

Reading

Strategy

Read each paragraph quickly and get a general idea of what it is about. Remember that the headings or questions that you need to match must relate to the whole paragraph, not just to a part of it.

- 1 Read the **Strategy**. Then read the first paragraph of the text. What topic (1–4) is the paragraph about?
- 1 One man's life of crime 3 The history of the mail train
2 Crimes through the 1960s 4 A plan for a crime

- 2 Read the text and match statements A–G with paragraphs 1–6. There is one extra statement.

The crime of the century

- This is the story of one of Britain's most famous crimes: the Great Train Robbery. In 1963, an English criminal called Bruce Reynolds had an idea for a crime. He wanted to rob the night mail train from Glasgow to London because he knew the train carried thousands of pounds. He also knew he couldn't work alone, so he called fifteen other criminals and told them about the job. He called it 'the big one'.
- The gang bought a farmhouse in the middle of the countryside to escape to after the crime. They also found a criminal train driver to help them drive the train after they stopped it, and they organised trucks to carry the money. Then, on the night of the robbery, they put up false signals on the track and waited.
- The train appeared at around 3 a.m. and stopped at the false signals. The train driver, Jack Mills, was confused, so he got out and went to the signals. The thieves hit him on the head and then boarded the train. But now they had a problem – they needed to move the train to a bridge to unload the money, but their criminal train driver didn't understand the controls – he couldn't drive the train!
- The thieves decided to drag the driver, Jack Mills, back onto the train to help them. Then they had a surprise. There was more than the thousands of pounds they thought would be on the train – there was over two and a half million! In those days that was a huge amount of money.
- The men drove the money to their farmhouse and decided to wait there until the police ended their investigation. But this was a huge crime, and the police were looking everywhere. At last, the thieves became worried. They left the farmhouse with the money, and when the police found the house, they also found the men's fingerprints everywhere. The investigation continued, and the police started to arrest people. Many of the train robbers went to prison for thirty years for their crime.
- In April 1965, one of the gang members, Ronnie Biggs, escaped from prison. He lived in Australia with his wife and children, and then he went to Brazil. During this time, the newspapers wrote many stories about him. In 2001, he returned to Britain because he was very ill. He went back to prison, but then left again in 2009 and died in an old people's home. Many people have made films and written books about the Great Train Robbery. It is one of Britain's most famous crime stories.

This paragraph tells you ...

- A how the thieves were discovered. _____
B how the men spent the money. _____
C how the thieves prepared for the robbery. _____
D the problem the robbers had on the night of the robbery. _____
E how their fame grew. _____
F what they found which was unexpected. _____
G why the thieves decided to work together. _____

Listening

Strategy

Before you listen, read the questions and options carefully. Think about the kind of person you will hear speaking. Also think about where they are and why they might be speaking.

- 3 Read the **Strategy**. Then read the questions and options in exercise 5 carefully. Who do you think will be talking in each extract? Match each extract with the best idea below.

a criminal someone who works in a shop
a banker an ordinary girl or woman a teacher
a news presenter a chef

- 4 **3.08** Listen to the recording and check your answers to exercise 3.

- 5 **3.08** Listen to four texts and answer the questions. Circle the correct answer (A–D).

- Where would you hear this announcement?
A in a shopping centre
B in a clothes shop
C in a department store
D in a camera shop
- Who is the announcement for?
A people who know something about a crime
B police investigating a crime
C the victims of a crime
D visitors to an art gallery
- What does Lucy do to save money?
A She never goes out.
B She works every weekend.
C She doesn't buy many things.
D She works every day.
- What is Jake going to do?
A apply for a job
B make a phone call
C work as a waiter
D tell someone about a job

Use of English

Strategy

When you have finished the task, read the text through again to make sure it makes sense. If you don't think it does, then try out one of the other words in the options.

6 Read the Strategy. Then read the text and complete gaps 1–8. Circle the correct answer A, B or C.

Shopping centres have become a ¹ more than just places to shop and look for bargains. They are places of entertainment ² people meet and have fun. Some modern shopping centres are ³ big they can take days to explore properly. For example, the Cehavir Shopping and Entertainment Centre in Istanbul covers 420,000 square metres and is considered to be the ⁴ shopping centre in Europe. It has around 350 shops and 50 restaurants to choose from. And if you fancy ⁵ your friends in the evening, there are 12 cinemas, a bowling alley and even a roller coaster ride.

Another huge shopping centre is the Mall of the Emirates in Dubai. As well as around 700 shops and restaurants, you can go to Magic Planet, which is a mini theme park, ⁶ watch a film in one of the fourteen cinemas. And if that isn't enough, ⁷ about visiting Ski-Dubai, the world-famous indoor ski slope? Some people want ⁸ a more cultural experience. This is easy at the Mall of the Emirates. There is a Community Theatre and Arts Centre on the second floor of the building with a theatre, art galleries, a music school and a library.

- | | | |
|-------------|-----------|-----------|
| 1 A much | B lot | C few |
| 2 A where | B who | C which |
| 3 A as | B such | C so |
| 4 A large | B larger | C largest |
| 5 A meet | B meeting | C to meet |
| 6 A while | B but | C or |
| 7 A how | B where | C much |
| 8 A to have | B have | C having |

Speaking

Strategy

When you have to speak about a given subject at length, think about how you will structure your speech. Use key phrases to introduce new points. Justify your opinions throughout and sum up your opinion at the end. Remember the subject may not be something you know much about, but you will sound convincing if you think carefully about each point.

7 Read the Strategy and the phrases below. Decide which could be used for structuring your speech (St), ordering your points (O), justifying your opinions (J) and summing up (Su). Can you add any more phrases?

- | | |
|---|----------------------------------|
| 1 There are a number of reasons why I believe this. | 4 Now I'd like to move on to ... |
| 2 I'll tell you why I think that. | 5 In conclusion, ... |
| 3 Secondly, ... | 6 I'll begin with ... |

8 Read the Strategy. Then do the exam task.

Look at the two photos showing modern school classrooms. Compare them, include the following:

- What makes a classroom a good place for learning?
- Which of the classrooms would you prefer to study in? Why?
- Is it more important for schools to spend money on new buildings or on new technology?



Writing

Strategy

It is important to fully develop the points that you mention in your writing. When you give opinions or describe feelings and actions, remember to give reasons for the things that you mention.

9 Read the Strategy. Then imagine that you discover your phone has been stolen. Write notes, including:

- three times when it might have happened.
- three ideas for what you did next.
- three adjectives to describe your feelings.

I think I lost it when I was ...

10 Imagine you witnessed a robbery last week. Write an email to an English friend in which you:

- explain where you were.
- describe what you saw.
- say how it affected you.
- ask what similar experiences your friend has had.