

B1

PRELIMINARY

FORMULA

FOR EXAM SUCCESS

EXAM TRAINER

without key

and **Interactive eBook**

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The first page of each exam part begins with a section entitled ABOUT THE TASK. This provides key information about this exam task and its key testing aims.

The first TEST section starts with a mini exam PRACTICE TASK, which is a reduced version of what you will find in the actual B1 Preliminary exam.

The TEACH section provides detailed practice of the strategies and skills required to perform well in the exam part. You are guided through in a systematic, step-by-step way, building on each skill as you progress.

READING - Part 6 Open cloze

ABOUT THE TASK

- In Reading Part 6, you read one short text. Six words are missing from the text.
- You have to decide on the correct word to fill each gap and you write this word in the gap.
- The gaps test your understanding of grammatical words such as prepositions, pronouns, articles, auxiliary verbs, question words and so on.
- You must spell the word you write correctly.
- There is one mark for each correct answer.

Practice task

- Read the first paragraph of a text about daydreaming. For each question, write the correct answer. Write one word for each gap.

Daydreaming

– good or bad?

People often think daydreaming is a bad thing. They say that those (1) _____ do it are wasting time – that students daydreaming in class (2) _____ not interested in their studies and people daydreaming at work are doing their jobs badly.

But is this actually true? Sometimes people daydream in order to relax and give themselves (3) _____ break. Then, when they come back to their task, they can focus on it better. People usually know when they need to concentrate and how (4) _____ do this.

Some scientists say that if you have a difficult problem to think about carefully, daydreaming may be a positive thing. They suggest that our brains become (5) _____ active, not less, when we daydream and that we may find the answer to the problem by daydreaming.



How did you do?

- Check your answers.
- Look at the answers you wrote in the gaps (1-5) in Ex 1 again. Which answer is
 - A part of a verb?
 - B a relative pronoun?
 - C part of a comparative?
 - D an indefinite article?

READING - Part 6 Open cloze

Strategies and skills

Relative clauses

- Complete the sentences with the relative pronouns in the box.

that what where when which who
whose why

- I live in a small village _____ everyone knows each other.
- My sister is a person _____ loves to play tennis.
- I have no idea _____ to do on Saturday now that my friend isn't coming to stay.
- We were late so the show had already started _____ we arrived.
- During the course I studied with Joe, a teacher _____ special interest is ancient history.
- I wasn't sure _____ the tour was cancelled and no one could tell me the reason.
- The hotel, _____ was located in the town centre, was fantastic.
- The show _____ I had originally intended to see was sold out so I couldn't get tickets.

SPEAKING BOOST

Discuss or answer.

- What time do you usually go to bed? Is it the same in the week as at weekends?
- In what situations do you find it difficult to get to sleep? What can you do to help?

Articles and quantifiers

- Complete the paragraph with a, an or the.

My country life

When I woke up it was very early in (1) _____ morning. I got out of bed, went to (2) _____ kitchen and made myself (3) _____ cup of coffee. It was going to be (4) _____ very hot day and I could hear birds singing in (5) _____ trees outside my window. I love living in (6) _____ countryside, even though I have fewer opportunities for entertainment. I used to enjoy (7) _____ evening out with friends, though now I think it's more of (8) _____ advantage to be able to do things like walking and cycling! I think I'm (9) _____ healthiest I've ever been and don't regret (10) _____ thing about moving here.

- Choose the correct word to complete each sentence.

- We had to run because we didn't have **many / much** time before the bus came.
- I only have a **little / few** work to do this weekend so we can go to the beach.
- I don't think that **many / few** people are coming to the party.
- I need to get **some / any** bread next time I go to the supermarket - we don't have **any / many** in the cupboard.
- Only a **few / little** students get the top grade.
- The jewellery she buys can cost as **much / many** as £2,000, which is a **lot / lots** of money!
- I've lost my purse so I haven't got **any / some** cash on me. Can you lend me **some / lots**?
- I find grammar a **little / much** difficult so I try to do a **few / many** exercises every night.

Comparing

- Rewrite each sentence with the word in brackets in the correct place.

- Jodie wears smart clothes that she always looks elegant. (such) _____
- Most sports cars are expensive for people like me to buy. (too) _____
- I'm not hungry to eat a big meal at the moment. (enough) _____
- The tram was crowded that I had to walk home. (so) _____
- The second film was as good as the first one, in my opinion. (not) _____
- The important thing for me is to do well at college. (most) _____
- Some people think that dogs are friendly than cats. (more) _____
- I haven't finished my project yet - it's harder I thought. (than) _____

- Match the sentence beginnings (1-8) with the endings (A-H).

- | | |
|---|--|
| 1 I was so busy reading _____ | A like my friend Elena. |
| 2 I didn't realise that there would be so _____ | B that I missed my station. |
| 3 The hotter the day, _____ | C most popular actors. |
| 4 Jose is now one of the world's _____ | D such a snowy day. |
| 5 I love the film - I've seen it _____ | E the course would be. |
| 6 I didn't know how difficult _____ | F the more difficult it is to stay cool. |
| 7 I was cold walking home because it was _____ | G more than ten times. |
| 8 The job would be perfect for someone _____ | H many people at the concert. |

The practice task is followed by a series of 'How did you do?' questions that encourage you to reflect on how you performed.

In Reading and Listening exam parts, you can find optional Speaking boost tasks. These provide questions to prompt speaking practice in class, or individually at home, to help develop your communicative skills.

READING - Part 6 Open cloze

6 Complete the paragraph with the words in the box.

as less like most same such than the

Do people think like computers?

Many studies have been done on whether computers can think in the (1) _____ way as people. But do people ever think like computers?

Computers are obviously (2) _____ as best at some things. (3) _____ as maths or remembering information, but they are (4) _____ skilful at identifying objects. The (5) _____ difficult thing for them is that they can only recognise what they have been programmed to see. So for example, if little changes are made to a picture of a car so that it looks (6) _____ something else, the computer can no longer recognise it.

It's easy to think that people would not make the same mistake and would do better (7) _____ the computer but strangely, when a group of people were shown the same picture they were as bad (8) _____ the computer.

SPEAKING BOOST

Discuss or answer.

- 1 In a typical day, what do you use a mobile phone, laptop and/or tablet for?
- 2 Have you ever lost a mobile phone, laptop or other piece of technology? What happened?

Future forms

7 Find and correct the mistakes with future forms in the sentences. Two sentences are correct.

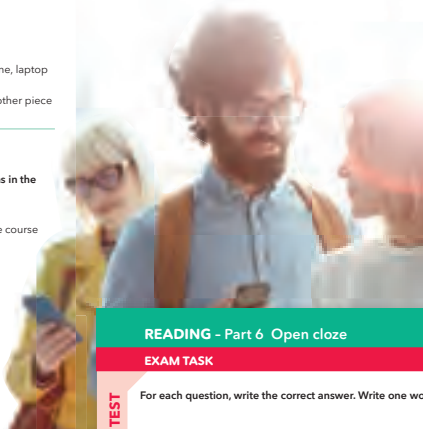
- 1 Harry is going have his hair cut tomorrow.
- 2 Violet has decided she won't doing the college course next year.
- 3 I don't feel well so I think I'll go home now.
- 4 I was going to cook but I think I'll to get a takeaway instead.
- 5 I promise I'll being there on time tomorrow!
- 6 I going to study tonight so I can't come to the cinema after all.
- 7 The train leaves at ten o'clock so don't be late!
- 8 I'll helping you with your computer problem if you like.

