

Martyn Hobbs & Julia Starr Keddle

FOR REAL PLUS

intermediate

SKILLS BOOK



 APP with Audio & Video



- Fully revised exams tasks
- e-book+ on **e-ZONE**

Warm up

1a Look at the sentences in exercise 2. Do you think the statements below are true (T) or false (F)?

- 1 Oliver is successful in business. T / F
- 2 Oliver's first business is still operating. T / F

1b Now read the article quickly and check your answers to exercise 1a.

EXAM TIPS

In a gapped text task, you have to fill gaps in a text.

- Read the whole text and sentences carefully before you start.
- Match the easiest sentences first.
- Be careful! You may find a word from one of the missing sentences in the text. This does not necessarily mean that this sentence fits the gap.

Towards B2 First Reading

Young Entrepreneur of the Week

Young man solves his problem by starting a business.



Oliver Bridge, from Cambridgeshire, was only 15 years old and still at school, but his feet were already a size 48! ¹ ☐ 'I was sitting in a shop saying it's annoying that I couldn't get any shoes and that someone should sell them,' he explains. My mum just said, 'Why don't you just start up your own business then?' When I thought about it, I thought, 'Yes, that's a possibility.' Oliver did some research and discovered that there are over one

million people in Britain with above average shoe size, who struggle to find affordable large shoes on the high street.

² ☐ 'At first I was a bit worried. I thought I wouldn't be able to run the business and do my schoolwork at the same time and that I should put it off until I was older,' he says. 'But I thought I should go for the opportunity.'

His first customers were friends from school and family. He produced some leaflets to advertise his business and paid his friends in ice cream and cold drinks to deliver them around his local area. ³ ☐ The banks were unwilling to lend him money because of his age, so Oliver spent his weekends and evenings working as a DJ. He saved up all the money that he earned through his weekend work and invested it in his business.

⁴ ☐ Eventually, he had enough investment to launch his own website, biggerfeet.com. Within half an hour of launching the website, he had received his first order and he made over 150 sales in just over a month.

⁵ ☐ In 2005 he won the Young Entrepreneur of the Year Award. The business continued successfully for eight years, selling thousands of pairs of shoes around the world. He then closed it down and went in a different direction.

⁶ ☐ It sells toiletries online to men – they can place a regular order so they don't run out. His website also has a blog with healthy lifestyle news and tips.

Exam practice

2 F Six sentences have been removed from this article. Choose from sentences (A–G) the one which fits each gap (1–6). There is one extra sentence.

- A The business grew rapidly thanks to media coverage on television and in magazines.
- B He decided to set up his own company, buying large-sized shoes directly from the manufacturers and selling them.
- C Oliver went on to start a new 'kitchen table' business called Cornerstone.
- D Oliver's plans included expanding the business to other clothing and accessories for taller people.
- E However, he soon became aware that he would need to use real money if he wanted to expand his business.
- F It was very difficult for him to find decent shoes on the high street that fitted and were not outrageously expensive.
- G He also borrowed money from his family.

Over to you

3 PAIRWORK Discuss the questions.

- 1 Have you ever had an idea for a business you would like to start?
- 2 How easy or difficult do you think it is to run a business?

Listening skills 5&6

Listening for main ideas

EXAM TIPS

In a multiple matching task, you have to identify sentences that match what the speakers have said. There may be sentences that you do not need.

- Read the instructions carefully to help you understand the topic.
- Listen for synonyms or similar words to those in the sentences. For example, if a sentence contains the word *career*, you may hear the word *job* or *work*.

Towards B2 First Listening

Warm up

1 **PAIRWORK** Look at the photos and answer the questions.

- Describe the places. Where do you think they are?
- What sort of activities could you do in each place?
- Who do you think would prefer each place for a holiday?



1 ☐



2 ☐



3 ☐



5 ☐

Exam practice

2 05 You will hear five people talking about holidays. Match each speaker (A–E) to a photo below.

