

**LBRIS**

We know  
books

**FIRST**

# **EXPERT**

**COURSEBOOK**

**Jan Bell and Roger Gower**

Module	Section	Reading	Language development 1	Writing
<b>1</b> Lifestyles (p. 7)	<b>A</b> Family life	<b>Developing skills</b> Skimming and scanning; Paper 1 Part 7 Multiple matching: <i>Our lost childhood?</i> (pp. 8-9)	Present situations and habits; State verbs; Past habits and states (pp. 10-11)	<b>Paper 2 Part 2</b> Informal email (pp. 12-13)
<b>2</b> Earning a living (p. 21)	<b>A</b> Work	<b>Paper 1 Part 5</b> Multiple choice: <i>These men are Innocent!</i> (pp. 22-23)	Past simple and present perfect simple; Present perfect simple and continuous; <i>for</i> and <i>since</i> (pp. 24-25)	<b>Paper 2 Part 2</b> Formal email (pp. 26-27)
<b>3</b> The world around us (p. 35)	<b>A</b> Our cultural heritage	<b>Paper 1 Part 6</b> Gapped text: <i>A colourful heritage</i> (pp. 36-37)	Adjectives and adverbs; Adverbs of degree (pp. 38-39)	<b>Paper 2 Part 1</b> Essay (pp. 40-41)
<b>4</b> Challenges (p. 49)	<b>A</b> Personal challenges	<b>Paper 1 Part 5</b> Multiple choice: <i>In at the deep end</i> (pp. 50-51)	Narrative forms; Time conjunctions (pp. 52-53)	<b>Paper 2 Part 2</b> Article (pp. 54-55)
<b>5</b> Discovery (p. 63)	<b>A</b> The modern world	<b>Paper 1 Part 7</b> Multiple matching: <i>Four classic science books</i> (pp. 64-65)	Future forms; Future time clauses (pp. 66-67)	<b>Paper 2 Part 1</b> Essay (pp. 68-69)
<b>6</b> Enjoying yourself (p. 77)	<b>A</b> Music	<b>Paper 1 Part 7</b> Multiple matching: <i>Feels nothing like teen spirit</i> (pp. 78-79)	Relative clauses (defining, non-defining, reduced) (pp. 80-81)	<b>Paper 2 Part 2</b> Review (pp. 82-83)



Section	Speaking	Listening	Use of English 1 and 2	Language development 2	Language development 3
<b>B Customs and traditions</b>	<b>Developing skills</b> Comparing photos Vocabulary: Special occasions (pp. 14–15)	<b>Developing skills</b> Listening for gist; Listening for specific information Paper 3 Part 3 Multiple matching (p. 16)	<b>Paper 1 Part 4</b> Key word transformations (p. 18) <b>Paper 1 Part 1</b> Multiple-choice cloze: <i>Hospitality</i> (p. 19)	Comparatives and superlatives; Modifying adjectives and adverbs (p. 17)	Adjective + noun collocations; Phrasal verbs with <i>up</i> and <i>down</i> (p. 20)
<b>B A learning experience</b>	<b>Paper 4 Part 3</b> Collaborative task Vocabulary: Education (pp. 28–29)	<b>Paper 3 Part 4</b> Multiple choice (p. 30)	<b>Paper 1 Part 2</b> Open cloze: <i>Albert Einstein</i> (p. 31) <b>Paper 1 Part 3</b> Word formation: <i>Remembering for exams</i> (p. 33)	Articles; <i>some/any, something/anything</i> (p. 32)	Forming adjectives; Phrasal verbs: Education (p. 34)
<b>B Our natural heritage</b>	<b>Paper 4 Part 2</b> Long turn Vocabulary: Animals (pp. 42–43)	<b>Paper 3 Part 2</b> Sentence completion (p. 44)	<b>Paper 1 Part 2</b> Open cloze: <i>Predicting earthquakes</i> (p. 45) <b>Paper 1 Part 1</b> Multiple-choice cloze: <i>Groundhog Day</i> (p. 47)	-ing forms and infinitives (p. 46)	Nouns and adjectives: The weather (p. 48)
<b>B Sport</b>	<b>Paper 4 Part 3</b> Collaborative task Vocabulary: Sports (pp. 56–57)	<b>Paper 3 Part 3</b> Multiple matching (p. 58)	<b>Paper 1 Part 4</b> Key word transformations (p. 60) <b>Paper 1 Part 1</b> Multiple-choice cloze: <i>Parkour</i> (p. 61)	Quantity; Determiners (p. 59)	Adjectives often confused; -ing and -ed adjectives; Phrasal verbs with <i>take</i> (p. 62)
<b>B Technology</b>	<b>Paper 4 Parts 3 and 4</b> Collaborative task and discussion Vocabulary: Technology (pp. 70–71)	<b>Paper 3 Part 2</b> Sentence completion (p. 72)	<b>Paper 1 Part 4</b> Key word transformations (p. 73) <b>Paper 1 Part 3</b> Word formation: <i>The discovery of penicillin; 'Lucy' and 'Lucy's baby'</i> (p. 75)	Reflexives; Structures with question words (p. 74)	Forming nouns; Phrasal verbs with <i>come</i> (p. 76)
<b>B Art and entertainment</b>	<b>Paper 4 Part 2</b> Long turn Vocabulary: Art and entertainment (pp. 84–85)	<b>Paper 3 Part 1</b> Multiple choice (p. 86)	<b>Paper 1 Part 2</b> Open cloze: <i>The Edinburgh Festival</i> (p. 87) <b>Paper 1 Part 3</b> Word formation: <i>The perfect comedy face; A serious actress</i> (p. 89)	Adjective/Noun + preposition; <i>be/get used to + -ing</i> (p. 88)	Word formation; Verb + noun collocations (p. 90)

