

Optimise

Student's Book Pack



B1+

+ Student's Resource Centre

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The only way is up



READING | Multiple matching | Blog posts

- 1 In pairs or groups, imagine you're planning to climb a mountain. Make two lists.
- Problems you could have on the way up and down.
 - Things you should take with you.

EXAM SKILL

Understanding implication

- Some exam tasks require you to 'read between the lines.'
- Not everything in a reading text is stated directly. Some information is implied by the writer.
- For example, in a tourist brochure, it might say, *We strongly suggest you take wet-weather clothes with you.* So we can infer that it probably rains often there.

- 2 Find these sentences in the article and read the sentences around them. For each one, decide what is implied. Choose the correct word.
- It's not for everyone – your feet and legs will ache.*
This trip is quite **strenuous** / **boring**.
 - It's been described as the busiest mountain in Britain, and for good reason.*
It's busy because lots of people **visit it** / **work there**.
 - As my mum and I are huge fans of The Hobbit, we went on a dream holiday to New Zealand last year.*
They went to New Zealand to **relax** / **to visit the movie locations**.
 - The chair-lift ride to Knoll Ridge Chalet, New Zealand's highest café at 2,020 metres, is out of this world.*
The writer was **impressed** / **not impressed**.

OPTIMISE YOUR EXAM

Multiple matching

- This task may include inference questions. These often include words like *suggests* and *implies*.
- For example, in Exercise 3, question 4, none of the four teenagers says explicitly that their climb was 'for educational purposes', but one of them suggests (implies) it.

Reaching the Top

We asked you to send us your holiday experiences (good or bad) on the subject of 'height'. Here are some of the best posts we received.

A Rocio Montoya
AGED 14

Machu Picchu

Machu Picchu, which in Quechua means 'old peak', is a city in the clouds close to the modern-day city of Cuzco. It is an ancient Inca city that stands 2,430 metres above sea level, and its ruins are visited by tourists from all over the world. I visited it as part of a school project and we did 'The Inca Trail', a five-day trek along an ancient Inca path that passes through many famous Inca ruins and involves camping outdoors. It's not for everyone – your feet and legs will ache, but I found it very rewarding, in particular when we finally arrived at the Sun Gate of Machu Picchu.

If you are interested in doing the trail, book in advance as there are limited places, avoid the rainy season (October–April) and consider taking tablets to deal with the altitude.

B Gareth Williams
AGED 15

Mount Snowdon

I've climbed Mount Snowdon in Wales several times now, usually with friends. It's been described as the busiest mountain in Britain, and for good reason. Every time I have been, there have been plenty of walkers no matter what time of year it is. There are six main routes – some more difficult than others – and the climb can take five to six hours from start to finish. Apparently, Sir Edmund Hillary trained here for his amazing 1953 Everest climb. Presumably he chose some of the trickier routes, something we always do when we go up. You feel a real sense of achievement when you reach the top after a difficult ascent. And the hot soup they sell in the café there is a great reward! But if you're feeling a bit lazy, take the railway, which was built in the late 1890s, to the top. Personally, I've never been up on the train.

C Steffi Kunstmann
AGED 14

Dinner in the sky

My dad won tickets to the Dinner in the Sky restaurant in Vienna so he took the whole family, including my grandparents. Dinner in the Sky is an amazing concept. It's a gourmet restaurant that is lifted 50 metres into the air by a crane, giving amazing views of the city. However, I can't say that I would like to repeat the experience. Every time I looked down, I felt dizzy, and as a result, I lost my appetite. I tried to be happy for my family's sake, but I only relaxed once we were back on the ground. Not surprising really – I feel the same way on the balcony of our flat on the fifth floor.

D Sam Freeman
AGED 13

Mount Ruapehu

As my mum and I are huge fans of The Hobbit, we went on a dream holiday to New Zealand last year. We visited many of the locations from the movies and the one that sticks in my mind is Mount Ruapehu, the setting for the Lonely Mountain, home of Smaug the dragon. Part of me was disappointed when we got there. I had expected to see the huge film sets but of course, they were dismantled once filming had finished. However, the scenery there is breathtaking and we got to do a whole load of great activities, including skiing and snowboarding. The chair-lift ride to Knoll Ridge Chalet, New Zealand's highest café at 2,020 metres, is out of this world. I would definitely recommend a visit to Mount Ruapehu. Just don't go expecting to see film sets and pack your winter clothing!

