

Introduction

Get Set Teacher's Resource Book One provides a comprehensive resource of extra material for your classroom.

- All material is linked to the **Get Set** course (level one).
- All material is photocopiable.
- Material can be used as part of a normal lesson, as tests, or set for homework, according to the needs of the class.
- The material is divided into easy-to-use sections, with audioscripts and answer keys at the back of the book.
- The audio material for the listening and speaking exercises is available on the Class Audio CDs.

GRAMMAR (PAGES 7–26)

The grammar section includes tests catering for mixed ability.

- GRAMMAR tests for each unit of the Student's Book, providing extra practice and revision for students.
- GRAMMAR PLUS tests for each unit of the Student's Books, providing tests with extra challenge and difficulty for stronger students.

The Grammar worksheets may be used to reinforce students' understanding of grammar points. Depending on your classroom needs, you might like to use these worksheets as supplementary materials in class, or give them to students to complete at home as extra practice.

The Grammar Plus worksheets contain more demanding, higher-level exercises for fast finishers and stronger students.

Each Grammar Plus worksheet (Units 1–8) also includes a *Recycle it!* activity which tests students' understanding of grammatical structures which have been presented in previous units. This helps students to revise material they have previously learned, as well as providing additional challenge.

- At the end of the year, you might also like to give students a GRAMMAR CONSOLIDATION WORKSHEET (pages 25–26), to help them revise all the grammar structures they have learned so far in the course.

For the answer key, see pages 120–126.

VOCABULARY (PAGES 27–36)

The vocabulary section allows students to revise and extend their knowledge of the topic vocabulary, phrasal verbs and 'Language Workshop' word-building practice which they have encountered in the Student's Book.

In addition to the unit-by-unit practice which is provided, the vocabulary section also contains:

- an end-of-year PHRASAL VERBS WORKSHEET (page 35), to test students on the phrasal verbs which they have learned throughout the course.
- an end-of-year FALSE FRIENDS WORKSHEET (page 36), to test students on all the false friends they have learned.

For the answer key, see pages 127–128.

READING (PAGES 37–52)

The reading section provides extra reading practice for your students, each with comprehension questions. Each worksheet contains a text on a topic which corresponds to those in the Student's Book.

There are two types of worksheet available for each unit of the course:

- READING 'A' WORKSHEETS contain a 250–350 word text, plus a variety of exploitation activities.
- READING 'B' WORKSHEETS contain a longer (approximately 350–450 words) version of the text. The exploitation activities will always include at least one multiple-choice exercise.

The choice of worksheets allows you to choose the text which is most appropriate to the requirements of your class.

For the answer key, see pages 129–132.

WRITING (PAGES 53–62)

The writing worksheets help students move towards a better understanding of the writing task types which have been presented in the Student's Book. Particular care and attention is paid to difficult points of structure and language (especially linkers), as well as additional practice in correcting common errors of grammar, spelling and punctuation.

The writing section also includes:

- a LANGUAGE REVIEW (page 62) which is a cumulative test of all the linking phrases and other useful writing expressions which students have learned in the Student's Book.

For the answer key, see pages 132–135.

LISTENING (PAGES 63–70)

The listening section provides additional listening practice for each unit of the Student's Book. Each listening text is exploited by multiple-choice questions. Additional listening material is available in the tests section.

The recordings can be found on the Class Audio CDs.

The audioscripts are available on pages 107–118. The audioscript for each recording has been provided on a separate page, making it easier for you to photocopy the audioscript, if required.

For the answer key, see pages 135–136.

SPEAKING (PAGES 71–78)

This book provides eight additional speaking worksheets, which may be used to help improve students' communication skills, or as exam practice if your students need to undertake a speaking examination.

Each speaking section practises the three main task types: describing a photo, role play and discussing a theme. Students revise and practise functional language and useful pronunciation points.

For the answer key, see pages 136–137.

TESTS (PAGES 79–106)

The test section provides a comprehensive selection of test material, covering skills work, grammar and vocabulary.

- a **DIAGNOSTIC TEST** (pages 79–80) covers the grammar which is presented in the Starter Unit of the Student's Book. This test may be used at the start of the year to help you assess the level of your students.
- **'A' TESTS** include a 250–350 word reading text, plus a variety of comprehension, grammar and vocabulary activities.
- **'B' TESTS** include a 350–500 word reading text, plus a variety of comprehension, grammar and vocabulary activities.

The comprehension activities always include a multiple-choice exercise.