Module	Section	Reading	Language development 1	Writing
<b>7</b> In fashion (p. 91)	<b>A</b> Fast food	<b>Paper 1 Part 5</b> Multiple choice: <i>The craze for competitive eating</i> (pp. 92–93)	Permission and necessity; Advice and recommendations (pp. 94–95)	<b>Paper 2 Part 2</b> Report (pp. 96–97)
<b>8</b> Important events (p. 105)	<b>A</b> Relationships	<b>Paper 1 Part 6</b> Gapped text: <i>Meant to be</i> (pp. 106–107)	Reported speech; Reporting verbs (pp. 108–109)	<b>Paper 2 Part 1</b> Essay (pp. 110–111)
<b>9</b> The consumer society (p. 119)	<b>A</b> A matter of conscience?	<b>Paper 1 Part 7</b> Multiple matching: <i>Could you spare some change, please?</i> (pp. 120–121)	Conditionals (pp. 122–123)	<b>Paper 2 Part 2</b> Article (pp. 124–125)
<b>10</b> Out and about (p. 133)	<b>A</b> Travel	<b>Paper 1 Part 5</b> Multiple choice: <i>Welcome to the USA</i> (pp. 134–135)	The passive (pp. 136–137)	<b>Paper 2 Part 2</b> Semi-formal email (pp. 138–139)
<b>11</b> Well-being (p. 147)	<b>A</b> Happiness	<b>Paper 1 Part 6</b> Gapped text: <i>The secrets of true happiness</i> (pp. 148–149)	Clauses of reason, purpose and contrast (pp. 150–151)	<b>Paper 2 Part 1</b> Essay (pp. 152–153)
<b>12</b> Making a point (p. 161)	<b>A</b> Bookworm	<b>Paper 1 Part 5</b> Multiple choice: <i>The talented Mr Ripley</i> (pp. 162–163)	Connecting ideas; Participle clauses (pp. 164–165)	<b>Paper 2 Part 2</b> Review (pp. 166–167)

Exam overview (p. 6)

Exam reference (pp. 175–181)

Expert grammar (pp. 182–197)

Expert writing (pp. 198–207)