3 2.18 For each question, choose from the people A–D. The people may be chosen more than once.

Which person	
1 mentions a famous mountaineering expedition?	1
2 made an effort to enjoy the trip?	2
3 suggests the place they visited was cold?	3
4 suggests that they visited the place for educational purposes?	4
5 suffered from being so high up?	5
6 had a different experience from what they imagined?	6
7 gives advice on how to organise a trip?	7
8 stresses how many routes there are?	8

- 5 Find each word in the text and write a short definition or close synonym. Use a dictionary if necessary.
- sea level (para A) _____
 - altitude (para A) _____
 - ascent (para B) _____
 - crane (para C) _____
 - sake (para C) _____
 - sets (para D) _____
 - scenery (para D) _____
 - breathtaking (para D) _____

RESEARCH | CULTURE | LEARN | ME

Find two more facts online about each of the four places in the article and turn them into eight questions. In pairs or groups, give each other a quiz.

Grammar in context

Write one word in each gap to complete these phrases and sentences. Then find them in the article on page 81 and check your answers.

- It's an ancient Inca city that stands 2,430 metres above sea level, and its ruins _____ visited by tourists from all over the world.
- It's _____ described as the busiest mountain in Britain, and for good reason.
- It's a gourmet restaurant that _____ lifted 50 metres into the air by a crane, giving amazing views of the city.
- I had expected to see the huge film sets but of course, they _____ dismantled once filming had finished.



REMEMBER

- We form the passive with *be* + past participle (+ *by/with/of*).
- If you're not sure what tense *be* should be in, or which past participle to use, try to imagine the active form of the sentence.
Active: *Susie has brought the ropes.*
verb = *bring*, tense = present perfect so we need to use the present perfect of the verb *be* (i.e. *have been*) in the passive sentence
Passive: *The ropes have been brought by Susie.*
- We normally use *by* if we want to say who or what does the action of the main verb, but sometimes we use other prepositions, such as *with*, *for*, *of* and *as*, depending on the meaning.
*Everest is now climbed **by** hundreds of people every year.*
*My new ropes are **made of** a special material.*

► See Grammar reference, Unit 8, page 155

1 Complete each second sentence, using the passive, so that it means the same as the first sentence.

- Every year, they rescue dozens of people from the steep slopes.
Every year, _____.
- They usually take the people they rescue to hospital by helicopter.
The people they rescue _____.
- Ponies carried everything up the mountain.
Everything _____.
- When did they make the path to the summit?
When _____?
- You should only climb the mountain in the spring and summer.
The mountain _____.

2 Write one word in each gap.

- The emergency shelter has been stayed in _____ a number of climbers.
- These ropes are very strong and are made _____ nylon.
- In the end, the rope was cut _____ a pair of scissors.
- K2 is also known _____ the Savage Mountain.
- The peak is covered _____ snow for most of the year.
- The rare mountain flower was identified _____ a botanist.

3 Put the verbs into the passive to complete the text. Sometimes there is more than one answer.

Everyone knows that Everest is the highest mountain on Earth, but what's the second highest? It (1) _____ (**call**) K2, and (2) _____ (**locate**) on the border between China and Pakistan. The summit (3) _____ (**never / reach**) during winter, and even during the summer the ascent is treacherous. For this reason, K2 (4) _____ (**often / refer**) to as the 'Savage Mountain', and (5) _____ (**consider**) by experts to be a lot more challenging than Everest. Because the Chinese side is particularly dangerous, climbs (6) _____ (**usually / attempt**) on the Pakistani side of the mountain. K2 (7) _____ (**first / conquer**) in 1954, when on July 31st a group of Italian and Pakistani climbers reached the top. Since then, the peak (8) _____ (**reach**) by only about 300 people. Sadly, more than 80 people (9) _____ (**kill**) in their attempts to reach the top.