- **END-OF-TERM and END-OF-YEAR TESTS** for cumulative practice. These are available as 'A' Tests and 'B' Tests.
- **END-OF-TERM and END-OF-YEAR LISTENING TESTS**, for extra listening practice. These always include multiple-choice questions.

For the answer key, see pages 137–143.

AUDIOSCRIPTS (PAGES 107–118)

Includes the audioscripts for the listening section, and the End-of-term and End-of-year Listening Tests.

ANSWER KEY (PAGES 119–143)

Provides answers to all the activities and tests in this Teacher's Resource Book.

Unit 3 Grammar

RELATIVE PRONOUNS

1 Complete the sentences with the words in the box. (6 marks)

I they where when which who whose

Is there a shop near here ~~where~~ I can buy comics?

- 1 My parents loved the presents _____ bought them from France.
- 2 That Japanese film _____ I saw at the cinema last year has come out on DVD now.
- 3 That's Eddie, _____ father works at the same company as my father.
- 4 What's the name of the actor _____ plays Ron in the *Harry Potter* films?
- 5 I'll call you later _____ I've got more time.
- 6 I think the language _____ are speaking is Dutch.

DEFINING & NON-DEFINING RELATIVE CLAUSES

2 Underline the relative clauses and decide whether they are defining (D) or non-defining (N). (12 marks)

Have you finished reading the book which I lent you? D

- 1 Joaquin, who doesn't speak any Portuguese at all, is going to live in Brazil. ___
- 2 My favourite pizza is Margarita, which originated in Naples. ___
- 3 The founder of Puma is the brother of the man who started Adidas. ___
- 4 The flowers which we buy often come from Holland. ___
- 5 The hotel where we stayed in London was called the Holiday Inn. ___
- 6 She comes from Manacor in Mallorca, where Rafael Nadal was born. ___

3 Rewrite the sentences with non-defining relative clauses. (3 marks)

My friend Roberto is coming to stay for the weekend. He lives in Oviedo.

My friend Roberto, who lives in Oviedo, is coming to stay for the weekend.

- 1 Javier can get cheap plane tickets. His father works for Iberia.

- 2 Rodrigo's cafe is closed this month. I often go there with my friends.

Name _____

Mark /30

- 3 The concert tickets arrived yesterday. I bought them on the internet.

4 Rewrite the sentences with defining relative clauses. (3 marks)

She's an actress. She's in a lot of Pedro Almodóvar's films.
She's an actress who's in a lot of Pedro Almodóvar's films.

- 1 He's the Spanish footballer. He plays for Liverpool.

- 2 He's the director. His film *The Revenant* won an Oscar in 2016.

- 3 What's the name of that place in London? You can see all the wax models there.

OMISSION OF RELATIVE PRONOUNS

5 In some of these sentences you need to add *who / that* or *which / that*. Add them where necessary. (6 marks)

The people live in the flat next door are Belgian.

The people who / that live in the flat next door are Belgian.

The comedy programme I like isn't on any more. ✓

- 1 The people I met at Jason's party were very funny.

- 2 That's the boy speaks Russian.

- 3 This is the most delicious pasta I've ever tasted.

- 4 There's a new shop near my flat sells really cheap clothes.

- 5 Ali's got one of those phones take amazing photos.

- 6 How much was the dictionary you bought the other day?

Unit 3 Grammar Plus

Name

Mark /30

DEFINING RELATIVE CLAUSES

1 Write definitions for the words in the box. Use *who*, *which*, *whose* or *where*. (8 marks)

fashion designer immigrant Brazil
New Zealand sushi

football team / win / the most World Cup titles
Brazil is the football team which has won the most World Cup titles.

1 Japanese dish / make / with rice

2 country / people drive / on the left

3 person / move / different country

4 person / job / design clothes

NON-DEFINING RELATIVE CLAUSES

2 Some of these sentences include defining clauses and some include non-defining clauses. Underline the non-defining relative clauses and add commas in the correct place. (6 marks)

Penelope Cruz, who was born in Alcobendas, was the first Spanish actress to win an Oscar.

- That's the Arts Hotel where lots of international celebrities stay.
- TK music store which used to sell CDs has closed down.
- What was the name of the girl you were sitting next to in the last lesson?
- My brother Kevin who's studying at Sorbonne University wants to be a French teacher.
- Juan's got a new girlfriend whose father won half a million euros in *El Gordo*.
- The woman who was sitting next to me on the plane didn't feel well.