Section	Speaking	We know books Listening	Use of English 1 and 2	Language development 2	Language development 3
<b>B How do I look?</b>	<b>Paper 4 Part 2</b> Long turn Vocabulary: Clothes (pp. 98–99)	<b>Paper 3 Part 3</b> Multiple matching (p. 100)	<b>Paper 1 Part 4</b> Key word transformations (p. 102) <b>Paper 1 Part 1</b> Multiple-choice cloze: <i>Hairstyles</i> (p. 103)	Speculation and deduction (p. 101)	Prepositional phrases; Verbs with similar meanings (p. 104)
<b>B Hobbies</b>	<b>Paper 4 Part 1</b> Conversation Vocabulary: Free- time activities (pp. 112–113)	<b>Paper 3 Part 4</b> Multiple choice (p. 114)	<b>Paper 1 Part 2</b> Open cloze: <i>Angling</i> (p. 115) <b>Paper 1 Part 4</b> Key word transformations (p. 117)	Expressing ability (p. 116)	Phrasal verbs with <i>get</i> (p. 118)
<b>B Spending money</b>	<b>Paper 4 Parts 3 and 4</b> Collaborative task and discussion Vocabulary: Shopping (pp. 126–127)	<b>Paper 3 Part 1</b> Multiple choice (p. 128)	<b>Paper 1 Part 2</b> Open cloze: <i>Customer tracking</i> (p. 129) <b>Paper 1 Part 3</b> Word formation: <i>Keeping customers happy; Save or spend?</i> (p. 131)	Subject-verb agreement; <i>it/there</i> (p. 130)	Vocabulary: Money and banks; Forming verbs (p. 132)
<b>B Getting around</b>	<b>Paper 4 Part 2</b> Long turn Vocabulary: Transport (pp. 140–141)	<b>Paper 3 Part 3</b> Multiple matching (p. 142)	<b>Paper 1 Part 4</b> Key word transformations (p. 144) <b>Paper 1 Part 2</b> Open cloze: <i>The runaway car</i> (p. 145)	Hypothetical situations (p. 143)	Verb + preposition collocations; Verbs with similar meanings (p. 146)
<b>B Health and fitness</b>	<b>Paper 4 Parts 3 and 4</b> Collaborative task and discussion (p. 156)	<b>Paper 3 Part 2</b> Sentence completion Vocabulary: Health and fitness; Food (pp. 154–155)	<b>Paper 1 Part 4</b> Key word transformations (p. 158) <b>Paper 1 Part 1</b> Multiple-choice cloze: <i>Retail therapy</i> (p. 159)	<i>so/such;</i> <i>too/enough/very;</i> <i>as/like</i> (p. 157)	Health: Idiomatic expressions and phrasal verbs (p. 160)
<b>B The media</b>	<b>Paper 4 Parts 1–4</b> Vocabulary: Press and advertising (pp. 168–169)	<b>Paper 3 Part 4</b> Multiple choice (p. 170)	<b>Paper 1 Part 1</b> Multiple-choice cloze: <i>What are they trying to tell us?</i> (p. 171) <b>Paper 1 Part 3</b> Word formation: <i>The paparazzi; Special advisers</i> (p. 173)	<i>need + -ing/to be done; have/get something done</i> (p. 172)	Word formation: Review (p. 174)

**Expert speaking** (pp. 208–213)

# Exam overview

► See pages 175–181 for more detailed information and task strategies.

*Cambridge English: First* has four papers. Paper 1 receives 40 percent of the total marks and the other three papers have 20 percent each. The pass mark is based on an overall mark (you do not need to pass every paper to pass the exam). There are three pass grades (A, B and C) and two fail grades (D and E).