Linking words and expressions

TIP: Read the whole sentence before you choose the linking word.

8 Choose the correct word (A, B or C) to complete each sentence.

- 1 _____ travelling by bus can be slow, it's good for the environment.
A Although B But C However
- 2 I wasn't keen to go to the festival _____ the tickets were so expensive.
A unless B because C whereas
- 3 We took my friend to the castle _____ she could see the paintings there.
A so that B since C where
- 4 The winter is really cold here _____ the summers are hot.
A if B when C but
- 5 There is a weekly market where you can buy fruit and vegetables, _____.
A after B and C too
- 6 We chatted to each other _____ we were waiting in the queue.
A while B unless C for



Each strategy, skill or language focus is clearly labelled, and there is a variety of exercise types throughout.

There are TIP boxes which give targeted advice on how to approach the particular exam part.

READING - Part 6 Open cloze

EXAM TASK

For each question, write the correct answer. Write one word for each gap.

Why are extreme sports popular?

Extreme sports like free climbing or big wave surfing seem to be thrilling and, in comparison, more traditional sports (1) _____ as golf or tennis may seem rather boring. But why are they becoming so popular?

The reason seems obvious – people want excitement and some find this by doing extreme leisure activities like bungee jumping. But this explanation is not (2) _____ whole truth for people who take extreme sports very seriously. These people are real athletes (3) _____ train hard, prepare well and are experts in their chosen sport.

So (4) _____ is the explanation for the increasing interest in extreme sports? Solo rock climbers speak (5) _____ using all their senses as they climb – hearing every tiny sound and feeling every movement around them. They describe it as an unusual and positive experience. So it's (6) _____ the excitement or the danger that makes them do it but the feeling of being alive.



All the full exam tasks are clearly flagged like this in every exam paper and part.

The final TEST section is a full-length B1 Preliminary exam task. This provides an opportunity to put the strategies and skills you have studied into practice. You should apply the strategies and skills that you have practised when you do the task to perform well. Completing the full exam task also gives you valuable experience of the kind of task you can expect to find in the Cambridge B1 Preliminary exam.

An Answer Key for all tasks is provided, either in the back of your book or via the Digital resources.

All audioscripts are printed in the back of the book.

What is *Formula*?

Formula is a brand-new exam preparation course that provides teachers and learners with unrivalled flexibility in exam training. The course offers complete and extensive preparation for the Cambridge B1 Preliminary, B2 First and C1 Advanced exams. The core materials provide thorough, step-by-step targeted exam training, helping learners to develop a deeper understanding of the strategies and skills needed to succeed. Comprehensive practice of these skills and strategies for each exam task type is systematically provided through engaging, contemporary topics.

The course comprises two core components: the **Coursebook** and the **Exam Trainer**. These can be used as stand-alone components, or together, depending on the learning environment.

Both course components are suitable for the standard and 'For Schools' versions of the Cambridge English exams.

What is the *Formula* B1 Preliminary Exam Trainer?

The *Formula* B1 Preliminary Exam Trainer is specially designed to maximise your chances of success in the Cambridge B1 Preliminary or B1 Preliminary for Schools examinations.

It can work either as a standalone component or in combination with the *Formula* B1 Preliminary Coursebook. Its structure follows the Cambridge B1 Preliminary exam, working systematically through each Paper and Part, from Reading Part 1 to Speaking Part 4. Each Paper is introduced with a detailed overview of the exam task format, followed by a 'Test, Teach, Test' approach, to improve understanding and performance.

The Test, Teach, Test approach

TEST: A mini 'practice task' that reflects the Cambridge B1 Preliminary exam task for that Part, with a 'How did you do?' reflection activity. This helps learners familiarise themselves with the task type and quickly highlights any obvious focus for improving performance.

TEACH: An extensive series of explanations, tips and targeted tasks to practise the strategies and skills for improving performance in the exam. The skills are organised in priority order, so students with little time know which sections to focus on first to gain maximum effect.

TEST: A full-length, authentic-style exam task to put the exam training to the test, with a full, 'smart' answer key.

At the back of the Exam Trainer there is also a full, authentic-style Cambridge B1 Preliminary exam, with accompanying audio. We advise that this exam is taken under exam conditions when the training phase is complete.

All audio for the Exam Trainer is available via the App and Digital resources. The audio is available for download so you can save it to your device to listen offline.

How can I use the *Formula* B1 Preliminary Exam Trainer?

The *Formula* B1 Preliminary Exam Trainer is a flexible component and can be used effectively in a number of different learning environments. Here are some typical situations:

You are studying for the Cambridge B1 Preliminary exam with other students in a classroom scenario, probably over an academic year.

You are using the *Formula* B1 Preliminary Coursebook in class. Sometimes you will also do the related exercises or even a whole exam part from the *Formula* B1 Preliminary Exam Trainer in class, though your teacher will ask you to do exercises from it at home as well. You will use the entire Exam Trainer or you will use it selectively, depending on your needs and the time available.

You have already completed a Cambridge B1 Preliminary exam course or general B1-level English course. You are enrolled on an intensive exam preparation course with other students to do targeted exam practice.

You may have already worked through the *Formula* B1 Preliminary Coursebook or perhaps another Cambridge B1 Preliminary coursebook. You will use the *Formula* B1 Preliminary Exam Trainer in class to give you a concentrated and highly focused short exam course. This will provide systematic, teacher-led exam training paper by paper, with Speaking boosts for communicative activities in class. You may focus on the exam sections in class, and the skills and strategies at home, or the reverse. There is also a full, authentic-style Practice Exam included in the title, which you can sit under exam conditions prior to taking the exam.

You only have a short time available to prepare for the Cambridge B1 Preliminary exam and are not enrolled in an exam preparation course.

You have been attending general English classes and your level of English is already nearing Cambridge B1 Preliminary exam standard. You now need targeted exam skills practice. You will use the *Formula* B1 Preliminary Exam Trainer independently to work through each of the exam papers in order, so that you are familiar with the exam tasks and equipped with key strategies for improving your performance. The Speaking boost sections provide valuable speaking practice and the full, authentic-style Practice Exam can be sat under exam conditions prior to taking the exam.

You only have a short time available and are preparing for the Cambridge B1 Preliminary exam on your own.

Maybe you are not attending English classes at present but wish to take the Cambridge B1 Preliminary exam and prepare for it independently. You will use the *Formula* B1 Preliminary Exam Trainer independently to work through each of the exam papers in order, so that you are familiar with the exam tasks and equipped with key strategies for improving your performance. The Speaking boost sections provide valuable speaking practice and the full, authentic-style Practice Exam can be sat under exam conditions prior to taking the exam.

ABOUT THE TASK

- In Reading Part 1, you read five short texts on different topics. These texts are taken from real-world situations, including signs, notices, messages, emails and so on.
- You identify the meaning of the text.
- Each question has three multiple-choice options (A, B and C) for you to choose from.
- You choose the option that is most similar in meaning to the text.

TEST

Practice task

1 For each question, choose the correct answer.

1 **No noise between 11 p.m. and 7 a.m. Please come and go quietly during this time so you don't annoy other people.**

- A Be quiet if you are moving about late at night.
- B You can't come in after 11 p.m.
- C Don't make a noise after 7 in the morning.