DEFINING & NON-DEFINING RELATIVE CLAUSES

3 Complete the sentences with a relative clause from the box. Add a relative pronoun and commas when necessary. (5 marks)

is married to an Irish man are arrogant
~~one of my school friends~~ is in Antarctica
I really love! my parents met

Jane, *who's one of my school friends*, never eats fast food.

1 My teacher _____
_____ is going to live in Ireland next year.

2 Vostok _____
_____ is the coldest place in the world.

3 1995 was the year _____.

4 I don't like people _____.

5 That's the song _____.

4 Correct the errors in these sentences. One sentence is correct. (5 marks)

She's the teacher who husband works with my dad.

She's the teacher whose husband works with my dad.

1 This is Jo who I met last week.

2 He's the boy who's parents live abroad.

3 That's the hospital I was born.

4 After dinner we had some delicious ice cream that my mother had made.

5 That's the new Adele song, who came out last week.

RECYCLE IT!

5 Complete the text with the correct form of the bold verbs. Use the past simple, past continuous, present perfect or past perfect. (6 marks)

I (1) _____ (see) Karina yesterday on the beach. She (2) _____ (sunbathe) with her sister. I (3) _____ (invite) them to go for coffee with me but they (4) _____ (not can) come because they (5) _____ (arrange) to meet their brother on a different beach. I (6) _____ (not met) him yet.

Unit 3 Vocabulary

Name

Mark /30

ADJECTIVE COLLOCATIONS

1 Choose the correct answers. (4 marks)

He's very interested **in** / **of** learning about different cultures.

- 1 Noemi is very good **at** / **in** learning languages.
- 2 I saw Maria yesterday but she wasn't very friendly **to** / **with** me.
- 3 He's feeling pessimistic **about** / **for** his exams.
- 4 She's very fond **in** / **of** her uncle Joe.

2 Complete the sentences with the adjectives in the box. (4 marks)

afraid ~~fond~~ good optimistic proud

My grandmother is very ~~fond~~ of English tea.

- 1 Drinking too much cola isn't _____ for you.
- 2 Are you _____ about Spain's chances of winning the next World Cup?
- 3 Pedro is very _____ of his new motorbike.
- 4 My friend Ben is _____ of cats.

PHRASAL VERBS

3 Match 1–4 with A–D to make sentences. (3 marks)

- 1 **D** I read a newspaper every day to _____
- 2 _____ I've asked him to stop using his phone in class, but he _____
- 3 _____ I don't like doing this diet, but I'm going to _____
- 4 _____ He's having a private conversation with Vanessa, so I'll _____

- A** keep at it.
B keep out of it.
C keeps on doing it.
D keep up with the big stories.

NOUN PREFIXES AND SUFFIXES

4 Add prefixes and suffixes to form words for a person. (4 marks)

- | act | actor |
|-----------|-------|
| 1 art | _____ |
| 2 drive | _____ |
| 3 author | _____ |
| 4 music | _____ |
| 5 pilot | _____ |
| 6 husband | _____ |
| 7 guitar | _____ |
| 8 history | _____ |

5 Choose the correct answers. (6 marks)

Johnny Depp is the lead **actor** / **action** in *Pirates of the Caribbean*.

- 1 That's not my wife – she's my **co-wife** / **ex-wife**.
- 2 His grandfather was a **politic** / **politician**.
- 3 Jane, this is my **ex-worker** / **co-worker**, Tyler. We share the same office.
- 4 Vicki's decision not to take piano lessons was a bad one. It was a **misjudgement** / **disjudgement**.
- 5 Her husband is a **footballer** / **footballist**.
- 6 Finn and I had a small **misagreement** / **disagreement** yesterday, but everything is fine now.

COMPARATIVES & SUPERLATIVES

6 Write sentences about the USA. Use comparatives or superlatives. (5 marks)

Alaska / big state / the USA

Alaska is the **biggest** state in the USA.

- 1 Hawaii / wet / Colorado

- 2 Los Angeles / expensive / Seattle

- 3 Alaska / cold state / USA

- 4 Rhode Island / small / Hawaii

- 5 California / populated state / USA

7 Correct the errors in these sentences. (5 marks)

Madrid is the ~~bigger~~ city in Spain. **biggest**

- 1 Malaga is smaller that Seville.

- 2 The Atlantic is more cold than the Mediterranean.

- 3 Grazalema, in Andalucia, is the most wetttest place in Spain.

- 4 After Switzerland, Spain is the more mountainous country in Europe.

Vocabulary

Phrasal verbs

Name

Mark /30

Choose the best definitions for the bold phrasal verbs. (30 marks)

I **get on with** Jason very well.

