

Reading and Use of English

Part 6

- 1** Read the text below about the purpose of adventure. What type of text is it? Where would you read it?

Need help? Go to Exam tip page 14 in the Student's Book

Exam task

You are going to read an article about the purpose of adventure. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (1–6). There is one extra sentence which you do not need to use.



The purpose of adventure in the 21st century

In every era of history, adventurers and explorers have ventured out into the wild and unmapped parts of our planet. Some, like Charles Darwin, went with the aim of making new scientific discoveries. Others, such as the British polar explorer Ernest Shackleton, seem to have been motivated by the desire to push themselves and test the limits of their capabilities. This seems to be what drives a lot of modern adventurers, but some are beginning to question whether this is valid any more, given the problems facing our planet.

Sal Montgomery is an adventure kayak guide and is often seen on TV, leading expeditions along remote rivers in places like Bhutan, or the Kamchatka peninsula in Russia. She is a supporter of the idea of 'purposeful adventure' and points out that until recently, the way adventurers were shown on TV was all about the individual.

(1) This approach, she believes, is changing rapidly. Audiences now want to know what the meaning behind a trip is, and what good will come out of it.

Montgomery creates meaning not only by highlighting the state of the natural world when on an expedition – but by attempting to make up for any harm her trip might have caused once she gets back. (2) Her efforts raised a significant sum for the rainforest-conservation charity, the World Land Trust.

Montgomery also makes a point of highlighting the importance of inspiring young people, and regularly visits schools to talk about her work. She believes passionately that the barriers that prevent access to nature need to come down. (3) People will care enough to want to do it on their own.

Of course, our ability to push into the remote corners of our planet has increased dramatically since the days of Shackleton. Technological advances mean that expeditions today are cheaper but far more carbon intensive than ever before. (4) These are people who love the planet and want to dedicate their lives to exploring it, but doing so leads them to damage it.

Some say that the age of exploration is over, as the unmapped regions of the planet have gone from entire continents to a few mountaintops. This does make being 'first' to anywhere pretty difficult, but maybe climate change gives adventurers an opportunity. (5) Their role can be to communicate this to the rest of us.

A certain celebrity is still attached to the people who return from our remaining wild places. (6) It seems we no longer want explorers who come back from the wilderness with a story about themselves. We want to hear about our planet.

Listening



Part 1



- 1** Read through the context sentences. Which do you think will be monologues and which will be dialogues?

Need help? Go to Exam tip page 69 in the Student's Book

Exam task

03 You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C).

- A However, our judgement of what they are doing there appears to be becoming sharper.
- B Once that happens, it will no longer be necessary to make the case for looking after our wild places.
- C Indeed, it's not clear exactly what expectations we should have of them.
- D In one case, this involved taking two months off work in order to go on a lecture tour of the UK.
- E By visiting remote regions – the rainforests, a desert, the Arctic or Antarctic – they get a clear view of its impact.
- F Some guy was seen flying around the world, going to remote locations just to show off how tough he was.
- G As a result, many adventurers now face a dilemma.

- 1 You hear a boy talking about a computer course he did during his summer holiday.
What does he say about it?
 - A It's not clear why his dad selected it.
 - B He hesitated before agreeing to it.
 - C Overall it was a positive experience.
- 2 You hear two friends talking about a podcast series.
What do they agree about the choice of topics?
 - A Most aren't relevant to teenagers.
 - B They're not the reason for listening.
 - C It's surprising how interesting they are.
- 3 You hear a report on the radio about an expedition.
What information is being kept a secret for now?
 - A what the mountain is called
 - B when the expedition will take place
 - C which type of bikes will be used
- 4 You hear a girl talking to her father about a problem she's got.
How is the girl feeling?
 - A uncertain about what to do next
 - B impatient about her lack of progress in something
 - C hopeful that a solution has been found
- 5 You hear a teenager talking to his grandmother about his recent move.
What does he say about it?
 - A He appreciates how convenient his new location is.
 - B He's ready to start making new friends.
 - C He's pleased with how quickly he's adjusted.
- 6 You hear part of a class debate.
What is the girl doing?
 - A questioning the need for a new statue
 - B complaining about the style of the new statue
 - C offering her support for the new statue

- 2** Read the audio script on page 44 and underline the words that gave you the answer to each question.

Grammar

used to and would

1 Complete the sentences with *used to* or *would*. Sometimes both are possible, and sometimes you need the negative form.