2 **Bicycle for sale. One owner, hardly used, only £200. Also two helmets, prices to be discussed.**

- A The bicycle and helmets cost £200.
- B The bicycle can be bought without the helmets.
- C The bicycle has been used a lot so is cheap.

3 **AI, I've ordered a new computer game from the shop in town. I've already paid for it, so could you pick it up when you're there tomorrow?**
Jan

- A Jan wants AI to go to town the next day to order a computer game.
- B Jan wants to give some money to AI to buy a computer game.
- C Jan wants AI to collect a computer game the next day.

4 **A scarf was left in the lecture hall and is now at reception. If you've lost one, please come to collect it.**

- A Go to reception if you've found a scarf anywhere.
- B There's a scarf missing from the lecture hall.
- C Anyone looking for a scarf should go to reception.

How did you do?

2 Check your answers.

3 Look at Ex 1 question 1. Answer the questions below.

- What is it?
A an advertisement B a notice C an email
- Where might you see it?
A a library B a block of flats C a swimming pool
- Look at option A.
A Does it mention 11 p.m.?
B Does it mention being able to come in or go out at night?
- Look at option B.
A Does it mention people who live there?
B Does it mention residents making a noise themselves?
- Look at option C.
A Does it ask you to be quiet?
B Does it mention night time?

4 Look at Ex 1 question 2. Answer the questions below.

- What is it?
A a text B an advertisement C an email
- Where might you see it?
A a newspaper B a computer C a mobile phone
- Look at option A.
A Does it mention how much the bicycle cost originally?
B Does it mention how to buy the bicycle?
- Look at option B.
A Does it mention the cost of the bicycle itself?
B Does it mention that you can buy the bicycle and helmets separately?
- Look at option C.
A Does it say that the bicycle was ridden a lot?
B Does it say the bicycle is cheap?

5 Look at Ex 1 question 3. Answer the questions below.

- A Who wrote the text message?
B Who received the text message?
- A Who ordered the computer game?
B Who is going into town?

6 Look at Ex 1 question 4. Are the statements below true or false?

- The scarf has been lost.
- The scarf is now in the lecture hall.
- The scarf is now at reception.
- We know who the scarf belongs to.
- The owner of the scarf needs to go to reception.

Strategies and skills

Time expressions

TIP: Signs and short messages often mention specific times or periods of time. It's important to understand time expressions in order to understand the meaning correctly.

1 Which option (A or B) has the same meaning as the original sentence?

- The lesson will continue until 3 p.m.
A The lesson will finish at 3 p.m.
B The lesson will finish before 3 p.m.
- Don't enter the room until you see a green light.
A You can enter the room after you see a green light.
B You can enter the room before there is a green light.
- You should arrive by 5 p.m. at the latest.
A You can arrive after 5 p.m.
B You can arrive any time up to 5 p.m.
- The shop is open between 9 a.m. and 5 p.m. every day.
A The shop closes at 5 p.m.
B The shop opens before 9 a.m.
- The bus is due to arrive in ten minutes.
A The bus won't arrive after ten minutes.
B The bus will not arrive until ten minutes have passed.
- You must not use phones during the performance.
A You can use phones when the performance is happening.
B You can use phones before and after the performance.

2 Complete the sentences with the time expressions in the box.

at the latest before between by due during
earliest in advance until while

- The surgery is open _____ 8 a.m. and 5 p.m.
- Tickets will go on sale on 1st March at the _____.
- Your final payment for the holiday is _____ to be paid on 20th May.
- Wait _____ your name is called before approaching the reception area.
- Taking photographs _____ the performance is strictly forbidden.
- Switch off all mobile phones _____ the concert is in progress.
- Please return all application forms by Friday _____ to enter the competition.
- You can buy tickets _____ online.
- The cinema will open 30 minutes _____ the film starts.
- The show will be finished _____ 10 p.m.

SPEAKING BOOST

Discuss or answer.

- Think about a typical weekday or weekend for you. What things do you do at certain times of the day?
- Imagine your ideal holiday. Say what you do in the mornings, afternoons and evenings.

Understanding the main message

TIP: Think about what the purpose and main message of each text is and where you might see it. This helps you to use the context when you think about the meaning.

3 For each statement, choose the correct ending.

- A sign
A gives personal information to a friend.
B gives information to the public in a public place.
- An advertisement
A tells people about a product they can buy.
B tells people what they can and can't do.
- An instruction
A tells people what to do or how to do it.
B describes something that is happening.
- A notice
A explains a product and says how much it costs.
B is often temporary and gives specific information about a situation.
- A personal message
A is usually written in informal language from one person to another.
B is the same as a formal letter to a company.

4 Choose the correct context for each sentence.

- Please keep off the grass. **sign / advertisement**
- Complete the form using black ink. **instruction / email**
- Please close the door quietly after leaving the building. **notice / text message**
- Take one tablet a day with food. **text message / instruction from doctor**
- I'll be late tonight so go ahead and have dinner without me. **notice / personal message**
- Ball games are not allowed in the park. **advertisement / sign**
- All bread is on special offer this week - only £1 from Jones the Baker! **instruction / advertisement**
- Everyone must report to the reception desk on the ground floor on arrival. **email / sign**



5 Match the personal messages with the functions in the box.

complaining about something
 describing something explaining something
 giving an instruction giving an invitation
 making an offer making a request
 recommending something
 reminding someone of something
 suggesting something

- 1 Hi! Could you put the milk in the fridge when you get home, please? I forgot to do it.
- 2 You must arrive before 6 p.m., as the doors close at 6.15 p.m.
- 3 I'm sorry but I'll be late tonight because the train was cancelled.
- 4 I can collect the book from the library if you like - I'm going past there this afternoon.
- 5 Don't forget to buy the bread on your way home.
- 6 Why don't you come round on Sunday? We can have lunch together.
- 7 The shirt I bought Peter for his birthday was blue with small yellow stripes.
- 8 I went shopping yesterday but the traffic was terrible!
- 9 We haven't decided what to do tomorrow - why don't we play tennis?
- 10 That was such a great film - I think you should definitely see it. You'll love it!

6 What is the function of each sign? Choose A or B.

- 1 Please enter using the right-hand door.
 A explaining how to use the right-hand door
 B asking you to use the right-hand door
- 2 Do not ride bikes on the pavement.
 A telling you where you are not allowed to ride bikes
 B suggesting where you can ride bikes
- 3 The 35 bus has been cancelled.
 A complaining about the bus service
 B giving information about the bus service
- 4 Please pay for your food when you order it.
 A describing how you pay for your food
 B giving an instruction about paying for your food
- 5 Don't go to the departure gate until your flight is announced.
 A asking you to go to the departure gate now
 B reminding you not to go to the departure gate too early
- 6 Turn off all mobile phones during the performance.
 A instructing you to turn off your phone
 B suggesting when you can use your phone

The language of signs

TIP: When you read signs, they may have some words missing but you can still work out their meaning.

Signs are often expressed in the shortest way possible, so they leave out words such as articles or verbs.

7 Replace the words left out from the signs below using the words and phrases in the box. There may be more than one possible answer.

a are has been is is to be used the there are will

- 1 Please don't block entrance.

- 2 Cars parked here without permit will be removed.

- 3 This recycling bin for paper only.