THINK | RESEARCH | CULTURE | **LEARN** | ME

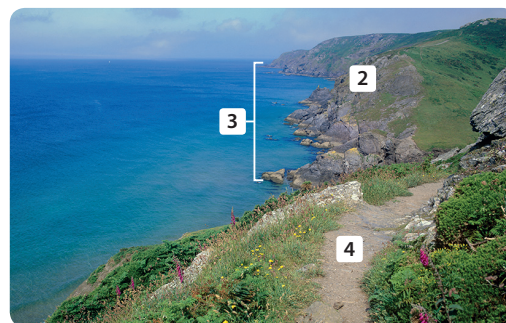
What are the differences between 'active' and 'passive' sentences in your language? Are they similar to or different from the active and passive forms in English?

Do you find forming and understanding the passive in English easy, or is it confusing?

Words connected with geographical features

1 2.19 Work in pairs. Match the words in the box to the numbers. Listen and check.

a cliff | a mountain range | a path
a slope | a stream | a summit | a valley
a volcano | a waterfall | coast



2 Choose the correct words to complete the sentences.

- When you're in the mountains you might need to wash in a **stream** / **range**.
- If we follow this **path** / **cliff** through the forest we will get back to the camp.
- The **summit** / **coast** of Mount Everest is 8,848 metres high.
- There are some excellent ski **streams** / **slopes** in the Alps.
- The **coast** / **cliff** was very steep and we needed ropes to climb it.
- My family usually goes on holiday to the **coast** / **stream** because we love swimming in the sea.

Nouns formed from verbs

3 2.20 Change each verb in bold into a noun to complete the sentences. Listen and check.

- Our _____ at the summit was greeted with cheers. **arrive**
- Their _____ from base camp was delayed due to bad weather. **depart**
- We've got no _____. We'll have to turn back. **choose**
- I want everyone on their best _____. **behave**
- I loved her _____ of the view from the top. **describe**
- We'd better find a _____ soon or we'll be stuck here all night! **solve**
- There's a huge _____ of plants and flowers on the lower slopes. **vary**
- We need to make a _____ about our geography project. **decide**
- I've come to the _____ that rock climbing isn't for me. **conclude**
- You'll notice a wide _____ in temperature from day to night. **vary**

Words + prepositions

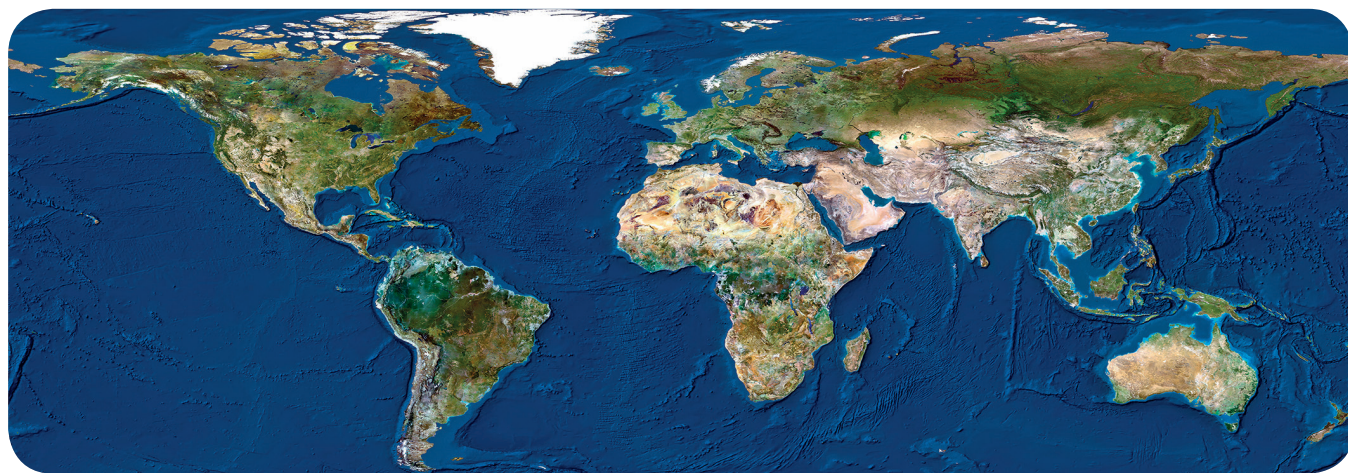
4 2.21 Complete the text with prepositions. Use the words in italics to help you. Listen and check.

