tone of an email

SB Unit 2: E Welcoming an exchange visitor

Rewrite this email to an exchange visitor. Improve its style and use a more welcoming tone. Make sure to use a suitable opening and closing sentence.



The image shows a tablet with an email draft on the screen. The email text is as follows:

Re: [subject]

Dear Ahmed,

I've got a younger brother called Joseph. He is very annoying. He is only nice if you do something he wants. You are going to come to school with me, too. I don't think you will learn much. Don't sit with Alex, Ben or Maurice because they are a pain. You can sit with me. Our form teacher is Mrs Tait. If you forget your spelling book (Thursday) or sports kit (Mon and Wed) she can be very touchy. She can be nice. The other teachers are angry if they are not being kind. We will go out after school. If you are homesick, you can go back home.

Love,
Oliver

Below the text are ten horizontal lines for writing a revised email.

15 Understanding information in a table

Study this table which gives details about families offering study holidays for teenagers. The student lives with the family and is taught English at home by one of the parents who is also a teacher. Choose the best family for the students described in the table.

<i>Family name</i>	<i>Number of hours of tuition per day</i>	<i>Type of home and local area</i>	<i>Other languages apart from English</i>	<i>Children in family</i>	<i>Pets</i>	<i>Leisure programme</i>
<i>Carter</i>	<i>4–5 hours</i>	<i>Terraced house in suburbs</i>	<i>None</i>	<i>Toddler two years, Girl ten years</i>	<i>Dog</i>	<i>Photography, shopping, cinema</i>
<i>Khan</i>	<i>3–4 hours</i>	<i>Central city flat</i>	<i>Punjabi</i>	<i>Baby six months</i>	<i>None</i>	<i>Bowling, museums, theatre, concerts</i>
<i>Coulden</i>	<i>6 hours</i>	<i>Bungalow in seaside location</i>	<i>French</i>	<i>Twins 18 years</i>	<i>None</i>	<i>Surfing, swimming, fishing</i>
<i>Bloome</i>	<i>7–8 hours</i>	<i>Cottage in large village</i>	<i>None</i>	<i>Baby ten months, Girl 13 years</i>	<i>Kitten, parrot</i>	<i>Cycling, basketball, walking</i>
<i>Morel</i>	<i>6–8 hours</i>	<i>Detached house in large village</i>	<i>None</i>	<i>Boy four years, Girl 12 years</i>	<i>Hamster, rabbit</i>	<i>Cookery, sewing, computer games, TV</i>
<i>Williams</i>	<i>4 hours</i>	<i>Dairy farm in remote rural area</i>	<i>French</i>	<i>Boy 17 years, Girl 19 years</i>	<i>Horse, new puppy, kitten</i>	<i>Horse riding, walking</i>
<i>Lilkova</i>	<i>2 hours</i>	<i>Village near sea</i>	<i>Lithuanian</i>	<i>Girl 11 years</i>	<i>Cat</i>	<i>Birdwatching, cycling, boating</i>

Write the name of the family you would choose for each student.

- 1 A Chinese boy of 17 who would like to be in a coastal environment and to be in a family with teenagers of a similar age. _____
- 2 A French girl of 16 and her brother of 17 who prefer indoor activities and require lessons for most of the day. _____
- 3 16-year-old twin boys from Norway, who want lessons for about 3.5 hours in the morning or afternoon and enjoy watching films in the evening. _____
- 4 A 14-year-old Danish girl who would prefer an urban environment and is allergic to dogs.

- 5 An 18-year-old French-speaking boy from the Seychelles who loves animals and would like the chance to speak his mother tongue sometimes. _____
- 6 A 14-year-old Mexican boy who loves the beach and the countryside and wants lessons for a couple of hours per day. _____
- 7 A 19-year-old girl who likes the countryside but does not want to live in an isolated environment.