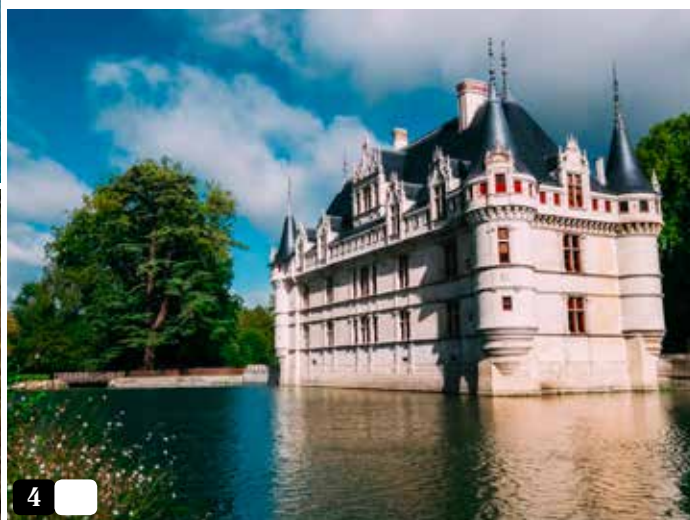
3 **F** Listen again and choose which statement below (1–8) best matches each speaker (A–E). There are three extra sentences which you do not need to use.

- I wouldn't want to stay in a hotel.
- I'd like to look at some interesting buildings.
- I want somewhere with some exciting nightlife.
- I want to be somewhere very quiet.
- My ideal holiday might be quite frightening.
- I wouldn't like to go camping.
- I would like to do some adventure sports.
- I want to go somewhere tropical.

Speaker A ☐ B ☐ C ☐ D ☐ E ☐

4 **PAIRWORK** Do the task. Can you remember who said the following?

- some kind of action-packed holiday Speaker C
- staying in a hotel with young children _____
- I'd spend some time visiting museums _____
- perhaps I'd be too scared _____
- I'd just love complete relaxation _____



4 ☐

Over to you

5 **PAIRWORK** Do the task.

- Choose a holiday for one of these:
your parents for one week
a group of friends
a couple for a long weekend
- Record your conversation.
- Swap recordings and make notes about the main ideas discussed.

Warm up

- 1 **GROUPWORK** Put the benefits of travel in order of importance (1-6). Add other ideas if you can.

The benefits of travelling

- ✗ try new things and learn new skills
- ✗ get first-hand experience of the world
- ✗ get out of your comfort zone
- ✗ meet people and make new friends
- ✗ acquire cultural sensitivity and open your mind
- ✗ develop confidence and self-reliance

Viewing for meaning

- 2 ▶00.02 Watch the video and number the places in the order they are mentioned.

☐ Kenya ☐ Spain ☐ New Zealand ☐ Moscow
☐ Brazil ☐ Italy ☐ Amsterdam ☐ South Africa
☐ Poland ☐ Cambodia

- 3 Watch the video and write the names.

Kahmal | Kristel | Benedict | Briar | Gabriel | Daniel | Elani | Joshua

Who thinks...

- 1 visiting Africa was completely different to Europe or Latin America? _____
- 2 you understand that your way of thinking is not the only way to think? _____
- 3 travel changes your thinking, and makes you appreciate what you have? _____
- 4 you can learn from people who live differently to you? _____
- 5 travelling opens your eyes to cultures and inspires you as an artist? _____
- 6 travelling is stressful but worth it? _____

WORD FOCUS different | differently

Watch again. Notice the frequent use of **different** / **differently** for this topic:

It's just made me think a lot **differently** | Everybody is **different** | people that live completely **differently** to you | the **different** cultures around the world | a whole **different** set of cultures | a culture that is completely **different** | see how **different** people live and **different** lifestyles | I get to perform in **different** cities | I've lived in **different** countries | you see **different** cultures | there are **different** ways of thinking

- 4 **PAIRWORK** Try to answer the questions. Then watch again and check.