Posted 19/11/16 16.34

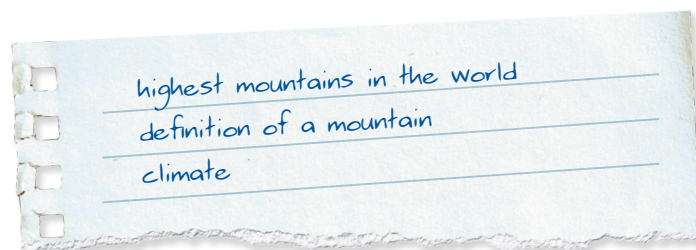
Well, I can't blame my mum. She *warned* me (1) _____ going rock climbing and abseiling. She said: 'Carol, what's the *purpose* (2) _____ going all the way up, just to come down again?' But when Angie picked me up, I actually felt *optimistic* (3) _____ it and thought we'd have a great day. What I was *lacking* (4) _____ experience I'd make up for with enthusiasm. I wasn't worried at all – I knew the instructors *specialised* (5) _____ dealing with novices.

Going up was no problem. After we'd checked there was nothing *wrong* (6) _____ the way I'd attached my harness, I started my descent.

Well, I've never been abseiling before. I didn't realise you've got to be careful not to *crash* (7) _____ the rock face as you go down, and secondly that you can get stuck. After I'd been hanging there for several minutes – with no *shelter* (8) _____ the driving rain – I knew I was in serious trouble.



- 1 Imagine you have been asked to do a geography project on mountains. What different aspects might you focus on?



EXAM SKILL

Listening for opinion

- Listening tasks often test your ability to distinguish fact from opinion.
- Listen out for common phrases to express opinions, as they will help you decide. Some of these appear in Exercise 2.

- 2 2.22 Listen to someone agreeing with the statement below in eight different ways. Complete the opinion phrases.

Many geologists argue that we need to take steepness into account ...

- 1 ... I _____ to think ...
- 2 ... that makes _____ to me ...
- 3 ... that _____ like ...
- 4 I don't _____ with that ...
- 5 To my _____, ...
- 6 If you _____ me, ...
- 7 _____, I agree with that.
- 8 My _____ is ...

OPTIMISE YOUR EXAM

Sentence completion

- If you have written more than three words, listen carefully the second time and decide which words you need to cut.
- Check your answers and try to spell everything correctly.

- 3 2.23 Listen to Sandra Atkins talking about mountains. Complete the sentences with a word or short phrase.

Sandra says she'll describe typical mountain environments, plants and wildlife, and (1) _____.

Sandra says that (2) _____ and countries may disagree about what a mountain is.

Sandra disagrees with the need to (3) _____ mountains in great detail.

Approximately 35% of (4) _____ is mountainous.

Sandra's opinion of 'plate tectonics' is that it is (5) _____.

'Fold mountains' are frequently part of a (6) _____.

Sandra describes a 'fault' as being like a channel or (7) _____.

Sandra mentions a mountain higher than Everest that's over (8) _____ in height.

- 4 2.23 Listen again and check your answers.

THINK | RESEARCH | CULTURE | **LEARN** | ME

What do you think are the best strategies for making an interesting presentation?

Grammar in context

Read this extract from the audio in the listening lesson. Write the correct word in bold next to each statement.

So, my **geography** project is on **mountains**, and to be honest, when I was first given this **topic**, I wasn't particularly interested by it because I thought mountains were a bit boring, but now I've done some **research**, there's a lot more to mountains than you might imagine.