- 4 The 4.30 train delayed by 30 minutes by a signal failure.

- 5 Orders received by next Friday get a 10 percent discount.

- 6 The library now closed until Wednesday morning.

- 7 Temporary speed limits in place for 3 kilometres.

- 8 All cakes now on sale at reduced prices.



Giving permission and giving orders

8 Complete the sentences with the words in the box.

allowed available can have
 must not provided unless

- 1 You _____ to show an ID card if you want to get a discount.
- 2 Tickets are _____ online or at the box office.
- 3 You _____ only use cameras in selected parts of the museum.
- 4 Cycling is only _____ on the marked paths.
- 5 Please put all litter in the bins _____ near the exit.
- 6 Cameras _____ not be used in the theatre.
- 7 Ball games are _____ allowed anywhere in the park.
- 8 You can't use the sports centre _____ you are a member.

EXAM TASK

TEST

For each question, choose the correct answer.

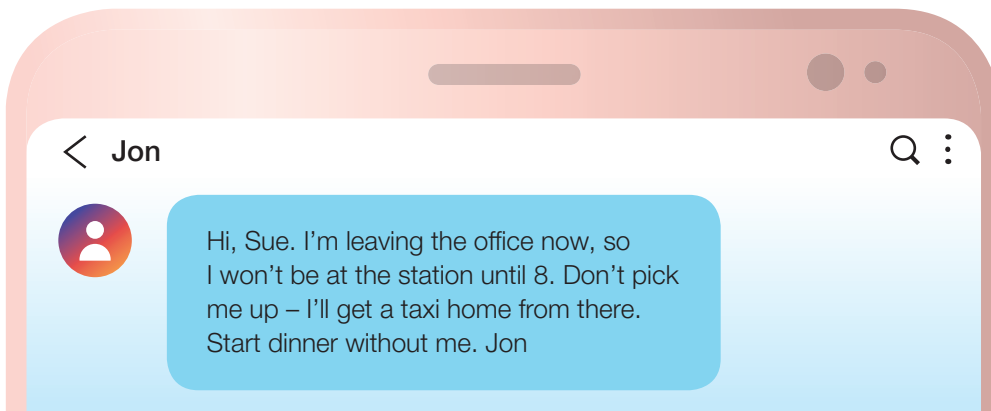
1



Free parking from 6 p.m. to 8 a.m., and on Sundays. At all other times, buy a ticket at the machine or text 00885.

- A You can only park when you buy a ticket.
- B It's not necessary to buy a ticket every day.
- C There is only one way to buy a ticket.

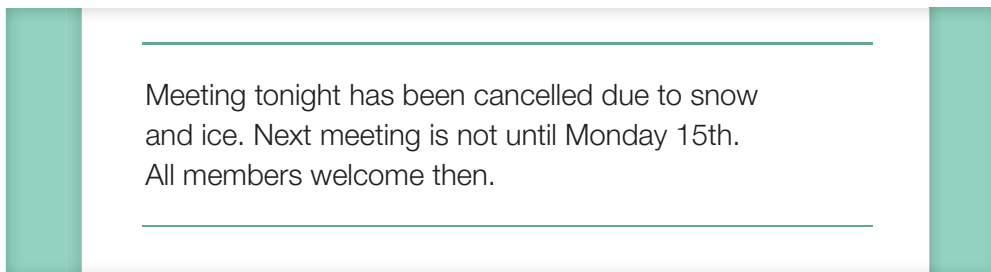
2



Jon wants Sue to

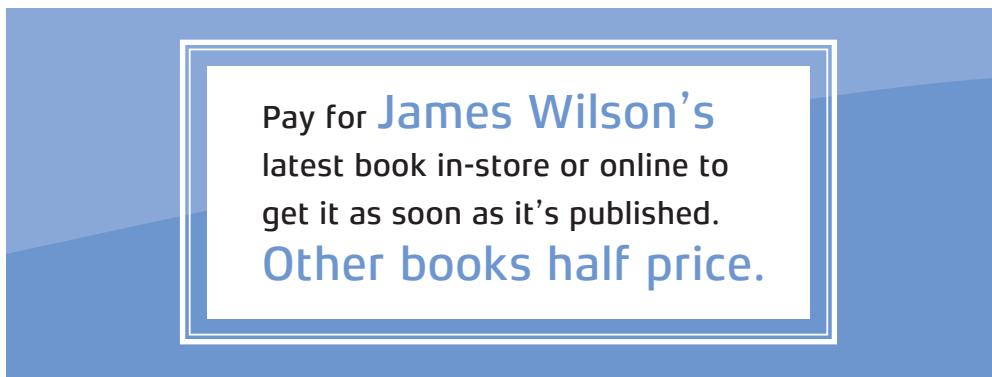
- A begin eating before he gets home.
- B meet him at the office after 8.
- C come to collect him from the station.

3



- A The next meeting will take place sometime before Monday 15th.
- B All members have to attend the next meeting unless it snows.
- C The weather is too bad for tonight's meeting to take place.

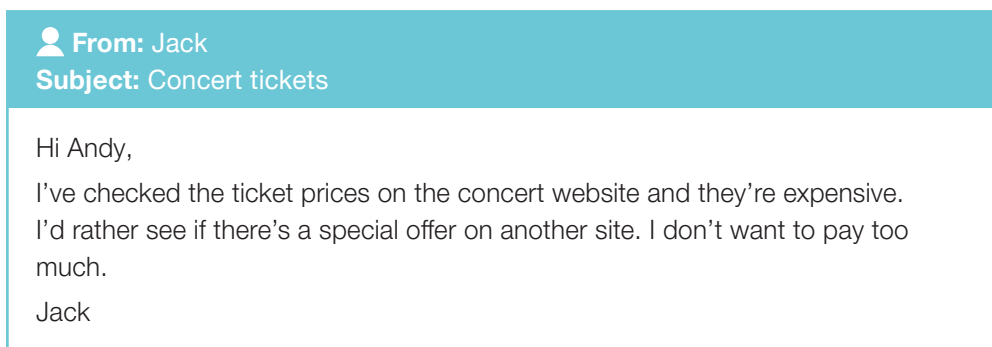
4

An advertisement with a blue background and a white text box with a double border. The text inside the box reads: "Pay for James Wilson's latest book in-store or online to get it as soon as it's published. Other books half price." The name "James Wilson's" is in a larger, bold blue font.

Pay for **James Wilson's** latest book in-store or online to get it as soon as it's published. Other books half price.

- A You can buy all new books at a discount.
- B You can order the new book now.
- C You can only buy the new book online.

5

An email interface with a teal header and a white body. The header contains "From: Jack" and "Subject: Concert tickets". The body contains the text of the email.

From: Jack
Subject: Concert tickets

Hi Andy,

I've checked the ticket prices on the concert website and they're expensive. I'd rather see if there's a special offer on another site. I don't want to pay too much.

Jack

- A Jack is hoping that the tickets will be cheaper elsewhere.
- B Jack is suggesting that he will have to pay a lot for the tickets.
- C Jack is asking Andy to buy tickets for him for the concert.

ABOUT THE TASK

- In Reading Part 2, there are eight short texts. These texts are all on the same topic and have similar information and ideas.
- Some examples of the topics for the short texts might be holidays, courses, reviews of films and so on.
- You are given information about five different people who are all interested in the topics of the eight short texts.
- You match the information given in the texts with the appropriate person. There are three texts that don't match any of the people.
- There is one mark for each correct answer.