A travel to many places with B go out with

C have a good relationship with

1 You can **count on** Hannah to help you prepare for your birthday party.

A pay B rely on C ask

2 She's **fallen out with** her mother.

A had an argument with B gone out with

C had a lot of help from

3 He wants to **go out with** his best friend's sister.

A go on holiday with B visit

C have a romantic relationship with

4 Martin **broke up with** Fiona at the weekend.

A spent all his money on

B ended a relationship with C got angry with

5 Did they **sort out** their relationship problems?

A solve B talk about C have

6 When did the plane **take off**?

A arrive B depart C break down

7 The pilot waited until everybody had **got on**.

A boarded B sat down

C finished eating

8 You have to **check in** at least an hour before your flight.

A arrive B register C pay

9 David is going to **pick us up** from the station.

A meet for a coffee B take to C collect

10 They were talking about things I didn't understand so I **kept out of** the conversation.

A changed B avoided

C pretended to understand

11 He's finished the relationship with her but she **keeps on** texting him.

A refuses B tries C continues

12 My dad likes to **keep up with** the latest music.

A learn about B buy C criticize

13 Come on, **keep at it**. You're doing really well!

A hurry up B persevere with

C move closer to

14 If you don't know the answer, **make it up**.

A invent B write nothing

C ask someone else

15 I need to **work out** how much money I've got left after I've paid for the jeans.

A check B calculate C count

16 Can you **look up** the date of the concert on the internet?

A search for B see C remember

17 She's **saving up** to go on holiday to Ibiza.

A planning B booking a plane ticket

C keeping money

18 You still haven't **paid back** that money I lent you.

A spent B borrowed C returned

19 When I got there the tickets had **sold out**.

A were all sold B were returned

C were mostly sold

20 I've **given up** chocolate.

A stopped eating B given it to a friend

C received it as a present

21 I've seen this episode before. Shall we **turn over**?

A turn off the TV B watch it again

C change the channel

22 Can we **switch off** the TV, please?

A change B turn off

C put it in a different place

23 This series **deals with** difficult subjects, like domestic violence.

A avoids B is about C causes

24 How do you **turn** this music **down**?

A decrease the volume

B change channels C turn it off

25 Somebody's **broken into** the car.

A illegally entered B crashed into

C driven away

26 The police are **looking into** the vandalism.

A investigating B looking at C planning

27 It took him three days to **get over** the food poisoning.

A go to the doctor's about

B start feeling the effects of C recover from

28 She **put on** three kilos.

A gained B found C lost

29 He **took up** golf last year.

A played more B started playing C played less

30 I'm trying to **cut down** on fatty food.

A stop eating B have less C have more

Unit 3 Reading A

Name

Mark /20

Being British in a multicultural society

Since 2014, all secondary school students in England have had lessons in being British. These lessons about British values and traditions include finding out about freedom and democracy and learning more about different communities in Britain. The government believes that the lessons, which emphasize respect for other religions and cultures, will help improve relations between the communities.

YOUR COMMENTS

I think it's a good idea because we live in a multicultural society now, with immigrants from all over the world. I know this is a positive thing, but it's easy to forget what 'Britishness' is all about.

Kate, 16, Leeds

I don't agree with having these lessons. The government always wants to add new subjects to our curriculum, but we haven't got time for any more. Anyway, being British isn't something which we can learn in a classroom. It's more likely that we'll learn about it outside school, from our families, for example.

Louis, 17, Oxford

How can anyone know what being British means? Aren't people's values changing all the time? My grandparents' values are completely different from my parents' values. It's like saying that Ed Sheeran has the same values as Queen Victoria. I don't think so.

Melissa, 16, Essex

It seems a bit racist to me, acting as if Britain is superior to the other countries. Apparently, they're teaching us about the 'British values' of democracy, freedom and tolerance. I think that's arrogant. Is Britain the only country that has these values? What about France, for example, where my mother comes from?

Pierre, 17, Manchester

I think the lessons are fun. It would be nice to have lessons on drinking tea, though!

Laura, 16, Bristol

I think it's OK to teach facts like British laws and how systems like hospitals, education and politics work, but should we force a culture on to someone? If people from other communities want to adopt our culture that's fine, but they should have the choice. The important thing is to show respect for everyone around.