- 1 This is a singular countable noun. _____
- 2 This is a plural countable noun. _____
- 3 These are uncountable nouns. _____



REMEMBER

- Uncountable nouns are often: abstract ideas, e.g. *truth, information, news*; materials, e.g. *iron, glass, water*; collections, e.g. *furniture, luggage*.
- Most uncountable nouns are treated as singular, even if they're describing more than one object: *All the furniture in the room **was** broken.*
- There are a few uncountable nouns which are treated as plural, even if they're describing only one thing. These include *clothes, jeans, trousers, scissors, groceries, sunglasses*.
- How you use articles (*a(n), the, no article*) and quantifiers (*few/little, much/many*, etc.) often depends on whether a noun is countable or uncountable.

► See Grammar reference, Unit 8, page 156

- 1 Write the verb in the correct form to complete the sentences.

- 1 All the information they gave us about abseiling _____ really useful. (**be** – present)
- 2 The news about the volcano _____ very worrying. (**be** – past)
- 3 The waterproof trousers you lent me _____ incredibly warm. (**be** – past)
- 4 Chocolate _____ a good source of energy when you're walking or climbing. (**be** – present)
- 5 Your knowledge of the highest mountains in the world _____ me! (**amaze** – present)
- 6 Those lambs _____ really tiny down there in the field. (**look** – present)

- 2 Choose the correct word or phrase.

Q | Archive | Settings

Posted 14/12/16 12.50

So, for quite some (1) **times** / **time**, I'd been dangling off the side of a cliff. The instructor at the top was trying to give me a (2) **little** / **few** encouragement. The instructor at the bottom was trying to give me a (3) **little** / **few** instructions. I wasn't listening to either of them. I was thinking about how (4) **much** / **many** rain was running down my neck and under my clothes, and how (5) **much** / **many** times my mum has warned me not to do adventurous things. 'Only (6) **little** / **a few** people in the world really enjoy doing dangerous things, and you're not one of them,' she always tells me. And she's right.

- 3 Write *a, an* or *the* in each gap to complete the text. If no article is needed, put a dash (-).

Q | Archive | Settings

Posted 15/12/16 10.15

Then I heard Angie give me a piece of (1) _____ advice. 'You're wearing (2) _____ pair of thick boots, Carol. Use them to kick against (3) _____ rock. As you do that, just move your arm that's holding (4) _____ rope behind your (5) _____ back.' I'd heard (6) _____ instructor below say something similar a number of (7) _____ times before, but Angie's tone of (8) _____ voice revealed (9) _____ anger she was feeling, so I thought I had (10) _____ little choice. She had (11) _____ car keys, after all. Less than (12) _____ minute later, I was back down on (13) _____ ground.

Despite my nerves, we had (14) _____ amazing time and we're going there again (15) _____ next week!

THINK | RESEARCH | CULTURE | **LEARN** | ME

Imagine Carol in Exercise 3 was your friend, and you could leave a comment under her blog post. What would you write?

Flipped classroom

- 1 Watch the *Talk2Me* video and answer the questions.

- Which activities do the people on the video discuss?
- Which activities do they think are the most expensive/dangerous/exciting to watch?
- Do you agree/disagree with what they say?

- 2 Watch the video again. Underline the expressions in the *Phrase expert* box that you hear on the video.

PHRASE EXPERT

as far as I'm concerned | I agree / don't agree with you/that | I'd say | if you ask me | I'm of the opinion/view that | in my opinion/view | I tend to think | Personally, | that makes sense to me | to my mind

- 3 In pairs or groups, answer the question.

What adventure activities do you know? Check the meaning of these and add your own ideas.



EXAM SKILL

Expressing and justifying opinions

- In the Listening section, you saw some words and phrases for expressing opinion.
- When expressing an opinion, always try to justify it. See the *Phrase Expert* box in Unit 6 (page 64) for phrases giving reasons.

- 4 Complete these sentences with phrases for expressing opinions.

- _____ my opinion, skiing is more expensive than rock climbing.
- I _____ to think that abseiling is more dangerous than scrambling.
- A: If you _____ me, skiing is much more exciting to watch than rock climbing.
B: I _____ agree with that.
- As far as I'm _____ skiing and rock climbing are equally tiring.
- I'd _____ skiing is the most exciting to do.