Paper	Task type	Task description
<b>Paper 1: Reading and Use of English</b> 1 hour 15 minutes 7 parts 52 questions in total	<b>Part 1:</b> multiple-choice cloze (8 questions) <b>Part 2:</b> open cloze (8 questions) <b>Part 3:</b> word formation (8 questions) <b>Part 4:</b> key word transformations (6 questions) <b>Part 5:</b> multiple choice (6 questions) <b>Part 6:</b> gapped text (6 questions) <b>Part 7:</b> multiple matching (10 questions)	<b>Part 1:</b> Choosing a word or phrase from four options to fill in gaps in a text <b>Part 2:</b> Filling in gaps in a text with an appropriate word <b>Part 3:</b> Changing the form of a given word to make it fit the gaps in a text <b>Part 4:</b> Using a given word to complete a sentence so that it means the same as a previous sentence <b>Part 5:</b> Answering four-option multiple-choice questions on a text <b>Part 6:</b> Completing a gapped text with sentences which have been removed and placed in jumbled order <b>Part 7:</b> Matching information to 4–6 different texts (or different parts of a text)
<b>Paper 2: Writing</b> 1 hour 20 minutes 2 tasks (one compulsory, the other a choice out of three options) 140–190 words each	<b>Part 1:</b> essay (compulsory) <b>Part 2:</b> one writing task: the choice may include an email/letter, an article, a review, a report	<b>Part 1:</b> An essay based on a title and notes <b>Part 2:</b> Carrying out a writing task, using an appropriate format and style. There are three task types to choose from.
<b>Paper 3: Listening</b> Approximately 40 minutes 4 parts 30 questions in total	<b>Part 1:</b> multiple choice (8 questions) <b>Part 2:</b> sentence completion (10 questions) <b>Part 3:</b> multiple matching (5 questions) <b>Part 4:</b> multiple choice (7 questions)	<b>Part 1:</b> Eight short unrelated extracts of around 30 seconds each, each with a three-option multiple-choice question <b>Part 2:</b> A 3–4-minute monologue with ten sentence completion questions <b>Part 3:</b> Five short related monologues of around 30 seconds each, to match to a list of eight options <b>Part 4:</b> A 3–4-minute interview or discussion with seven three-option multiple-choice questions
<b>Paper 4: Speaking</b> Approximately 14 minutes 4 parts	<b>Part 1:</b> conversation: giving personal information (2 minutes) <b>Part 2:</b> 'long turn': giving information and expressing opinions (4 minutes) <b>Part 3:</b> collaborative task: exchanging information and ideas (4 minutes) <b>Part 4:</b> discussion: developing the topic of Part 3 (4 minutes)	<b>Part 1:</b> The interlocutor asks each candidate questions about themselves <b>Part 2:</b> Each candidate, individually, compares two photos (1 minute) and comments briefly on the other candidate's photo (30 seconds) <b>Part 3:</b> The candidates work together for 2 minutes and discuss a task based on a diagram. They then try to reach a decision in 1 minute. <b>Part 4:</b> The interlocutor leads a discussion between the two candidates, developing the topic of Part 3.

### 1A

- **Reading and Use of English:** Developing skills: Skimming and scanning
- **Language development:** Present and past situations, habits and states
- **Writing:** Informal email (Part 2)

### 1B

- **Speaking:** Vocabulary: Special occasions; Developing skills: Comparing photos
- **Listening:** Developing skills: Listening for gist; Listening for specific information
- **Language development:** Comparatives and superlatives; Modifying adjectives and adverbs; Adjective + noun collocations; Phrasal verbs with *up* and *down*
- **Reading and Use of English:** Key word transformations (Part 4); Multiple-choice cloze (Part 1)



## Lead-in

- 1 Look at the entry from the *Longman Exams Dictionary*. Mark the key points that define *lifestyle*.

**life style** /'laɪfstaɪl/ *n* [C] the way a person or group of people live, including the place they live in, the things they own, the kind of job they do and the activities they enjoy: *Regular exercise is part of a healthy lifestyle.* | *lavish/comfortable/simple/etc. lifestyle They lead an extremely lavish lifestyle.*

- 2 Discuss the questions.
  - 1 The photos show typical aspects of a student's lifestyle in the UK. Which would you most/least enjoy? Why?
  - 2 Think of one adjective that describes your lifestyle best.



## Language development 1

### Present situations and habits

► EXPERT GRAMMAR page 182

#### 1a Match the people in the picture (A–E) with the sentences (1–6).

- 1 She lives in a small house with her husband and children.
- 2 His children are growing up fast!
- 3 He'll sit and doze in an armchair all evening.
- 4 She's always making long calls on the phone.
- 5 He's staying with the family at the moment.
- 6 She usually goes out in the evening.

#### b Match the uses (a–f) with the sentences (1–6) in Exercise 1a.

- a a regular action
- b an annoying or surprising habit
- c characteristic behaviour
- d a long-term situation
- e a changing situation
- f a temporary situation

#### c Now complete the table with the uses and sentences from Exercise 1b.

Form	Use	Examples
Present continuous	(1) _____	(2) _____
	(3) _____	(4) _____
Present continuous + <i>always</i>	(5) _____	(6) _____
Present simple	(7) _____	(8) _____
	(9) _____	(10) _____
<i>will</i> + infinitive	(11) _____	(12) _____

#### 2a Complete the conversations with the correct form of the verbs in brackets. Use the present simple, present continuous or *will*.