TEST

Practice task

1 For each question, choose the correct answer.

The people below want to visit a place near the sea.
 There are descriptions of five places near the sea.
 Decide which place would be most suitable for the people below.

1 Crista is keen on photography and would like to take photographs of wildlife. She loves walking by the sea, and hopes to find cheap accommodation with sea views.



2 Francesco is planning to swim in the sea and stay in a hotel on cliffs overlooking the ocean. He's also interested in finding out about how the town developed in the past.



A Freshwater

If you're looking for water sports, this is the perfect place, and it's perfectly safe for all ages. There are other sports available, too, including tennis and badminton. There's live entertainment in the local theatre every night and an excellent museum for anyone interested in history. Our good-quality hotels provide luxury and the opportunity to relax.

B Marineville

The water here is perfect for swimmers, so why not improve your diving skills with our experienced instructors? Our hotels have high standards, but are not expensive, and they're situated on the cliffs with fantastic sea views. There's a fireworks display on the beach once a month, too. For historians, information on the area can be found in the museum.

C Stevton

This is the place to come if you're a keen photographer of landscapes as the views of the mountains behind the town are amazing. Why not stay in a hostel up there for a change? You can walk or cycle and enjoy the fresh air. For a special meal, try one of the mountain restaurants with amazing beef dishes.

D Oldquay

Visitors love the views of birds from the cliffs, and if you're lucky, you can see dolphins, too. Make sure you have your camera so you can take that special picture of them. There are marked paths for walking or cycling. Anyone wanting to save money can stay on the campsite overlooking the sea and enjoy a barbecue. Why not have a swim, too?

How did you do?

- 2** Check your answers.
- 3** Look at the highlighted parts in the text about Oldquay in Ex 1. Match these with one of the two people. Check the answer.
- 4** Look at the description of Francesco in Ex 1. Tick the three things he wants.
 - swimming
 - a hotel with a sea view
 - fish restaurants
 - local history
 - evening concerts
- 5** Underline the relevant parts of the text about Marineville that match the things Francesco wants.

Strategies and skills

Understanding what someone wants, likes or needs

TIP: Underline the important information about each person. This helps you remember what you're looking for in the texts.

It's important to identify what each person likes, prefers, needs or doesn't want so you can match them with the right text.

1 Read the information about five people who are going to spend a weekend in the countryside. Underline the words that tell you what each person likes, dislikes, prefers or needs.

- 1 Jo loves spending time by lakes and mountains and is fascinated by plants and flowers. She can't afford to stay in a hotel so she is looking for a cheap hostel.
- 2 Ali is keen on seeing local wildlife, especially wildlife that lives in forests. He only likes exploring on his own, and taking photographs.
- 3 Clara loves being in the countryside but is afraid of high places. She prefers to stay in good-quality large hotels but hates being in crowds.
- 4 Leo would like to go camping because he loves being in the fresh air. He dislikes hotels and loves barbecues. He doesn't want to use a car and tries to cycle everywhere.
- 5 Ella is interested in joining a trip to a large national park. She wants to learn about wildlife so she needs a guide. She's happy to travel by bus but would like to spend time on foot in the forest.

2 Are the following statements true or false? Correct those that are false.

- 1 Jo is interested in animals.
- 2 Ali would enjoy being part of a group.
- 3 Clara doesn't mind paying extra for better accommodation.
- 4 Leo enjoys cooking outside.
- 5 Ella only wants to get around by bus.

3 Look at all the descriptions again. Which person

- 1 doesn't like being in the mountains?
- 2 hopes to do some walking?
- 3 likes to spend as much time as possible outside?
- 4 needs to take a camera?
- 5 hasn't got much money?
- 6 wants to avoid driving?
- 7 is keen to go with an expert?
- 8 doesn't want to be in a tour group?
- 9 is unhappy in a large group?
- 10 likes to be near water?



SPEAKING BOOST

Discuss or answer.

- 1 Describe your favourite place and why it is special to you.
- 2 What's the best way to travel around a city when you visit? Give reasons.

Matching words and ideas

TIP: You may not see the same words in the profiles of the people and in the descriptions. Think about the exact meaning of each one.

The profiles of the people are often written in quite a general way. The information in the descriptions is more specific and includes details that help you match the description with the right person.

4 Match the general profile information (1-10) with the details (A-J).

- 1 Andi wants to do different sports.
 - 2 Helen likes to get away from her busy city life.
 - 3 Gina enjoys films.
 - 4 Ali wants to buy a new book.
 - 5 Sue wants to get fit.
 - 6 Angel enjoys cycling.
 - 7 Max would like to eat different types of food.
 - 8 Maria wants to learn more about art.
 - 9 Izner is disappointed with his photographs.
 - 10 Isabel wants to stay in nice accommodation.
- A You'll have the choice of five large screens as well as a café.
 B Our cosy rooms are clean and comfortable.
 C Here you can choose from the latest best-sellers.
 D There are tennis courts and hockey pitches in the town.
 E There's a gym with various classes you can join for a fee.
 F Why not take a relaxing walk in the countryside?
 G We will study the work of people like Picasso.
 H The local restaurants serve dishes from all over the world.
 I There are bikes for hire near the museum.
 J After our course you'll take better pictures.

5 Read the profiles of two people who both want to have a winter holiday. What general information do you know about each person? Underline it.

- 1 Peter loves speed! His favourite sport is skiing but he's also good at skating. He has just started rock climbing and wants to learn more about it with experts. He can only afford to stay in a cheap hotel.
- 2 Jane isn't keen on exercise although she enjoys swimming. She likes the mountains because there, she can forget any stress in her life. She wants places to go in the evenings and likes buying things for friends.

6 Here are some details about things that are important for people who want a winter holiday. Match the details with Peter or Jane. There are two ideas you don't need to use.

- 1 There's a bus between different mountain resorts every day.
- 2 There are lessons with experienced climbing instructors.
- 3 Relax and enjoy the clean air of the mountains!
- 4 There are many places for meeting friends at the end of the day.
- 5 An indoor skating rink is open every day.
- 6 You can borrow equipment from the hotel reception.
- 7 Take part in races down the mountain slopes!
- 8 Enjoy the big indoor pool, which is open to everyone.
- 9 There are plenty of places to buy clothes and gifts.
- 10 The hotels are not expensive.

7 Complete the full descriptions of the best holidays for Jane and Peter using the words in the box. Which one is for Jane and which one is for Peter?

cheaper experienced pool races
restaurants school shopping centre
skating souvenirs theatre

Hotels here are (1) _____ than in other resorts. Skiers can take part in (2) _____ every Friday. There's no entry fee and everyone's welcome - as long as you're good! Alternatively, you can go (3) _____. We've just opened a climbing (4) _____ so if you've never tried it before, why not come along? Our instructors are all very (5) _____.



You don't have to ski to enjoy this beautiful mountain town in the winter. There are cafés and (6) _____ where you can relax with friends at the end of the day and there's even a (7) _____ with regular shows. If you're keen on swimming, there's a large indoor (8) _____ and a (9) _____ where you can find lovely gifts and (10) _____.



Identifying information that is not relevant

You should always choose the correct description for each person by deciding what that person wants or likes. However, if you are not sure, it can also be useful to identify information that is not relevant.