Talk2Me

So, what do you think?

- 5 Choose from the activities in Exercise 1. For each one, answer the question and give a reason.

Which is the most ...

- 1 expensive?

Example: *Skiing because you need all the equipment and ski resorts are often very expensive.*

- enjoyable?
- dangerous?
- difficult?
- exciting to watch?
- exciting to do?
- tiring?

OPTIMISE YOUR EXAM

Discussion

- When using opinion phrases, the stress is usually on the 'I/my' word, so: *in my opinion*, *to my mind*, *as far as I'm concerned*, etc.
- You can practise this further in this unit's *Say it right* activities (Resource centre).

- 6 In small groups or as a class, follow the instructions.

- Each of you should:
 - choose two activities from Exercise 3.
 - use your ideas from Exercise 4.
 - choose an opinion phrase from the *Phrase expert* box.
- When it's your turn, compare the two activities you've chosen, giving a reason for your opinion.
Example: *If you ask me, skiing is more dangerous than rock climbing because you're going so fast. If you fall over, you can easily break a leg.*
- When it's not your turn, agree or disagree with what the other people in the group say, giving reasons.
- Repeat the task with different activities, phrases and reasons.

SAY IT RIGHT

Resource centre: Unit 8
Stress in opinion phrases

- 1 In pairs, imagine this photo is important to you for some reason. Describe it to your partner, saying why it's important and how you feel about it.



EXAM SKILL

Nouns (2)

- Forming nouns correctly is an essential skill in word formation tasks in many exams.
- Unit 3 and the Vocabulary section in this unit, have both featured noun formation. Exercises 2 and 3 below look at other ways to form nouns.
- If you're not sure what the noun form is, think about common noun suffixes (endings), such as *-ity*, *-ness*, *-ment*, etc., and ask yourself which one sounds right.

- 2 Write nouns from each of these words. All the nouns will end in the same two letters.

- | | |
|----------------|---------------|
| 1 deep _____ | 6 true _____ |
| 2 die _____ | 7 warm _____ |
| 3 grow _____ | 8 wide _____ |
| 4 long _____ | 9 young _____ |
| 5 strong _____ | |

- 3 Write the positive and negative nouns in the correct column.

	positive noun	negative noun
mature		
perfect		
possible		
responsible		

OPTIMISE YOUR EXAM

Word formation

- Always check your spelling carefully. If you make one small spelling mistake, your answer will be marked wrong.
- Be particularly careful when forming nouns from words that end in *-e*. Sometimes the *-e* remains (*improve* – *improvement*) and sometimes the *-e* is removed (*wide* – *width*).

- 4 Write the correct noun form of the word in bold in each gap to complete the text.

A hero on Everest

In 2015, a powerful earthquake in Nepal caused an avalanche on Mount Everest, but in the middle of all of the (1) **DIE** and destruction, some people became heroes. One was Dr Rachel Tullet. She had to make a (2) **CHOOSE** between treating her badly injured leg or helping other people. She decided to take (3) **RESPONSIBLE** for dealing with the wounded in the medical tent at base camp. Her selfless (4) **BEHAVE** saved 23 lives, keeping the patients alive for almost 24 hours until the (5) **ARRIVE** of a helicopter to take them to safety and medical (6) **TREAT** in Kathmandu. After the (7) **DEPART** of the helicopter, Dr Tullet attended to her own wounds, stitching up the serious cut in her leg without anaesthetic. From the (8) **DESCRIBE** of Dr Tullet's amazing work by the people who witnessed it, it's clear that she really is a true-life hero.



1 In pairs, explain what the activities are, using the questions below.

astronomy | snowboarding
whitewater rafting

- Where is it done?
- Who does it?
- How is it done?
- What do you need to do it?
- Why do people do it?



EXAM SKILL

Explaining

- In writing tasks, you sometimes have to explain things to help your reader understand better.
- 'Wh-' questions can help you focus on giving an explanation (e.g. what something is, where/when/why/how something happened, etc.).
- When you explain, you may need to state the facts, give an opinion or include reasons.