Nathan, 15, London

1 Read the extract and choose the correct answers A, B or C. (4 marks)

- Lessons on being British are taught ...
 - in England only.
 - in Scotland and England.
 - in all of Britain.
- Kate thinks that lessons on British values are ...
 - racist.
 - necessary.
 - a silly idea.
- Melissa thinks that ...
 - Queen Victoria was more British than Ed Sheeran.
 - British values are the same now as in the past.
 - it's impossible to describe what British values are.
- Nathan thinks that ...
 - everyone who lives in Britain should adopt British values.
 - everyone should learn about British values.
 - people should be free to choose whether to adopt the culture.

2 Answer the questions using your own words. (8 marks)

- What do pupils study in the lessons on being British?

- Give two reasons why Louis doesn't agree with the lessons.

- Why does Pierre describe the lessons as arrogant?

- Does Laura enjoy the lessons? Why / Why not?

3 What do these pronouns in the extract refer to? (3 marks)

- it (line 21) _____
- these (line 36) _____
- they (line 46) _____

4 Find words 1–5 in the extract and match them with definitions A–E. (5 marks)

- | | |
|---------------------------|---|
| 1 values (line 3) | A probable |
| 2 multicultural (line 11) | B moral principles, the things we believe in |
| 3 curriculum (line 18) | C take and use |
| 4 likely (line 20) | D the things we have to study at school |
| 5 adopt (line 46) | E with people from different races and religions |

Being British in a multicultural society

Since 2014, all secondary school students in England have had lessons in being British. These lessons about British values and traditions include finding out about freedom and democracy and learning more about different communities in Britain. The government believes that the lessons, which emphasize respect for other religions and cultures, will help improve relations between the communities.

YOUR COMMENTS

I think it's a good idea because we live in a multicultural society now, with immigrants from all over the world. I know this is a positive thing, but it's easy to forget what 'Britishness' is all about.
Kate, 16, Leeds

I don't agree with having these lessons. The government always wants to add new subjects to our curriculum, but we haven't got time for any more. Anyway being British isn't something which we can learn in a classroom. It's more likely that we'll learn about it outside school, from our families, for example.
Louis, 17, Oxford

It's brilliant. We learn about the positive impact that the other cultures have on this country.
Shabaz, 16, Leicester

I'm Scottish. I don't think of myself as British. Fortunately, I don't have to have any of these lessons at my school, anyway.

Elaine, 15, Glasgow

How can anyone know what being British means? Aren't people's values changing all the time? My grandparents' values are completely different from my parents' values. It's like saying that Ed Sheeran has the same values as Queen Victoria. I don't think so.

Melissa, 16, Essex

It sounds a bit racist to me, acting as if Britain is superior to the other countries. Apparently, they're teaching us about the 'British values' of democracy, freedom and tolerance. I think that's arrogant. Is Britain the only country that has these values? What about France, for example, where my mother comes from?

Pierre, 17, Manchester

I think the lessons are fun. It would be nice to have tea drinking lessons, though!

Laura, 16, Bristol

I think it's OK to teach facts like British laws and how systems like hospitals, education and politics work, but we shouldn't force a culture on to someone. If people from other communities want to adopt our culture that's fine, but they should have the choice. The important thing is to show respect for everyone around.

Nathan, 15, London

1 Read the extract and choose the correct answers A, B, C or D. (5 marks)

- Lessons on being British are taught ...
 - A in England only.
 - B in Scotland and England.
 - C in Scotland only.
 - D in all of Britain.
- Kate thinks that lessons on British values are ...
 - A racist.
 - B necessary.
 - C useful only for immigrants.
 - D not necessary.
- Shabaz likes learning about ...
 - A British values.
 - B the advantages to Britain of having people from different cultures.
 - C the problems of multicultural Britain.
 - D British politics.
- Melissa thinks that ...
 - A Queen Victoria was more British than Ed Sheeran.
 - B British values are the same now as in the past.
 - C Ed Sheeran is similar to Queen Victoria.
 - D it's impossible to describe what British values are.
- Nathan thinks that ...
 - A everyone who lives in Britain should adopt British values.
 - B everyone should learn about British values.
 - C people should be free to choose whether to adopt the culture.
 - D it's not important to know about British laws.

2 Answer the questions using your own words. (8 marks)

- What do pupils study in the lessons on being British?

- Give two reasons why Louis disagrees with the lessons.

- Why doesn't Elaine think the lessons are a good idea?

- Why does Pierre describe the lessons as arrogant?