- 1 A: \_\_\_\_\_ (you/live) in a house or a flat?  
B: We \_\_\_\_\_ (live) in a flat for now but we \_\_\_\_\_ (look for) a house.
- 2 A: Who \_\_\_\_\_ (you/get on) best with in your family?  
B: My father. He \_\_\_\_\_ (tell) us endless funny stories.
- 3 A: \_\_\_\_\_ (anyone/annoy) you in your family?  
B: Yes, my brother. He \_\_\_\_\_ (always/take) my CDs without asking me!
- 4 A: How often \_\_\_\_\_ (you/go out)?  
B: I usually \_\_\_\_\_ (go out) every night but I \_\_\_\_\_ (study) a lot at the moment, so I \_\_\_\_\_ (only/go out) at weekends until my exams are finished.
- 5 A: \_\_\_\_\_ (you/like) learning English?  
B: Yes, I do. It was difficult at first but it \_\_\_\_\_ (get) easier now.

#### b Work in pairs. Take it in turns to ask each other the questions in Exercise 2a and give answers which are true for you.

> EXPERT GRAMMAR page 182

**3a** Read the sentences. Does each one describe a state (S) or an action (A)?

- 1 I don't understand. \_\_\_\_\_
- 2 Do you know Peter? \_\_\_\_\_
- 3 We don't have a big house. \_\_\_\_\_
- 4 Sorry, I'm having lunch. \_\_\_\_\_

**b** Read the information and complete it with the verbs from Exercise 3a.

- A Some verbs are not used in the continuous because they describe states, not actions (e.g. *believe, like, seem, want, own, \_\_\_\_\_, \_\_\_\_\_*).
- B Some verbs are not used in the continuous when they describe states, but can be used in the continuous when they describe actions (e.g. *look, appear, see, think, feel, \_\_\_\_\_*).

**4** Correct the mistakes in the sentences.

- 1 I'm having two brothers.
- 2 Jan has a shower – can you call back later?
- 3 I don't understand this word. What is it meaning?
- 4 Marina thinks about getting a car. Do you think it's a good idea?
- 5 We are not owning our house; we rent it.
- 6 The house is looking old but it's quite modern inside.
- 7 What do you look at? Oh, yes! I can see it now!
- 8 Phil sees a client at the moment. He won't be long.

Past habits and states

> EXPERT GRAMMAR page 182

**5a** Read the quote from the singer Rihanna. Mark two past habits and one past state.

**Early memories**

'When I was a child, we used to live in Bridgetown, Barbados, and I used to sell clothes on a stall with my father. In the evenings I would help my mother with the cooking.'



**b** Read the quote in Exercise 5a again and answer the questions.

- 1 Did Rihanna sell clothes with her father once or many times?
- 2 Did she help her mother with the cooking once or many times?
- 3 What verb forms are used to describe these past habits?
- 4 Choose the correct answers: *sell / live* is a state verb. You can't use *would / used to* with a state verb.

**c** Read the information and complete it with *used to, would* or the past simple form of verbs from the quote in Exercise 5a.

- A To talk about past habits, use \_\_\_\_\_ (e.g. *I used to sell clothes on a stall with my father.*) or *would* (e.g. *I \_\_\_\_\_ my mother with the cooking.*).
- B To talk about past states, use \_\_\_\_\_ (e.g. *We \_\_\_\_\_ in Bridgetown.*).
- C The past simple can also be used for past habits and states (e.g. *I \_\_\_\_\_ in Bridgetown. I \_\_\_\_\_ my mother with the cooking.*)

**6** Complete the sentences with the correct form of the verbs in brackets. Use *used to, would* or the past simple. Only use the past simple if *used to* or *would* are not possible. More than one answer may be possible.

1 Sorry I \_\_\_\_\_ (forget) to write to you last week.

2 I \_\_\_\_\_ (live) in France when I was a child.  
We \_\_\_\_\_ (have) two beautiful cats.

3 When I was younger, my family \_\_\_\_\_ (always/go) to the beach in summer. We \_\_\_\_\_ (have) some great beach parties!

