

Test 1

Reading and Use of English Part 1

Training

Identifying collocations

- 1 1 make a difference / sense / an exception / trouble
2 do your best / the shopping / someone a favour / harm
3 have an experience / an effect / patience / a row
4 take notice / something for granted / pleasure / turns
5 put pressure on someone / something into practice / an end to something / your mind to something
6 give a talk / your word / credit to someone / someone a chance
7 set an example / a record / an alarm / fire to something
8 keep a promise / a diary / a secret / in touch
- 2 1 set a/the record
2 give (me) your word
3 kept in touch
4 had a row
5 take turns
6 puts his mind to
7 do me a favour
8 did her best

3 1 B 2 D 3 C 4 A 5 C 6 B 7 C 8 D

Understanding the precise meaning of words

- 1 C
2 B
3 C
4 B
5 D

Exam Practice

- 1 C 'safely' collocates with 'assume'. The other adverbs here don't.
2 D All four options can be used with 'up' as phrasal verbs. However, 'end up' is the only one that fits the meaning of the sentence – it means 'eventually finish' or 'eventually find yourself'.
3 B 'suggests' is the only one of these verbs which collocates with 'research'.
4 A The passive structure '[something] is characterised by ...' is often used to describe the most typical or noticeable qualities of something. The other verbs are not used in this way.
5 A 'distance' is the only one of these nouns that relates to races and measuring an athlete's win or loss.
6 D 'narrowly' is the only one of these adverbs that collocates with 'lose' or 'lose out'. It also collocates with 'win'.
7 B All these verbs mean 'think about', but 'reflect' is the only one that takes the preposition 'on'.
8 C 'feeling' collocates with 'happiness' and is the only noun here that can be followed by the preposition 'of'.

Reading and Use of English Part 2

Training

Useful language: relative pronouns

- 1 where
2 why
3 when
4 which
5 who
6 what
7 which
8 whose

Useful language: adjective + preposition

- 1 at
- 2 with
- 3 for
- 4 of
- 5 to
- 6 for
- 7 of / about
- 8 for
- 9 to
- 10 by

Useful language: verb + noun + preposition

- 1 of
- 2 from
- 3 in
- 4 on
- 5 of
- 6 for
- 7 for
- 8 of

Useful language: connecting words

1	Concession although / though despite even though in spite of	Time after until <i>ex. when</i> <i>before</i>	Condition if even if <i>in case</i> <i>unless</i> <i>whether</i>
	Comparison than rather than <i>whereas</i> <i>as ... as</i>	Reason so that in order to / that <i>because</i> <i>so as to</i> <i>so as not to</i>	Correlation both ... and ... not only ... but (also) ... <i>either ... or</i> <i>whether ... or not</i> <i>neither ... nor</i>

- 2 1 until
- 2 Not only
- 3 Rather than
- 4 unless
- 5 Despite / In spite of
- 6 whether
- 7 Although / Though / Even though

Exam Practice

- 9 **until** If you read the whole text, you find out that scientists recently discovered where blue diamonds

come from – before that, no one knew. So the gap needs a word that indicates the period up to this recent time. We can't say 'before recently', but we can say 'until recently'.

- 10 **it** Impersonal passive structures like 'it is thought / said / reported / argued' are common in texts about academic research.
- 11 **between** When a range with two points is described, we say 'between X and Y' or 'from X to Y'. Be careful not to mix them up.
- 12 **as** 'known' is followed by 'as' when it has this meaning of 'called'.
- 13 **which** This relative pronoun refers back to '46 blue diamonds'. It's important to look further than the word(s) immediately before the gap. Sometimes the words which relative pronouns refer to can be found further away. Similar combinations with 'of' are common in more formal English, e.g. 'some of which', 'one of which', 'none of which', 'several of which'.
- 14 **Not** If you read the whole of this sentence, you will see that the two parts of the sentence are held together by the structure 'Not only ... but also'.
- 15 **than** This follows the comparative structure 'four times nearer'.
- 16 **according** 'according to' is a prepositional phrase which means 'as stated by'.

Reading and Use of English Part 3

Training

Useful language: identifying types of words 1 and 2

- 1 **professional** A word between a definite or indefinite article (*a/the*) and a noun is usually an adjective.
- 2 **Unfortunately** A single word at the start of a sentence which is followed by a comma will be an adverb. In this case, the rest of the sentence indicates that a negative meaning is referred to.
- 3 **differences** 'many' before the gap indicates that a plural noun is needed.
- 4 **fitness** A word coming between two nouns will be an adjective or a noun.
- 5 **enables** The gap between 'medical care' and 'modern footballers' needs a verb.
- 6 **envious** An adjective is needed to follow 'he's quite'.
- 7 **drawbacks** A noun is needed for the gap between 'the' and 'of'. 'One of the' indicates that a plural noun is needed.