- 1 What did Kahmal realise after he visited Poland?
- 2 What did Kristel do in Cambodia and South Africa?
- 3 Who did Benedict stay with in New Zealand?
- 4 What does Briar find difficult about travelling?
- 5 What did Gabriel see and experience in Kenya?
- 6 What does Elani do in the cities she visits?

Viewing for language

FLUENCY TIPS The rhythm of speech

Rhythmic, repetitive, verbal patterns form part of an individual's spoken style. Watch Benedict:

the way that they live, the food that they eat, the music that they listen to...

- 5 The speakers use repetition in these extracts. Complete them with these expressions.

I've lived | the way | going somewhere | I love

“KAHMAL I remember when I went to Poland, and
 1 _____ they spoke, 2 _____ they acted,
 even 3 _____ their food tasted and 4 _____
 their cities was laid out.

BENEDICT So, personally, 5 _____ travelling a lot. 6 _____ exploring. 7 _____ immersing myself in the different cultures around the world.

BRIAR Getting on a plane, 8 _____,
 9 _____ new, especially if you're 10 _____
 new to live for a long time.

ELANI 11 _____ in different countries ever since I was very young. 12 _____ in Kenya,
 13 _____ in Moscow, and visited many, many countries.”

Over to you

- 6 **PAIRWORK** Make vlogs about travel. Film your partner.

Viewing skills 6

Work

Warm up

- 1 **PAIRWORK** Discuss the reasons to work below. Which do you think are the most important?



Work-Life-Balance

REASONS TO WORK

- Have a purpose in life
- Use your skills and talents
- Earn lots of money
- Achieve respect and recognition
- Provide for your family
- Contribute to society
- Fulfil your dreams

Viewing for meaning

- 2 ▶ 04.45 Watch the video and number the places and ideas in the order they are mentioned.

- ☐ in a trainer shop ☐ in a bar ☐ film production
☐ give back to people ☐ customer service
☐ an actress ☐ interface engineer ☐ at a library
☐ give back to the environment ☐ in shops

- 3a Watch the video again and write the names.

Hannah | Rachel | Gabriel | Franziska | Lauryn | Joshua | Olivia | Briar

Who thinks...?

- 1 You need to be passionate about your career. _____
- 2 Work teaches you soft skills, such as timekeeping and leadership. _____
- 3 Ideally, work should be enjoyable, but sometimes getting money is the priority. _____
- 4 Find a job you enjoy, don't just work to buy things you don't want. _____
- 5 We should work to contribute to society, not just for money. _____
- 6 Doing a job you love is important, because we work for many years. _____
- 7 Work teaches you soft skills, such as self-control and team work. _____
- 8 Work hard towards your goal, and you will get the job you want. _____

- 3b **PAIRWORK** Discuss which speaker's opinion you agree with / disagree with.

Viewing for language

FLUENCY TIPS Giving advice and making recommendations

Notice how the speakers give advice and make recommendations:

Modal verb *should* ... | *think it's important to* + verb |

Conditional (*If you* + verb) + (*you can* / *will* / *should* + verb)

| *As long as you* ... *then* ...

- 4 Complete these extracts. Then watch and check.
be | change | contribute | enjoy | finding | love | work

“HANNAH Everybody should ¹ _____ to society.
RACHEL I think it's also important to ² _____ it.
So if you're not happy, I think you should ³ _____ until you find something that's more suited to you.
GABRIEL I think that if you ⁴ _____ hard, you can normally achieve your goals.
JOSHUA It's really important to be doing something you ⁵ _____. So you should ⁶ _____ in a career that you really enjoy. So, as long as you're ⁷ _____ a way to serve that purpose, then the money is secondary.”

WORD FOCUS *fulfil* | *enjoy* | *skills* | *goal*

Watch and count how often the speakers use different forms of the verbs *fulfil* and *enjoy*, and the nouns *skills* and *goal*.