4 My father \_\_\_\_\_ (be) a businessman.  
He \_\_\_\_\_ (often/work) six or seven days a week, until he \_\_\_\_\_ (retire) in 1995.

**7a** Write true sentences about you.

- 1 My ... is always ...
- 2 I used to ... but now ...
- 3 As a child, I would often ...

**b** Now compare your experiences with other students.

**8** Match the sentence halves.

- |                                      |   |
|--------------------------------------|---|
| 1 I'm writing to tell you            | a but we have very similar personalities.     |
| 2 I live in Poznań,                  | b we used to visit your country every summer. |
| 3 I live in a flat with              | c something about myself.                     |
| 4 We don't look like each other      | d I like going out with my friends.           |
| 5 When I'm not surfing the internet, | e a city in the west of Poland.               |
| 6 When I was a child,                | f my parents and my brother.                  |

- Lead-in**
- 1 Discuss the questions.
    - 1 Who do you write informal emails to?
    - 2 What kind of things would you write in an email to a new friend?
- Understand the task**
- 2 Read the exam task. What is the purpose of the email?
    - a to ask for information
    - b to give information
    - c to entertain the reader

You have received this email from an English-speaking boy called Simon.

Hello,  
I would like to get to know someone from your country and a friend has told me that you would like to practise your English. Perhaps we could email each other. Could you tell me a bit about yourself and your family? Could you suggest how we might meet sometime in the future?  
Thanks,  
Simon

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

**Plan your email**

- 3a What information are you going to include in your email? Make a list.  
*job, hobbies, ...*
- b Copy and complete the paragraph plan with the information from Exercises 2 and 3a.  
Paragraph 1: why you are writing  
Paragraph 2: about you  
Paragraph 3: about your family  
Paragraph 4: suggesting meeting

**Language and content**



- 4a These extracts from a student's email are inappropriate. Rewrite them using informal language from the table on page 13.

- 1 It would be a pleasure to become acquainted with you.
- 2 I am an inhabitant of a small town in Spain,
- 3 My sister and I have a very good relationship.
- 4 At the next opportunity to write, I will forward a photograph of us all.
- 5 When I was a child, it was customary for us to spend our vacations by the sea.
- 6 She has a similar appearance to me. However, she can seem rather talkative.
- 7 I understand you wish to make contact with someone from my country.
- 8 Does the possibility ever arise for you to visit my country?
- 9 I take pleasure in your interest.
- 10 I should like to take this opportunity to inform you of my family situation.

Responding to a suggestion	<i>I'm glad you're ... So you'd like to get in touch ... As your friend said, I'd like ... because ...</i>
Introducing yourself	<i>My name's ... I live in ...</i>
Talking about people	<i>Let me tell you about my family. She looks like me but she can be a bit ... We get on (well) ...</i>
Lifestyles	<i>We like to ... We would always go on holiday ... I often used to ... We both enjoy ...</i>
Talking about the future	<i>Do you ever get the chance to ... ? It would be great to meet up sometime. Perhaps we could ... Next time I write, I'll ...</i>

**b** Read the statements giving advice about informal emails. Do you think they are *Right (R)* or *Wrong (W)*?

- Use a personal, conversational style.
- Avoid simple words.
- Avoid phrasal verbs.
- Avoid direct questions to the reader.
- Use short, simple sentences.
- Use contractions.

**c** Find examples in the table above to justify your answers in Exercise 4b.

**d** Which of the options (1–9) would be appropriate to open and close your email? Which ones would not be appropriate? Why?

- Dear Mr Jones,
- I hope to hear from you at your earliest convenience.
- Lots of love,
- Hello Simon,
- Looking forward to hearing from you.
- Best wishes,
- Dear friend,
- Well, that's all for now. Do write back soon.
- Yours sincerely,

**EXPERT LANGUAGE: Sentence word order**

Put the words in the correct order to make sentences.

- very / always / English / I / speak / don't / well
- always / my mother and father / Fridays / fish / on / eat
- having / great / right now / Paris / my sister's / in / time / a
- usually / her / gave / help / friends / a lot of / her
- bed / music / in / would / my grandmother / listen to / always
- the party / very much / everyone / themselves / enjoyed / at
- you / I'll / next week / email / send / on Tuesday / an
- as / write / please / back / as / can / you / soon

**Write your email**

► EXPERT STRATEGIES pages 177–178

- Now write your email using the ideas and some of the language above. Do not include any addresses.