3 What do these pronouns in the extract refer to? (2 marks)

- these (line 32) _____
- they (line 41) _____

4 Find words 1–5 in the extract and match them with definitions A–E. (5 marks)

- | | |
|--------------------------|--|
| 1 values (line 2) | A probable |
| 2 multicultural (line 8) | B moral principles, the things we believe in |
| 3 curriculum (line 13) | C effect |
| 4 likely (line 15) | D the things we have to study at school |
| 5 impact (line 18) | E with people from different races |

Unit 3 Writing

A FOR AND AGAINST ESSAY

FOCUS ON LANGUAGE

Text organization

1 Complete the expressions for organizing your ideas in a text. Use the words in the box. (6 marks)

for in one other point up

- 1 on the _____ hand ... on the _____ hand
- 2 _____ example
- 3 _____ conclusion
- 4 to sum _____
- 5 another _____ is

2 Are the expressions in exercise 1 used for introducing a new idea or for concluding? Write NI or C. (4 marks)

- 1 NI
- 2 ____
- 3 ____
- 4 ____
- 5 ____

Spelling & punctuation

3 There is a spelling mistake in each list. Find and correct it. (7 marks)

possible ~~espensive~~ pessimistic *expensive*

- 1 freindly language culture _____
- 2 successful believe actualy _____
- 3 desperately director embarrassed _____
- 4 anxious turist exciting _____
- 5 interesting realized peacefull _____
- 6 sympathetic biggest afterwards _____
- 7 allmost easier career _____

4 Rewrite the sentences with the correct punctuation. (10 marks)

- 1 ive never been to London

- 2 do you like italian food

- 3 i saw real madrid playing at bernabeu on Saturday

Name _____ Mark /35

4 angeles who comes from barcelona doesnt like travelling

5 jaime whose father is australian speaks english fluently

FOCUS ON THE TEXT

5 Read the for and against essay and put the paragraphs in the correct order. (4 marks)

- 1 ____
- 2 ____
- 3 ____
- 4 ____

Globalization: good or bad?

- A On the other hand, big multinational companies have too much power and it is very difficult for small local companies to compete with them. This is a particular problem in poor countries. Furthermore, local customs and traditions are disappearing and everything is becoming the same.
- B With cheaper travel and better communication the world is now becoming a smaller place. However, not everybody thinks that this globalization is a positive thing. There are several points to consider.
- C To sum up, I think there are many advantages to globalization but it is very important to try to protect local customs and businesses.
- D On the one hand, globalization means that people know much more about other cultures and ways of life. For example, you can watch German league football on television in Spain or you can buy the ingredients to make an authentic Indian meal at your local supermarket. Another point is that there are more opportunities to travel.

6 Match the headings 1–4 to the paragraphs A–D in the essay in exercise 5. (4 marks)

- 1 Conclusion _____
- 2 Introduction to the topic _____
- 3 Arguments against globalization _____
- 4 Arguments for globalization _____

Unit 3 Listening

Name

Mark /13

1 4.6 Listen to the radio programme. Tick (✓) the two topics which are mentioned. (1 mark)

- McDonald's restaurants in Delhi
- McDonald's restaurants in Birmingham
- the price of burgers in McDonald's
- the number of McDonald's restaurants in the world

2 Read the questions carefully. Then listen to the radio programme again and choose the correct answers. (6 marks)

- 1 According to the TV programme, how many McDonald's restaurants are there in the world?
A over 13,000
B over 30,000
C over 31,000
D over 300,000
- 2 Ben doesn't like fast food restaurants because ...
A he doesn't like beef or chicken.
B he thinks fast food is unhealthy.
C he wants to try typical food from the country when he travels.
D he thinks they are too expensive.
- 3 Where is Dina calling from?
A Birmingham
B London
C Delhi
D New York
- 4 What does Dina do?
A She goes to university in London.
B She works in a restaurant in London.
C She works at McDonald's in Delhi.
D She studies law in Delhi.
- 5 'Maharaja Macs' ...
A are for vegetarians.
B taste better than the food in other Indian restaurants.
C are found in McDonald's all over the world.
D don't contain beef or pork.
- 6 Why does Dina like going to the McDonald's in Delhi?
A Because it serves vegetarian food.
B Because the food is better than the McDonald's in London.
C Because it's quick and cheap.
D Because she likes to meet her friends there.

3 4.7 Listen and write the sentences you hear. You will hear the sentences twice. (6 marks)

- 1 _____

- 2 _____

- 3 _____

Unit 3 Speaking

Name

Mark /20

PRONUNCIATION (5 marks)

1 4.22 Listen to the questions and draw arrows (↗ or ↘) to mark the intonation.