- 5 Complete these extracts using the words below. You may use some words more than once. Watch and check.

skills | goal | enjoy | fulfilled | fulfilling

“HANNAH ...about ¹ _____ your dreams
RACHEL ...it's also important to ² _____ it
FRANZISKA ...in order for it to be ³ _____
LAURYN ...you learn loads of ⁴ _____
JOSHUA ...living your day-to-day life towards a ⁵ _____
OLIVIA ...and you feel ⁶ _____
BRIAR ...do the job that you really ⁷ _____”

Over to you

- 6 **PAIRWORK** Make vlogs about work. Film your partner.

Speaking skills 5&6

Conversation

Warm up

- 1 **Look at these sentences. Put them under the correct heading in the Useful Language below.**

I see your point, but... | I think so, too. | Do you agree? |
Would you like to add anything? | I agree with you. |
I'm not so sure. | I think that... | In my opinion...

USEFUL LANGUAGE

Agreeing

- Yes, that's a good point.

Asking for opinions

- What do you think?

Disagreeing

- I don't think that...

Expressing opinion

- From my point of view...

- 2 **Look at the photos below and answer the questions.**

- 1 Have you done any jobs like these?
- 2 Which job looks the easiest / hardest?
- 3 When might you do any of the jobs?

Exam practice

- 3 **PAIRWORK** Look at the question and the jobs below. Use the language in exercise 1 to give your opinions and to agree and disagree.
- 4 **F** Now decide which is the most interesting job.

Which would be the most interesting job on a working holiday?



work in a restaurant in a big city



pick fruit on a farm



be a sports instructor on a summer camp



volunteer at a conservation project



be a teaching assistant

EXAM TIPS

In a speaking task, the examiner may give you something to discuss with another candidate. They may then ask you to make a decision from a number of options.

- Remember that this is a conversation. Listen to the other candidate and respond politely to what he or she says.
- Take turns to speak.
- Say one or two sentences and then ask your partner a question but don't answer your own questions!
- It doesn't matter if you can't reach a decision. It's more important to have a good discussion.

Towards B2 First Speaking

Over to you

- 5a **Read the question and discuss the reasons people go on working holidays.**



- 5b **Now decide which is the most important reason.**

- 6 **PAIRWORK** Discuss your speaking fluency. What areas could you improve?

Warm up

1 Complete the advice about writing an article with the correct words.

ending | examples | linking words | opening sentence | paragraphs | question | reader | style | title | topics

How to write an article

- ⑥ The ¹ _____ should be interesting and informative. It gives readers an idea of the subject.
- ⑥ The ² _____ introduces the subject and engages the reader. Sometimes you can start with a ³ _____.
- ⑥ Divide the main text into ⁴ _____ with one topic for each.
- ⑥ The ⁵ _____ need to be clearly defined and linked.
- ⑥ Don't forget the ⁶ _____. Finish your article by summarising your ideas.
- ⑥ The ⁷ _____ can be light-hearted or serious, depending on the ⁸ _____.
- ⑥ Avoid too many short sentences – use ⁹ _____ (such as *and*, *but*, *because*, *although*, *also*) to add, contrast, give ¹⁰ _____ or summarise.

EXAM TIPS

Articles are usually written for a magazine or newsletter. The reader may not be knowledgeable about the subject. The aim is to engage the reader, so you can use opinion, comment, description and anecdote.

Towards B2 First & Trinity ISE II Writing

Exam practice

2 The article opposite was written by a student for a local paper. It explains why the student population contributes to the life of a town. Read it and answer the questions.