**Check your email**

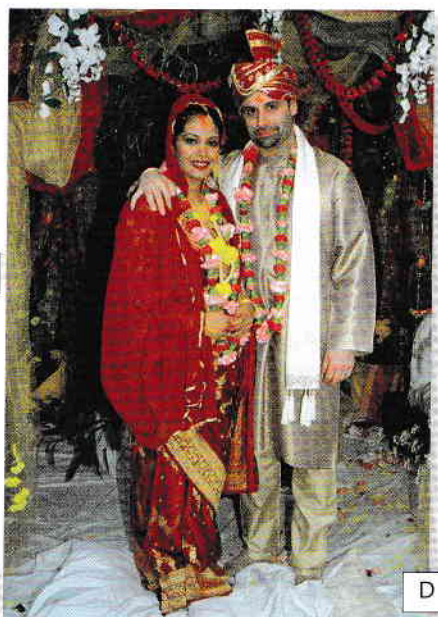
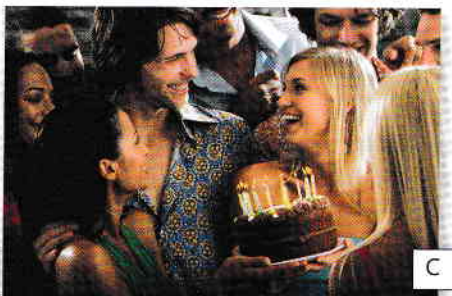
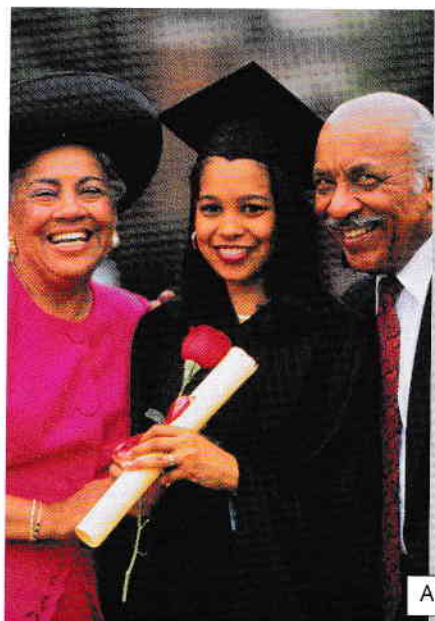
► EXPERT WRITING page 202

- Edit your work using this checklist. (There is a full checklist on page 198.)

Check your:

- paragraph plan. Have you included all the points?
- use of present and past tenses.
- use of time expressions.
- style.
- spelling.
- number of words.

**Speaking: Developing skills**



**Vocabulary: Special occasions**

- 1 Match the photos (A–D) with the special occasions (1–3).  
 1 birthday party  
 2 graduation ceremony  
 3 wedding

- 2a Match the verbs in A with the nouns in B. More than one answer may be possible.

A

be awarded    blow out    blow up    cut    exchange    make  
 propose    rent    send out    take    unwrap    walk down

B

the aisle    balloons    the cake    the candles    a certificate    invitations  
 a marquee    photos    presents    rings    a speech    a toast

- b Match each of the phrases in Exercise 2a with one of the photos above and say:

- 1 how it links to the special occasion.  
 2 if there are other special occasions where you do this.

- 3a Match the words and phrases in the box with the definitions.

anniversary    best man    bridesmaid    honeymoon    reception  
 registry office    witnesses

- 1 a place where people get married \_\_\_\_\_  
 2 a person who supports the bride \_\_\_\_\_  
 3 the person who helps the groom \_\_\_\_\_  
 4 the people who watch, and sign the marriage certificate at a wedding \_\_\_\_\_  
 5 the formal party after a wedding \_\_\_\_\_  
 6 a holiday after the wedding \_\_\_\_\_  
 7 exactly a year or number of years after the wedding \_\_\_\_\_

- b Underline the stressed syllable(s) on each of the words and phrases in the box in Exercise 3a.