8 The people below all want to join a dance class. Read their profiles and choose the correct answer in each option.

- 1 Ayesha wants to join a class that includes ballet and hip hop, although she's not interested in jazz. She would like to see some dance performances and take some dance exams.
- 2 Hari can only attend classes in the evenings and is interested in modern dance and jazz. He wants to learn more about famous dancers.
- 3 Maria wants to learn about music as well as dance. She is hoping that the classes will help her to keep fit and she's hoping to take part in some performances on stage.

- 1 What does Ayesha want to do?
A ballet B some modern dance C both
A watch dance shows B take part in them C both
A take exams B not take exams C have fun
- 2 What does Hari want to do?
A have classes in the evenings B have classes in the mornings C both
A learn ballet B learn modern dance C learn both
A find out about B meet other dancers C both
A famous dancers
- 3 What does Maria want to do?
A learn about music B learn about dance C both
A keep fit B get stronger C both
A perform in a show B watch a show C both

9 Answer the questions below about Text A in Ex 10.

- 1 Look the information about Ayesha. Does Text A mention any of the things she wants? If so, underline them.
- 2 Look at the information about Hari. Does Text A mention any of the things he wants? If so, underline them.
- 3 Look at the information about Maria. Does Text A mention any of the things she wants? If so, underline them.
- 4 Does Text A match any person completely?

TIP: If Text A does not give you all the information you need about one person or there is information in Text A that you have not underlined, then that information is not relevant so you can move on. The text you choose must match all the information in the profile of the person.

10 Text A does not match any of the three people. Now read texts B-E and decide which dance class would be most suitable for each person.

A All About Dance

Have you ever wanted to learn modern dance? If so, these are the classes for you! Spend your Wednesday mornings in our school in the town centre and you'll feel healthier and happier for it. Although we don't enter students for any tests or put on any shows, the standard is very high and everyone has a good time.

B Top Dance Studio

We are proud that some well-known dancers started their careers in our studio and they have become role models for our younger students. Some return and give talks about themselves and their careers and even teach some classes. We are only able to offer ballet classes during the day but classes in all other types of dance begin at 6 p.m.

C Point College

Although our teachers have some experience in all dance forms, our most popular classes are ballet. These classes take place during the day and at weekends and cost £25 for two hours. We often organise trips to watch ballet, usually on Saturday evenings, and all students are welcome because we feel this helps them improve their own dancing technique.

D Ann's Dance Academy

Our classes cover a range of dance types, including modern and more traditional. We want our students to reach the highest standards they can and get some qualifications that will give them confidence and also encourage them to improve. Every month we take students to the theatre to watch a show and we talk about the moves with them in our classes.

E Swan Dance School

Of course dance classes are an excellent way to exercise and keep fit but we believe they are more than that. We teach students how to dance, help them understand what they are dancing to and how that makes them feel. Dance should be enjoyed by people doing it and also by those watching it, so we perform shows regularly. Everyone has the chance to take part.

11 Tick the information from texts A-E that is not relevant to any of the three people.

- cost of classes
- music
- morning classes
- location of school
- exams



EXAM TASK

TEST

For each question, choose the correct answer.

The young people below all want to join a club for people who enjoy films.

On the opposite page there are descriptions of eight film clubs.

Decide which club would be most suitable for the people below.

1



Jack wants a club where members get together regularly to discuss films face-to-face. He enjoys films with songs in them and likes to go on organised trips to watch a film.

2



Beth prefers serious films and doesn't like comedies or musicals. She wants to find out more about the background to films she watches and to get recommendations for other films.

3



Andy prefers independent films to famous blockbusters and wants to attend organised talks by directors and actors online. He enjoys posting his own reviews of films he's seen.

4



Carrie loves films about animals. She's very interested in the technical side of making films and wants to find out more about this. She wants to take part in an online discussion forum.

5



Josh wants to start his own blog about films he's seen. He loves science fiction and wants ideas from other fans for books to read with similar stories to the films.

Film clubs

A Film Fans

Our club meetings on Thursday evenings are social occasions as well as opportunities for serious discussion. The range of films we like is wide, from science fiction to musicals, and we publish the list of those we will watch every six months. Members are free to recommend films we can include in the following months.

B Cinema Group

We meet every Tuesday evening in the café of the local cinema. Members discuss films they've seen in the past online or in the cinema and talk about what they liked or didn't like about them. Once a month there's a trip to see a special film chosen by the group, which is often a musical and is always a fun event.

C Film Club

We arrange online question and answer sessions with directors and actors who introduce us to unusual and fascinating films, such as strange films about life in the future. They really make you think! There's a link on our website for members to write their opinions of films they've seen. On the whole, we prefer films from small companies to big blockbusters.

D Film World

Many of our members are fascinated by nature and will watch anything with wildlife in it. We explore the difficulties of making films like this and how these problems are solved by film-makers. There's a part of our site where users can chat about films they've seen and many members write their opinions on the general website so that we can all share them.

E Screen Fans

We welcome film fans who want to share their ideas and experiences. We meet weekly in the local cinema and after watching a film we write down our thoughts. These appear in the club's monthly newsletter for other members to discuss. We also have a monthly competition to win free cinema tickets.

F Crazy About Films

We're into any film showing life in the future or on other planets. We meet every month to talk about them and because they're often based on novels we talk about those, too, and suggest ones like them to read. It's great when members write up their own opinions of films and some have their own blogs, which we all enjoy reading.

G Watch It

Many members belong to the local wildlife association and there's a particular interest in watching films about the natural world. This includes scientific documentaries about the stars and life on other planets. We run competitions every month and occasional trips to local wildlife parks. Some people even show their own films of animal life or the stars!

H Love Films

We want to have fun but that doesn't mean watching funny films! We prefer dramas and we often meet and read the scripts together. Members research facts behind these, which helps us understand them, and we invite young directors to post online about their work. The site has an excellent recommendations section where members can add their ideas.

ABOUT THE TASK

- In Reading Part 3, you read one long text. This could be about a person, an event, an experience, etc.
- There are five multiple-choice questions about the text. You choose the correct answer to each question from four options (A, B, C and D).
- Four questions ask about details, feelings, attitudes or opinions expressed by the writer or by someone mentioned in the text.
- The fifth question asks a question about the text as a whole.
- There is one mark for each correct answer.

TEST

Practice task

- 1 Read three paragraphs from an article about children and their use of technology such as tablets and mobile phones. For each question, choose the correct answer.
- 1 What does the writer do in the first paragraph?
 - A describe how tablets are generally used
 - B complain about the current cost of tablets
 - C remind readers of who uses tablets most
 - D question the use of tablets by young children
 - 2 How does the writer feel about controlling children's use of tablets?
 - A He is glad that it is not done all the time.
 - B He is pleased when people recommend it.
 - C He regrets the lack of evidence for it.
 - D He is worried about the way it is often done.
 - 3 In the third paragraph, the writer thinks that for young children, technology can be
 - A a useful way to learn.
 - B as good as a teacher.
 - C an easy way to contact friends.
 - D an enjoyable form of entertainment.
 - 4 What would the writer say about the way tablets are used by young children?
 - A I wish people discussed the problem more so that it could be solved.
 - B I disagree with the idea that they should be used in schools.
 - C I realise there are advantages and disadvantages to children using technology in general.
 - D I don't like the way people often criticise young children who use them.

How did you do?