Useful language: using prefixes and suffixes

Verb	Noun	Adjective	Adverb
create	creation creator	creative uncreative	creatively
intend	intention	intentional intended	intentionally unintentionally
originate	origin	original unoriginal	originally unoriginally
popularise	popularity	popular unpopular	popularly unpopularly
increase	increase	increasing increased	increasingly
please displease	pleasure	pleasing / displeasing pleasant / unpleasant pleasurable	pleasingly displeasingly pleasantly unpleasantly
	kindness	kind unkind	kindly unkindly

Useful language: understanding suffixes

1 Suffix	Function	Meaning	Examples
-er, -or	to make a noun from a verb	<ul style="list-style-type: none"> person who does something object that does something 	<i>thinker, boxer, operator</i> <i>ruler, projector,</i>
-ist	to make a noun, often from another noun	<ul style="list-style-type: none"> people in certain professions people with certain beliefs some musicians 	e.g. journalist, scientist <i>anarchist, theorist</i> e.g. pianist, guitarist
-tion, -sion	to make a noun from a verb	for many different things	e.g. pollution, collection, suspension, admission
-ness	to make a noun from an adjective	often for feelings, qualities and states of mind	<i>sadness, kindness, readiness</i>
-ise / ize	to make a verb from an adjective	cause to have a quality	<i>modernise</i> e.g. supervise, categorise
-ment	to make a noun from a verb	process or result of doing something	<i>enjoyment</i> e.g. resentment, contentment
-ity	to make a noun from an adjective	quality or state of something	<i>modernity, sensitivity</i>
-ship	to make a noun, often from another noun	status	<i>friendship</i> e.g. membership, partnership
-ify	to make a verb from an adjective or noun	cause to have a quality	<i>notify</i> e.g. mystify, simplify
-ive	to make an adjective from a verb or noun	for many different things	<i>active</i> e.g. talkative, pensive

- 2 1 summarised / summarized
- 2 immersion
- 3 membership
- 4 determination
- 5 violinist
- 6 complexity
- 7 employment
- 8 identify

Useful language: adjectives and adverbs

Noun	Adjective	Adverb
tradition	traditional	traditionally
energy	energetic	energetically
function	functional	functionally
drama	dramatic	dramatically
politician	political	politically
essence	essential	essentially
sarcasm	sarcastic	sarcastically
athlete	athletic	athletically
emotion	emotional	emotionally
controversy	controversial	controversially
irony	ironic	ironically
nutrition	nutritional	nutritionally
enthusiasm	enthusiastic	enthusiastically
anecdote	anecdotal	anecdotally

- 2 1 emotional
- 2 enthusiastically
- 3 nutritional
- 4 anecdotal
- 5 Controversially
- 6 sarcastic

Exam Practice

- 17 **economic** An adjective is needed before the noun 'development'.
- 18 **threatened** 'are' before the gap and 'by' after it indicate that this is a passive structure, so the past participle of a verb is needed. The infinitive is 'threaten'.
- 19 **endangered** Reading the whole of this sentence carefully tells us that the trees have a serious problem. 'Dangerous' is an adjective formed from 'danger', but it doesn't fit the meaning of the sentence.
- 20 **existence** 'their' before the gap indicates that a noun is needed.

- 21 **expansions** The structure of the sentence indicates that a noun is needed. Also, 'two' indicates that it must be a plural noun.
- 22 **moisture** The structure of the sentence indicates that a noun is needed.
- 23 **increasingly** 'complex' after the gap is an adjective, so the word here is likely to be an adverb.
- 24 **analysis / analyses** Reading from the start of the sentence tells us that a noun is needed here. In this case it could be singular or plural.

Reading and Use of English Part 4

Training

How to approach Part 4

Your thinking may be something like this:

- a 'A last-minute' before the gap is different from 'at the last minute'. 'Last-minute' is an adjective, so a noun should follow it.
- b 'Off the match' is different from 'cancel the match'. We need a verb before 'off' to express the same meaning as 'cancel'.
- c The ideas 'it was decided' and 'cancel' are missing from the second sentence.
- d The key word MADE must relate to either 'it was decided' or to 'cancel'. But 'made off the match' doesn't make sense - 'made off' doesn't mean 'cancel'. So MADE must be related to the idea 'it was decided'.
- e The noun 'decision' can follow the adjective 'last-minute'. But it needs to be followed by a verb: 'was MADE'. 'A last-minute decision was made' has the same meaning as 'it was decided at the last minute'. The phrasal verb 'to call off' means 'cancel'.

So, the complete second sentence is: 'Because of the heavy rain, a last-minute decision was made to call off the match.'