- 1 What is the general point of view of the writer?
- 2 What point does she make in each paragraph?
Para 1 *The reason for writing, local criticism of students*
- 3 Underline and categorise the linkers.
Adding *Another point,*

STUDENTS ARE GOOD FOR THE TOWN

BY MIRANDA SHAW

- 1 Local residents sometimes complain about students, saying they contribute nothing, are noisy and drop litter. But don't students bring any benefits to the life of the town?
- 2 Although critics say we don't bring money to the community, students actually spend a lot. For example, we rent property and buy things in shops and cafés. In fact, businesses such as fast food restaurants depend almost entirely on the student population for their living. Another point is that the university creates jobs for local people on campus.
- 3 Students make the town more vibrant, too. It is true that students sometimes make too much noise, but it would be a dull place if we weren't here. However, many students drop litter and we need to care more about our shared environment.
- 4 The town's cultural life is also improved by our presence – many events, such as theatrical and musical performances and exhibitions, only happen because students get involved. In addition, the large student population attracts well-known bands who would not come here otherwise. What's more, many students get involved in local community projects.
- 5 While I acknowledge that students can be disruptive, I hope I have persuaded you that the town is better off because of us. To sum up, we spend money and contribute to the town's cultural and social life.

3 **FT** Write an article giving the point of view of people in the town. Write 140–190 words. Follow the guidelines in exercise 2. Don't forget to plan your article and check your work afterwards.

4 Write one of the following articles. Start with the phrase given.

- The internet – a blessing or a curse?
The internet is essential for modern life...
- The benefits of taking a gap year
Taking a year out before going to university...
- 24-hour opening – pros and cons
Shops should be open 24 hours a day...

Warm up

- 1 Match the verbs in column A to the nouns in column B to complete the phrases.

A	B
1 take	a with someone
2 travel	b someone to do something
3 follow	c a risk
4 take	d a ferry
5 persuade	e a colleague
6 run into	f around
7 fall in love	g a course

EXAM TIPS

In a multiple-choice cloze task, you have to choose the correct word or phrase from four possible options to complete a text.

- Read the words before and after the gap so that you understand the general meaning of the sentence.
- Make a list of commonly used phrasal verbs and learn them.
- Learn key linking phrases like: *even if*, *in spite of*, *on the other hand*, etc.

Towards B2 First Reading and Use of English

Exam practice

- 2 **F** Read the text opposite and decide which answer (A, B, C or D) best fits each space.

- | | | | |
|---------------|-------------|-----------|-----------|
| 1 A take care | B work | C fix | D build |
| 2 A making | B doing | C taking | D having |
| 3 A took | B travelled | C rode | D drove |
| 4 A meet | B met | C meets | D meeting |
| 5 A up | B over | C through | D into |
| 6 A soon | B once | C far | D already |
| 7 A to | B of | C for | D from |
| 8 A by | B over | C to | D with |

- 3 **PAIRWORK** Read the text again and answer the questions.

- When did the writer decide to go travelling?
- Why did he take a course in motorbike maintenance?
- How did he get to France?
- What happened in Barcelona?
- Where does he live now?

MY LIFE CHANGING TRIP

After university, I decided to travel around Europe. I saved up some money to buy a motorbike and I also followed some online tutorials in motorbike maintenance, so that I could ¹___ my bike if there were any problems. My parents thought that I was ²___ a huge risk and tried to persuade me to stay at home, but I was determined to go.

After several weeks of preparation, I finally left Ireland in July two years ago. I ³___ a ferry across to France and from there I travelled around Europe on my bike. It was an amazing way of ⁴___ all sorts of people – some friendly, some rude, some helpful, some aggressive – and I learnt how to ask for directions in five different languages! In Barcelona, I ran ⁵___ an old friend from school and we travelled together – she rode on the back of my bike – to Lisbon. After Lisbon, I rode back through Portugal and Spain, and my next stop was Genoa. As ⁶___ as I arrived in Italy, I knew that I wanted to stay there for ever. I sold my bike, rented a flat and found a job teaching English. My parents wanted me to come back and get a job at home. But, in spite ⁷___ all their misgivings, I'm still here in Genoa. I fell in love ⁸___ a beautiful Italian woman, and I think I'll stay here for the rest of my life.



Over to you

- 4 **PAIRWORK** Do the task.

- Find a short text from Units 5 and 6 in the Student's Book.
- Find eight collocations in the text and cross out one of the words, leaving a gap.
- Write multiple-choice answers A, B, C or D for the missing words.
- Give your task to another pair to complete.
- Were their answers correct?