2 Read this email and answer the questions.

Bex does a lot of explaining in her email.
What words does she use to say ...

- how she felt getting Alisha's email?

- how she felt hearing about Alisha's new school?

- how she feels about Alisha's project?

- where she lives?

- where Snowdon is?

- when she went there?

- why she likes it?

- what people can do there?

- which activities she did there?

- her hope for what she's told Alisha?

To: Alisha

Subject: Your project

Hi Alisha,

Thanks for your email. It was lovely to hear from you! I'm glad you're settling in well at your new school.

So, your project on mountains sounds interesting! As you know, I live in the city but I've been to a few mountains. You asked me to pick an interesting one. I'd choose Snowdon, which is a 2-hour drive from where I live. We went there on a school trip recently.

It's great because it's really high, but there's a railway up to the top so you don't have to spend hours walking and climbing to get there. The view is stunning – you can see for miles. They have lots of telescopes up there, so you can see things far away in great detail. The people and cars at the bottom look really tiny!

There are loads of things you can do there, including horse-riding, rock climbing, mountain-biking, and even whitewater rafting. We didn't do anything like that on our trip – maybe next time.

I hope that's useful for you. Let me know how your project goes!

Bye for now,

Bex

OPTIMISE YOUR EXAM

A letter / An email

- Make sure you read the question information carefully. Don't start planning and writing until you're sure you understand it.
- If you forget to include key information, or include information that isn't asked for, you will lose marks.

3 Look at this writing task and answer the questions.

You have received this email from your English-speaking friend, Alex.

From: Alex **Subject:** class project

Can you help me with a class project? I have to write about activities which people do on mountains. Can you tell me about a mountain activity that you like? Explain what it is, what skills and equipment you need to do it, and why you find it interesting.

Write your **email**.

- Will your email be formal or informal?

- How many activities do you need to choose?

- Can you choose an activity that you've never personally done?

4 Make notes to complete the chart.

Activity:	What does it involve?	What skills/equipment do you need?	Why do you find it interesting?	Other information you'd like to include:

5 In pairs, tell each other what you're going to write about. Listen to your partner's advice

6 Plan Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
First line	greet the person you are writing to	<i>Dear ... , Hi ... !</i>	
Paragraph 1	thank the other person for their email and refer to a piece of news	<i>Thanks for your email. It was great to hear from you. I'm glad you had a good party, etc.</i>	
Paragraph 2	say what activity you like and explain what it is and what skills/equipment you need	<i>You asked me about ... I'd say that my favourite thing to do in the mountains is ... You need ... to do it, and you have to be ...</i>	
Paragraph 3	explain why you like it	<i>I love it because ... It's such a lot of fun when you ...</i>	
Paragraph 4	say you hope it helps and offer to help further	<i>Hope that helps! Let me know if you need ...</i>	
Closing expressions	ask them to reply, express love, etc.	<i>Write soon! Love, Lots of love, Best wishes, (+ first name)</i>	

7 Write Write your email in an appropriate style. Write 140–190 words.

8 Check Before you hand in your email, complete this checklist.

Checklist

- | | |
|---|---|
| <input type="checkbox"/> I've used informal language. | <input type="checkbox"/> I've described and explained the activity in detail. |
| <input type="checkbox"/> I've started and ended my email in the right way. | <input type="checkbox"/> I've written at least four main paragraphs. |
| <input type="checkbox"/> I've referred to some news from Alex's email in the first paragraph. | <input type="checkbox"/> I've checked my spelling and grammar. |

GRAMMAR AND VOCABULARY

1 Write a form of the word in capitals in each gap.

FRIENDS IN NEED

We often go through our daily (1) _____ without thinking about our health until something goes wrong. Then, the (2) _____ we have with other people become important. Those we have a close (3) _____ with will offer us love and (4) _____, or so we hope. It is at times like these, when we are most in need of (5) _____, that we discover who our friends really are, based on their (6) _____. Each of our friends has a (7) _____: to be there for us or not. Those who make the (8) _____ to help us are our true friends.