- 1 Is that Mark?
- 2 Who's the girl in the red dress?
- 3 Is she at your school?
- 4 What's that in the background?
- 5 Was it a good party?

2 Listen again and repeat the questions.

ROLE PLAY (5 marks)

3 4.23 Complete the dialogue with the phrases in the box. Then listen and check your answers.

thing in the background Orlando Bloom
very happy where did you take on the left

- Victor** Do you want to see some photos?
Kate Yes. Let's see them. (1) _____
 this one?
Victor It's from the school Christmas party.
Kate You all look (2) _____.
Victor Yes, well it was the end of term.
Kate Who's that guy (3) _____?
Victor The one in the black T-shirt? That's Dan. He's in
 my class.
Kate He looks like (4) _____.
Victor Mmm. Maybe.
Kate And what's that (5) _____? Is it
 a Christmas tree?
Victor Yes, it is.

4 In pairs, practise the dialogue in exercise 3.

5 Write your own dialogue about the photo. A knows the people in the photo. B doesn't know any of the people and asks questions.



6 In pairs, practise the dialogues you wrote in exercise 5.

PHOTO DESCRIPTION (5 marks)

7 Describe the photo using questions 1–5 and the Useful Language box.



- 1 In which part of the world do you think this photo is taken? How do you know?
- 2 What are the people doing?
- 3 What are they wearing?
- 4 What can you see in the background?
- 5 Would you like to see a carnival like this?

USEFUL LANGUAGE

It looks like ...
 They seem to be ...
 Maybe they are ...
 She could be ...
 In the background there's ...

PRESENTING A THEME (5 marks)

8 Choose theme A or B. Talk for two minutes about the theme. Then answer questions about your presentation.

- A Customs and culture
- B Taking photos

Unit 3 Test A

READING

British customs

When you go abroad you need to know about the local customs as well as the language. Behaviour which is normal in one country can be considered rude in another. Read about Manolo's exchange trip to England and try to spot the cultural mistakes that he made.

Manolo arrived at Heathrow airport and took the bus to Harmondsworth, fifteen minutes from Heathrow. There was a queue of people waiting for the bus so he went straight to the front and then got on the bus.

Mr and Mrs Collins, who he hadn't met before and whose house he was going to stay in, were waiting for him at the bus stop. He gave Mrs Collins two kisses, and when Mr Collins held out a hand, Manolo stepped forward and hugged him.

That evening he went to a café. He went to the waiter and put up two fingers to him as he asked for two colas. The waiter didn't look very happy. At the end of the evening he took a taxi home. It cost £15.75 so he gave the taxi driver £16 and waited for his 25 pence change.

Did you find the mistakes?

First of all, the most important rule in Britain is that if you see a queue, you go to the back of it and wait patiently.

Meeting somebody for the first time can be complicated. Even the local people don't really know what to do. Some young people have started to adopt the habit of exchanging kisses but it's not recommended for visitors. When men greet men, especially for the first time, it's customary to shake hands. Hugs are only for friends or family.

Another important rule is that you must never use the V-sign with your palm facing you as it is considered very offensive. Finally, remember that taxi drivers, porters, etc. may expect a small tip. It's usual to round up the taxi fare to the nearest pound.

1 Read the article and write *true* or *false* for sentences 1–4. Give evidence for your answers from the text. (4 marks)

- 1 Manolo went to England by train.

- 2 The other passengers at the bus stop probably thought that Manolo was rude.

- 3 The Collins family had stayed at Manolo's house in Spain.

- 4 In Britain the rules about kissing at the first meeting aren't very clear.

2 Answer the questions using your own words. (6 marks)

- 1 Why is it important to know something about a country's customs before travelling there?

Name Mark /25

- 2 Why didn't the waiter look happy?

- 3 Do you think the taxi driver was happy with Manolo? Why / Why not?

GRAMMAR

3 Complete the sentences with *which*, *where*, *when*, *who* or *whose*. (5 marks)

- 1 Catalonia is the place _____ most cava is produced.
- 2 July 4th is the day _____ America celebrates its independence.
- 3 J.R.R. Tolkien, _____ wrote *The Lord of the Rings*, was a professor at Oxford University.
- 4 *Las Meninas*, _____ is one of Velázquez's most famous paintings, is in the Prado Museum.
- 5 Enrique Iglesias, _____ father is the famous singer Julio Iglesias, lives in Miami.

4 Join the sentences to make defining or non-defining relative clauses. (5 marks)

- 1 Hanif plays basketball. He's the tallest person in my class.