- Your teacher give you more homework than he does now, didn't he?
- Before we moved into this house, we live in an apartment.
- When she was little, Tania eat an egg for breakfast every day.
- I like going for walks when I was young, but I love it now.
- When I was little, my mum sing to me at bedtime.
- Nicky be able to speak French, but he's forgotten most of it now.
- My brother be very sporty when he was little, but he prefers video games now.
- I don't watch a lot of TV any more, but I



Past tenses

2 Complete the sentences by choosing the correct verb form.

- There **was being** / **was** a big demonstration through the town centre at 1 p.m.
- It's been a long time since I **swam** / **had swum** in the ocean.
- Since my brother started learning the violin, we **had had** / **have had** no peace at home!
- When I lived in Japan, I **made** / **was making** lots of friends.
- By the time Jen asked me to join her band, I **'d already formed** / **have already formed** my own.
- My grandparents **were sitting** / **had sat** in their living room when the storm began.
- I **was** / **'ve been** interested in history since I was at primary school.
- My sister **'s been working** / **worked** as a lawyer for two years after she finished university.

Adverb formation

3 Turn the adjectives into *-ly* adverbs. Check the spelling rules for each group.

- | | | | | |
|---|------------|------------|-------------|---------------|
| 1 | steady | temporary | necessary | extraordinary |
| | | | | |
| 2 | reasonable | preferable | suitable | considerable |
| | | | | |
| 3 | active | close | alternative | desperate |
| | | | | |
| 4 | accidental | gradual | mental | potential |
| | | | | |

4 Complete each sentence with an adverb from Exercise 3.

- The amount of homework we get varies from teacher to teacher.
- The photographs of insects in my science book are beautiful.
- We could go to our usual skatepark, or we could try the new one that's just opened.
- Top athletes put as much effort into being prepared as into being physically prepared.
- I love maths and subjects related to it, like chemistry and physics.
- I don't think your proposal is the best way forward – let's look at other options.
- Josh was happy with his test results, but felt he could have done a bit better.
- When my mum gave up eating sugar, she cut down instead of stopping suddenly.

Vocabulary

-ing and -ed adjectives

1 Choose the correct adjective to complete each sentence.

- When my brother completed his half-marathon race, he was absolutely **exhausted** / **exhausting**.
- The exhibition on Ancient Egypt was **fascinated** / **fascinating**.
- A lot of **thrilled** / **thrilling** tennis matches have been played on Wimbledon Centre Court.
- I was deeply **moved** / **moving** when my granny gave me a gold necklace.
- I find being out in nature an incredibly **relaxed** / **relaxing** experience.
- The news was full of **distressed** / **distressing** stories, so I watched something else.
- I was **astonished** / **astonishing** to hear I had won the art competition.
- When our dog went missing it was a **worried** / **worrying** time for us, but luckily, she came home by herself.

Word building

- 2** Make nouns from each of the words using the suffixes from the box.

-ism -ness -ship -t/sion

- | | | | |
|--------------|-------------|-------------|-------|
| 1 apply | application | 7 lazy | ..... |
| 2 confuse | ..... | 8 partner | ..... |
| 3 criticise | ..... | 9 race | ..... |
| 4 dark | ..... | 10 relation | ..... |
| 5 identify | ..... | 11 weak | ..... |
| 6 journalist | ..... | 12 willing | ..... |

- 3** Make one or more adjectives from each of the words using the suffixes from the box.

-able -ful -ish -less -ous

- | | |
|-------------|-------------|
| 1 adventure | adventurous |
| 2 child | ..... |
| 3 end | ..... |
| 4 fool | ..... |
| 5 harm | ..... |
| 6 hope | ..... |
| 7 mystery | ..... |
| 8 predict | ..... |
| 9 price | ..... |
| 10 profit | ..... |
| 11 skill | ..... |
| 12 suspect | ..... |

- 4** Complete the sentences with words from Exercises 2 and 3.

- At the end of the basketball match there was some over whether we had won or lost.
- The man's refusal to answer questions made the police
- I had never completed a job before, so it took me ages to fill in the form.
- The teacher accused me of, but it was unfair as I had worked very hard on the project.
- It was a good film but the ending was totally – we all guessed what would happen.
- Unfortunately I've always been at sport, even though I enjoy it.
- When we were in Spain we visited a palace full of works of art.
- After a lot of research, the biologist was able to make an accurate of the insect.
- I really appreciate my teacher's to help me, even outside of lesson time.
- My brother is a very person. He's always trying something new.

Reading and Use of English

Part 3

Need help? Go to Exam tips page 19 in the Student's Book

Exam task

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example: 0 SCENERY



Whale watching in Norway

Last November, I went on a whale-watching trip with my parents through the gorgeous Arctic (0) of northern Norway.

SCENE

We departed from Tromsø early in the morning. The sea was rough, so the first part of the journey was a bit

(1) But I didn't mind – the views were absolutely

COMFORT

(2) We all agreed that we had never been in such stunning (3)

BREATH

SURROUND

We were lucky enough to see killer whales, dolphins and humpback whales. Our boat had an electric engine, which meant we could approach the animals (4) and avoid disturbing them. The whole experience felt very (5)

SILENT

PEACE

The boat itself was lovely. There was a good (6) of food and drinks available and the (7) on board was excellent. All in all, it was a very enjoyable trip and also an (8) one. I highly recommend it.

SELECT
SERVE

EDUCATION