- 2 Check your answers.
- 3 Look at the options in question 1 and paragraph 1 in Ex 1. Answer the questions below.
 - 1 The writer mentions tablets but does he describe how they are used?
 - 2 The writer mentions that tablets used to be expensive but is he complaining about this?
 - 3 The writer says that tablets have advantages but does he remind readers about who uses them most?
 - 4 The writer says that young children use tablets but does he say this is a good thing or does he question it?
- 4 Look at the highlighted parts of paragraph 2 and the options in question 2 in Ex 1 that each one refers to. Why is B right? Why are the other options wrong?
- 5 Look at the options in question 3 and paragraph 3 in Ex 1. Highlight the part of the text that refers to option A. Why is A the right answer?
- 6 Look at the whole text again. Ex 1 question 4 is asking about the writer's opinion in the whole text, not one particular paragraph. Think about his opinion throughout the article. Is he generally positive about tablets or negative?

TECHNOLOGY AND YOUNG CHILDREN

Inventions tend to become cheaper as they become more widely used, and touch devices like tablets are much less expensive than they used to be. They're everywhere and offer enormous advantages in daily life for work and leisure. But now it seems that the age children are using them has become much younger. I've seen tiny toddlers swiping through apps as if it's the most natural thing in the world, and this may not be a good thing.

Some parents stop children under two from using technology and others limit how much they are allowed to use it. This may be because they know a child's brain is growing quickly under the age of three and are afraid that technology could damage it. Although there's no definite proof that technology has any negative effects like this, a young child might find using

technology more enjoyable than playing with other children and this could stop them making relationships and learning social skills. So even if children don't like it, it's not a bad thing when people suggest reducing screen time, and technical skills can be learnt when the child is older.

Some people say that far from limiting social development, technology gets children working, talking and problem-solving together. Clearly, if teachers use technology correctly, especially in the classroom, it can only improve a child's ability to learn. Using tablets must be fun for young children and even if they're only playing games with friends, becoming familiar with technology will prepare them to do well later on. Nevertheless, people who think that tablets are unsuitable for young children are still not convinced.

Strategies and skills

Identifying attitude and opinion

TIP: In the text, you won't read words such as 'worried' or 'happy' if they are in the options. You will read other words or phrases that tell you how the writer feels.

Questions ask about the attitude, feelings or opinion of the writer or of a person in the text. You need to think about the words people use to express their feelings and their opinions about something.

1 Look at the short blog below. Are statements 1-6 true or false? Underline the words that give you the answer.

- 1 Jose was disappointed by his trip to Australia.
- 2 Jose felt worried about travelling around.
- 3 Jose was annoyed by some other travellers.
- 4 Jose didn't like the traffic in the city.
- 5 Jose liked the beaches he visited.
- 6 Jose was surprised by the variety of wildlife he saw.

MY AUSTRALIAN TRIP

I'd spent such a long time looking forward to my visit to Australia that when I finally got there it wasn't quite as good as I expected.

Obviously, Australia's a very big country and it took a long time to get from one place to another. Although that was boring sometimes it wasn't really a problem and it didn't make me feel anxious at all. One long journey I remember was on a bus and some of the passengers were playing really loud music the whole time. I hate it when people do that, especially when I'm trying to get some sleep! The traffic in the cities was pretty bad, too, which was a shame – it sometimes took ages to get out of the centre.

There were many great things about the trip, though. There were beautiful sandy beaches where I spent a lot of time, and the surfing there was amazing. I got quite good at it! I had several trips out into the countryside and I couldn't believe how many kangaroos there were in the wild – they looked really cute! I took loads of photographs of them.

2 Read the sentences. Which word (A, B or C) describes how the writer felt?

- 1 I love travelling and I couldn't wait to get to the airport.
A disappointed B excited C nervous
- 2 I went to the cinema with my friend but I couldn't understand what was going on at all – the story was so complicated.
A annoyed B worried C confused
- 3 I expected the course to be difficult and on the first day I wasn't sure I could do it.
A nervous B surprised C excited
- 4 The lecture seemed to go on for ages – I just wanted it to end.
A sad B bored C keen
- 5 I was so pleased to get home after the long journey – I was so tired.
A bored B annoyed C relieved
- 6 The art gallery had so many beautiful pictures – I've never seen such a wonderful collection.
A confused B impressed C frightened

3 Read the paragraphs and answer the questions about the writer's opinion.

I was convinced about doing the course because I love music and the chance to learn a new musical instrument was too good to miss. It was just a shame that the lessons took place on Saturday mornings so I couldn't go to hockey training then. I don't regret it, though.

- 1 What is the writer's opinion about the decision he made to do the course?
A It was a good one.
B It was difficult to make.

It's fun to eat in a new restaurant and when one opened in town I was keen to try it. The menu looked good and I decided to go with a group of friends. We booked a table and hoped to have a great evening. It didn't work out that way, though. The service was poor and the food was even worse. I shall do some research before trying anywhere new again!

- 2 What does the writer think about going to a new restaurant?
A It's always a good idea.
B It can be a mistake.

I had an accident at work and hurt my right wrist very badly. I'm right-handed, so suddenly doing even simple things became difficult. Getting dressed, using a pen, doing up buttons – these took ages, but the hardest thing was using a pair of scissors! I had a lot of help from my family and friends but they didn't realise how many problems I had.

- 3 What does the writer think about having the injury?
A It was impossible for other people to understand the difficulties.
B It was necessary to ask for help in that situation.

SPEAKING BOOST

Discuss or answer.

- 1 What rules about the use of technology did you have when you were young?
- 2 What are your favourite apps? What do they do and how often do you use them?

Understanding global meaning

TIP: In the exam, the last question refers to the whole text, not to one particular paragraph. You need to look for information in different parts of the text to find the answer and it will not be stated clearly.

Sometimes a writer doesn't state something clearly and you have to understand what they mean in general.

4 Look at the short paragraphs. They don't give an exact opinion. What would the writer say about each one? Choose A or B.

1 It rained all day so I couldn't do what I had planned. I stayed in the house and watched television. The day seemed to go on forever. I don't want to waste time like that again, even though some people might think it was nice not to feel any pressure.

- A I felt so bored the whole day.
- B It was a relaxing day when I did nothing.

2 The match started well and all the players were trying really hard. At that point it was exciting to watch and I even thought we had a chance of winning. Then the other team scored a goal and from that moment everything went wrong. We were never going to win!

- A I was disappointed about the way my team played.
- B I enjoyed parts of the game.

3 The traffic was so bad on Saturday that it was difficult to find a parking space in the town. When I got to the shopping centre all the shops were really crowded and it was impossible to walk around without bumping into people. I didn't manage to buy anything I wanted and then it took ages to drive home!

- A I wish I hadn't gone shopping.
- B I like shopping in town on a Saturday.

4 The holiday started badly, with the journey to the airport taking twice as long as normal because of the heavy traffic. Everyone was feeling annoyed by the time we actually got onto the plane. Then the flight was more uncomfortable than any other one I can remember and when we arrived at the resort it was raining – they said it had never rained in July before!

- A Going on holiday is usually an enjoyable experience.
- B Long-distance travelling is never much fun.

Reading for detailed comprehension

When you do the task, you should read each part of the text carefully. You then match the exact meaning of what you read with the meaning of one of the options.