- 2 She was wearing the skirt. Dan had bought it for her.

- 3 Silvia is living with us. Her parents live in Kenya.

- 4 We ate some delicious gazpacho. Paco had made it.

- 5 That's the school. I used to go there when I was younger.

VOCABULARY

5 Complete the sentences with a preposition. (5 marks)

- 1 Fruit and vegetables are good _____ you.
- 2 Mrs Johnson is always friendly _____ her students.
- 3 He is very proud _____ his daughter.
- 4 Are you feeling optimistic _____ your exam results?
- 5 She's afraid _____ large dogs.

Unit 3 Test B

READING

British customs

When you go abroad you need to know about the local customs as well as the language. Behaviour which is normal in one country can be considered rude in another. Read about Manolo's exchange trip to England and try to spot the cultural mistakes that he made.

Manolo arrived at Heathrow airport and took the bus to Harmondsworth, fifteen minutes from Heathrow. There had been a queue of people waiting for the bus but when the bus arrived, he went straight to the front of the line and got on. He gave the bus driver a twenty-pound note, took his change and sat down.

Mr and Mrs Collins, who he hadn't met before and whose house he was going to stay in, were waiting for him at the bus stop. He gave Mrs Collins two kisses, and when Mr Collins held out a hand, Manolo stepped forward and hugged him.

The next evening Manolo went to have dinner with the Jacksons, who were friends of his parents. They invited him to dinner at 8 p.m. Not wanting to be late, he arrived at 7.50 p.m. At the end of the evening he took a taxi home. It cost £10.75 so he gave the taxi driver £11 and waited for his 25 pence change.

Did you find the mistakes? Read on to find the answers.

Travelling

First of all, the most important rule in Britain is that if you see a queue, you go to the back of it. If the queue is for a bus, you could spend the waiting time getting your change ready because bus drivers don't like big notes. Remember also that taxi drivers, porters, etc. may expect a small tip. In taxis, it's usual to round up the fare to the nearest pound.

Meeting people

Meeting somebody for the first time can be complicated. Even the local people don't really know what to do. Some young people have started to adopt the habit of exchanging kisses but it is not recommended for visitors. When men greet men, especially for the first time, it's customary to give a firm but friendly handshake. Hugs are only for friends or family.

Punctuality

If somebody invites you for dinner, it is important not to arrive too late. On the other hand, you shouldn't turn up early. Arriving about ten minutes late is the most polite.

1 Read the article and choose the correct answers A, B, C or D. (4 marks)

- Manolo ...
 - got on the bus before the other people.
 - got on the bus after the other people.
 - paid for his ticket before he got on the bus.
 - waited fifteen minutes for a bus to arrive.
- The Jacksons were ...
 - his friend's parents.
 - his parents' friends.
 - the people whose house he was staying in.
 - the Collins' friends.
- In Britain when you meet somebody for the first time you ...
 - kiss them once on the left cheek.
 - kiss them once on the right cheek.
 - never kiss them.
 - wait to see what they do, as there are no clear rules.

Name _____

Mark /25

- 4 How much money, approximately, was the taxi driver expecting?
A £10.80 B £11.00 C £12.00 D £15.00

2 Answer the questions using your own words. (6 marks)

- What mistake did Manolo make after he got on the bus?

- When Mr Collins held out his hand, what did he expect Manolo to do?

- If somebody invites you to lunch at 1 p.m., when is the best time to arrive?

GRAMMAR

3 Complete the sentences with *which*, *where*, *when*, *who* or *whose*. (5 marks)

- Mallorca is the place _____ Camper shoes are made.
- The Louvre, _____ is the most visited museum in the world, is in Paris.
- J.K. Rowling, _____ wrote the *Harry Potter* books, is now a multimillionaire.
- Stella McCartney, _____ father is Sir Paul McCartney, is a famous fashion designer.
- 2016 was the year _____ Rio de Janeiro held the Olympic Games.

4 Join the sentences to make defining or non-defining relative clauses. (5 marks)

- Marc can speak Portuguese. His mother's Brazilian.

- Paella is famous all over the world. It originated in Valencia.

- That's the café. Maria works there.

- I saw a film last night. It starred Matt Damon.

- I met a boy. He knows your cousin.

VOCABULARY

5 Complete the sentences with a preposition. (5 marks)

- He's always been good _____ sports.
- We're pessimistic _____ winning the game.
- Too much junk food isn't good _____ you.
- I'm not very fond _____ bananas.
- Why do you keep _____ doing that?