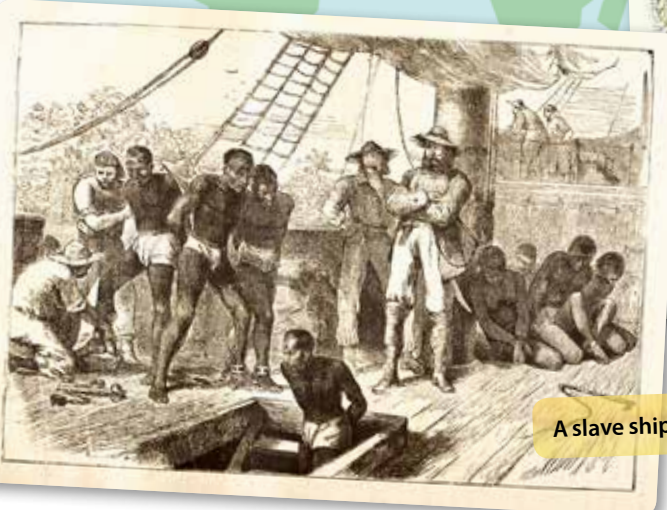
THE SLAVE TRADE

- a** There have been slaves since ancient times but the enforced slavery of millions of Africans to work on plantations was the largest forced migration of human population in history.
- b** The slave trade started in the 16th century when European settlers in the Americas began to use African slaves. As they prospered and needed more labour, a thriving trade developed – the transatlantic slave trade. The European slave traders followed a triangular route. In the first part of their trip, they took goods to West Africa. They then bought slaves and transported them to the Americas and the Caribbean in the infamous ‘middle passage’. They then sold their human cargo and bought goods such as sugar, coffee, tobacco and cotton to take back to Europe on the last leg of the voyage.
- c** The conditions on the slave ships were appalling, with slaves packed below decks like animals. It took up to sixteen weeks to cross the Atlantic Ocean and countless slaves died in the filthy, overcrowded conditions. When sick slaves were too ill to be sold, the crew would throw them overboard to claim insurance.
- d** Many slaves resisted and even took over the ships and steered them back to their homelands. There was also slave resistance in the Caribbean. In the French colony of Haiti, slaves successfully gained independence in 1804. And in Jamaica a slave rebellion in 1831 contributed to the abolition of slavery.
- e** On the plantations, slaves were treated very badly and many died. The slave owners kept them in cramped housing, gave them little food and made them work incredibly long days. They were often cruelly beaten, or had to wear heavy chains as punishment. Women were frequently abused, and their children taken from them and sold.
- f** At the height of the slave trade in the 18th century, plantation owners made incredible fortunes from slave-grown produce such as sugar, rum, tobacco and coffee, and lived lavish lifestyles. Dozens of British ports were involved in the trade, particularly London, Bristol, Glasgow and Liverpool. These cities expanded, industries developed, and business and finance prospered.
- g** Slave traders didn’t question the morality of what they were doing; slaves were items of trade to be numbered, documented, and sold. But in the middle of the 18th century there were growing religious and ethical objections, and increasing moral criticism. The campaign in Britain to abolish slavery began in the 1760s, supported by both black and white abolitionists, and led by the influential MP, William Wilberforce. The accounts of freed slaves such as Olaudah Equiano made a major contribution to the campaign.
- h** Eventually in 1807 Britain abolished its slave trade, and the Americans followed a year later. However, the slave trade did not stop immediately. Despite the attempts of the British and American navies to stop illegal slave ships, a further three million Africans became slaves. Slavery was finally abolished throughout the British Empire in 1833, while slaves had to wait until 1865 in America, 1886 in Cuba and 1888 in Brazil.

The slave route triangle



Slaves harvesting sugar cane



A slave ship

300
years of slavery

12 million
slaves

54,000
voyages across
the Atlantic

1.5 million
slaves died on
the ships