5 Read the paragraphs carefully. Only one option (A–C) is true. Choose the correct option. Why are the others not true?

1 Roberto loves his job as a television presenter. When people ask him why, he has an immediate and definite answer – it's never boring! There are disadvantages, of course, as there are with any job – he works very long hours and there's always the pressure of having to look good on television – but he loves all that. He just wishes the salary were higher!

- A Roberto is glad that television presenters work at regular times.
- B Roberto is satisfied that television presenters are paid well.
- C Roberto is certain that a television presenter's job is always interesting.

2 When Agnes was at school, she had lots of ideas about what she could do as a career but few of them seemed realistic. She was good at maths but not much else and her teachers thought she should become an accountant. That didn't seem like a good plan to her because her hobby was playing computer games and designing those seemed like more fun. Her parents weren't keen on that career for her, though.

- A Agnes wanted to do what her teachers said.
- B Agnes did well in different subjects at school.
- C Agnes liked the idea of designing computer games.

3 Max was really worried about getting everything ready for the party before all the guests arrived in two hours' time. He was starting to think it had been a mistake to invite a large number of friends all at the same time! The food was ready to be cooked on the barbecue but he still needed to decorate the garden, which was where everyone would sit. Luckily, it wasn't going to rain so he didn't need to think about putting up umbrellas!

- A Max was excited about so many people coming to his party.
- B Max was looking forward to having a party in his garden.
- C Max was relieved about the weather conditions.

4 I had never thought of trying to run a marathon but when one of my friends decided to give it a go, I thought 'Why not? How difficult can it be?' How wrong I was! I did six months' hard training and completely changed my diet so that I would become stronger. It wasn't easy at all! I was sure that I would be nervous on the day of the marathon itself but I knew that I had prepared well. And in the end I enjoyed it, even though I took more than four hours to finish!

- A The writer was happy with the preparation she did for the marathon.
- B The writer expected running the marathon to be difficult.
- C The writer's friend convinced her to run a marathon.

Identifying the writer's purpose

TIP: A writer usually has a purpose for writing an article or a letter.

6 Match the sentences 1-10 with the writer's purpose A-J.

- 1 I think we should meet at the cinema on Saturday.
- 2 The best thing is for you to take the job.
- 3 You should go and see the film - it's great!
- 4 Why don't you come here for lunch tomorrow?
- 5 It was fun as it was hot and the beach was wonderful!
- 6 The ticket was expensive and the view was terrible!
- 7 Don't forget to buy some milk on your way home.
- 8 The house is red with a yellow roof.
- 9 Would you like me to cook the meal for you?
- 10 I'm sorry I was late yesterday.

- A to explain why they enjoyed a day out
- B to recommend a film
- C to complain about the cost of something
- D to suggest an arrangement
- E to remind someone to do something
- F to offer to help someone
- G to describe something
- H to give someone advice about work
- I to apologise for something
- J to invite someone for a meal

7 Look at the paragraphs below. What is the writer doing in each one? Choose A or B.

1 I was really looking forward to the trip to the Arctic because I had always wanted to go there. You can imagine my disappointment when it was cancelled because of bad weather! I can understand the reasons but no one from the tour company got in touch to explain what was going to happen about rearranging the trip or a refund. I didn't like that at all.

- A describing a disappointing holiday
- B complaining about bad service

2 The art gallery was really interesting, with interactive exhibits as well as the more usual paintings on the walls. My personal favourite was the lady with her horse, which you could move through computer graphics. It's a fun gallery to visit, especially for children, and well worth an afternoon's visit for the whole family.

- A recommending a gallery
- B reminding people about an exhibition

3 You came to my house last week and you were coming again tomorrow, but how about meeting in town instead? I've got to buy a present for my sister so you could help me with that. Then we could have lunch at that new restaurant. What do you think?

- A inviting someone to lunch
- B suggesting a different arrangement

4 It was fun meeting yesterday and it was a shame that the traffic was so bad that I missed the first part of the film. I hope it didn't spoil the afternoon for you - I'll set off earlier next time!

- A explaining why the writer made a mistake
- B expressing regret about the afternoon

5 Hi, Janie! I'm really looking forward to seeing you next week. I've made lots of plans for us and we'll have a great time! Shall I meet you at the station when you arrive? That'll be better than you taking a taxi. Let me know!

- A making Janie an offer
- B giving Janie advice

6 Hi, Mo! I hope you had fun on your birthday and I'm sorry that I couldn't make it to the party in the evening. It was impossible for me to change the meeting at work, so I'm sure that you understand. I'll see you on Saturday as planned, anyway, and we can have our own small celebration then.

- A apologising for missing Mo's party
- B changing an arrangement with Mo



For each question, choose the correct answer.

My snowboarding experiences

Young snowboarder Maya Gonzales writes about her experiences.

I've always loved excitement and my parents encouraged me to try to be the best at everything I did. I started gymnastics when I was three and was winning competitions when I was six. By the time I was fourteen, I was finding it too easy. Doing the same routines was becoming boring and I needed a change. My family used to go skiing every year, so I could ski almost as soon as I could walk! So I convinced my parents to let me try snowboarding, which I thought looked harder than skiing. How right I was!

The first step was managing the board – it's not as easy as you might think. I felt I had lost control over my body and every time I fell over it was difficult to stand up again. In fact, I was sure that everyone was laughing at me, which wasn't a good feeling! But I had a good instructor and, once I learnt how to balance, I improved quickly. He said that my previous gymnastics classes helped me with that. Then I discovered there were tricks I could do on my snowboard. I decided I wanted to spend the winter learning to do these properly.

The first competition I entered was a real surprise. I was used to being a winner but this was a completely different experience. The standard was really high, which was a shock, and I was very nervous. Then one of the other competitors told me I had the talent to get to the top, although he didn't tell me how to do it. What he said made me feel more positive and although I only came tenth, it felt more like a small success. He also said he wasn't as good as me, which was kind of him!

Now I'm more confident, my aim is to win a national competition. I've got a new coach and I'm working on new tricks that really challenge me – they're often dangerous, but I love trying them. I know I have to take chances if I want to be the best. I really hope I can inspire other people to try it. It's a great sport and you'll have lots of fun, even if you don't ever do it in competitions!



- 1 Why did Maya decide to learn how to snowboard?
 - A to try something dangerous
 - B to overcome a fear
 - C to face a new challenge
 - D to please her parents

- 2 How did Maya feel when she started snowboarding?
 - A keen to learn more about it
 - B embarrassed about her lack of ability
 - C grateful for her gymnastics knowledge
 - D worried about getting injured

- 3 Maya says that a snowboarder who talked to her at her first competition
 - A gave her some good advice.
 - B made her feel better about the result.
 - C encouraged her to change her sport.
 - D showed her new moves to work on.

- 4 What is Maya doing in the final paragraph?
 - A recommending the sport to other people
 - B describing how she does her training
 - C explaining why she wants to be successful
 - D outlining ways of making the sport more popular

- 5 What might Maya say about learning to snowboard?

A I'm starting to lose that feeling of excitement when I snowboard and I worry if there are other competitors who are really good.

B I knew exactly what would happen when I took part in my first competition, and I enjoyed it.

C I'm amazed I've been chosen to take part in the National Championships, especially as I've been dreaming of it since I was young.

D I don't get as anxious before competitions as I used to and I'm hoping to perform the tricks I'm learning at an important competition soon.