- EXIST
- RELATION
- FRIEND
- ENCOURAGE
- ASSIST
- BEHAVE
- CHOOSE
- DECIDE

___/8

2 Choose the correct word or phrase.

- 1 The money for the tickets **is** / **are** in my backpack.
- 2 We haven't got **many** / **much** wood left for the camp fire.
- 3 I'm afraid the news **isn't** / **aren't** good.
- 4 A large **number** / **amount** of people were trapped on the mountain.
- 5 Only a **little** / **few** people have ever climbed this mountain.
- 6 Your advice **was** / **were** really helpful.
- 7 These trousers **is** / **are** really tight around the waist.
- 8 We've got **little** / **a little** water left, but not very much.
- 9 Those two pieces of information **is** / **are** extremely useful.
- 10 Of course that bridge is safe – it's made of **iron** / **an iron**.

___/10

3 Write *a*, *an* or *the* in each gap where necessary. If an article is not necessary, put a dash (–).

I had never tried (1) _____ mountain-climbing before. When (2) _____ friend suggested having (3) _____ go, I thought it was (4) _____ interesting idea. We went along to one of (5) _____ local clubs and asked about having (6) _____ lessons. (7) _____ person in charge of the club was really friendly and explained what was involved. You spend some time on (8) _____ ground, learning about different aspects of climbing, so that (9) _____ accidents are less likely. The club has (10) _____ climbing wall, and that's where you start to get experience. I can't wait to start on a real mountain!

___/10

4 Match to make sentences. There is one ending you won't use.

- 1 Eva says she's made ____
- 2 Teaching my friend how to climb took me ____
- 3 Our instructor hasn't said which mountain ____
- 4 Climbing can be hard when you fall ____
- 5 I don't know what's wrong ____
- 6 We had to take ____
- a) up with the idea of climbing the mountain.
- b) back to the time when I tried it myself for the first time.
- c) shelter from the rain at one point.
- d) a lot of friends since joining the climbing group.
- e) out with the people you are on the mountain with.
- f) with this torch but it's not working properly.
- g) range we're going to next summer.

___/6

5 Put the verbs into the correct passive form.

- 1 The three climbers will _____ an award next week. (give)
- 2 Apparently, the mountain _____ at last. (just / climb)
- 3 The railway _____ in 1888. (build)
- 4 The ropes _____ by a qualified instructor. (always / check)
- 5 I'll never forget _____ and going to hospital in a helicopter. (rescue)
- 6 It was interesting for the kids _____ a lecture about mountain-climbing. (give)

___/6

6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 Carrie Adams gave us the climbing equipment.
The climbing equipment _____ Carrie Adams.
- 2 We started climbing before 11 and we were still climbing at three!
By three o'clock, we _____ over four hours!
- 3 I told you not to take such an expensive watch to the beach.
I _____ such an expensive watch to the beach.
- 4 Only people with enough experience are allowed to climb this mountain.
People who _____ aren't allowed to climb this mountain.
- 5 Do you think you'll solve the problem?
Do you think you'll _____ the problem?

- TO
- CLIMBING
- AGAINST
- LACKING
- FIND

___/10

Total score ___/50

EXAM SKILLS

Tick the statements that are true for you. Review the skills in the unit if you need more help.

I can ...	Unit/page
<input type="checkbox"/> understand linking words/phrases in a story	Unit 7 p70
<input type="checkbox"/> predict synonyms in short extracts	Unit 7 p74
<input type="checkbox"/> ask for clarification during a collaborative task	Unit 7 p76
<input type="checkbox"/> understand the form and function of different verbs and apply them in sentence transformations	Unit 7 p77
<input type="checkbox"/> use narrative tenses in a story	Unit 7 p78
<input type="checkbox"/> understand implication in blog posts	Unit 8 p80
<input type="checkbox"/> listen for words and phrases expressing opinions in a short talk	Unit 8 p84
<input type="checkbox"/> express and justify my opinions in a discussion	Unit 8 p86
<input type="checkbox"/> understand how nouns are formed and use them in word-formation exercises	Unit 8 p87
<input type="checkbox"/> explain things so other people can understand them in a letter/email	Unit 8 p88