Applying the approach to Part 4

- 1 1 hasn't SEEN her cousin for
- 2 he had LET Maria know
- 3 have paid (more) ATTENTION to what
- 2 1 AS easy to find
- 2 would not/wouldn't have TURNED down
- 3 keeping an EYE on

Making sure sentences have the same meaning

- 1 A
- 2 A
- 3 B
- 4 A
- 5 B

Exam Practice

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 **AS hard / difficult | to visit as** 'Not as ... as' is used as a comparative structure.
- 26 **lost TOUCH with | all (of) / fallen out of TOUCH with | all** 'Lose touch with' is the opposite of 'stay in contact with'.
- 27 **promotion | CAME as a surprise** After 'sudden' a noun is needed, and 'promotion' is the noun from 'promote'. '[It] came as a surprise / shock [to someone]' is a common expression.
- 28 **are BOUND to be | (some) complaints / is BOUND to be some complaining** 'Bound to happen' means 'certain to happen'.
- 29 **would NEVER have / would have NEVER | taken** 'if you hadn't suggested it' in the second part of the sentence is part of a third conditional structure; the other half must be 'would (never) have / (never) would have' + past participle. We talk about 'taking up' a sport or hobby when we start doing it regularly.
- 30 **in FAVOUR of | banning** 'is in favour of' means 'supports the idea of'. After the preposition 'of', the verb must be in the *-ing* form.

Reading and Use of English Part 5

Training

Identifying the ideas and feelings expressed in the text

- 2 Jenny Granger, lead singer of the rock band The Traces, has spent most of the last three years painting, and a book showcasing her art has just been published. As one critic recently pointed out, rock stars becoming painters has become quite a regular thing. **(A)** Given that the Rolling Stones' guitarist Ronnie Wood and the great American singer-songwriters Bob Dylan and Joni Mitchell have all had high profile exhibitions of their paintings, Granger's career change is perhaps not so surprising. But she has certain doubts. 'There are so many people who've been painting all their lives and they can't get their work into a gallery,' she says. 'Then I play around with some colours for a couple of years and because of who I am, there's a big fancy book of my paintings, and **(C)** lots of articles and reviews in the press about it! It makes me quite uncomfortable.' She may not be the most technically skilled of artists, but **(B)** the portraits, landscapes and abstract images that she paints have improved in quality over time. **(D)** One writer has claimed that she's a phoney, but that's clearly not right. In fact, she's very genuine. 'I have no

problems admitting that I'm not a great painter, but I'm serious about what I do,' she says. 'But yeah, my current situation – the focus being on me – is rather embarrassing.'

- 3 Jenny refers to feeling embarrassed in line 8: 'It makes me feel quite uncomfortable', and in the final line 'my current situation – the focus being on me – is rather embarrassing'. Both comments are in connection with the attention her art is getting. So the correct answer is option C.

Working out the meaning of words from the context

- 1 'Moan' is a verb which means 'complain'. We use it in a negative way to mean 'complain too much or unnecessarily'. 'About how difficult their lives are' after 'moaning' gives a clue about what 'moaning' might mean. The rest of the sentence indicates that the writer might be using it to express disapproval.
- 2 'Shun' is a verb which means 'avoid something'. The information that 'Jenny is very protective of her privacy' and 'she rarely gives interviews' provides a clue to what 'shun publicity' might mean – 'avoid publicity'.
- 3 'Dwell on' is a phrasal verb which means 'keep thinking or talking about something'. The first sentence tells us that Jenny has an interesting past, but the second sentence tells us she prefers to talk about the future. This suggests that 'dwell on' must mean something like 'talk about or focus on'.
- 4 'Point-blank' here is an adverb which means 'directly and clearly'. Jenny usually says 'exactly what she thinks' (in the sentence after 'point-blank') gives a clue to what it might mean. 'Point-blank' can also be used as an adjective.
- 5 'Prowess' is a noun which means 'great ability or skill'. We are told that 'Jenny had no musical training', which suggests that she may not have had great musical ability.

Identifying opinion expressed in the text

- 1 do justice to = treat something in the right way or properly
be in awe of = feel great respect for someone/
something
conjure up = create something unexpected as if by magic
envisage = imagine what will happen in the future
with hindsight = the understanding of an event or
situation only after it has happened
- In her early twenties, Jenny went to art school, but dropped out before completing her degree. 'I was spending all my time playing music, and I wasn't **doing justice to** the art course,' she says. 'But I hung out with a group of young artists. I remember being very

impressed with them. In fact, I was really **in awe of** how clever and cool some of them were.' Jenny also recalls that they were dedicated to self-improvement.

2 (A) 'They seemed to have been born with perfect technique – they could conjure up a brilliant painting or sculpture out of nothing almost overnight. (D) But they were very disciplined too – they worked at getting better.' So did Jenny **envisage** successful artistic careers for any of her friends? 'I didn't think about it at the time,' she says. 'But **with hindsight**, 20 years later, I can see that (C) their ideas actually weren't very radical or new. They did pretty much what they were told to do. That hasn't stopped a few of them doing very well for themselves, though. In fact, (B) a couple of them are now world-famous artists and their paintings sell for millions of pounds.'

3 A Jenny says, 'They seemed to have been born with perfect technique.' So she thought they had natural talent. There is nothing in the text which indicates that her view now is any different.

B Jenny says, 'That hasn't stopped a few of them doing very well for themselves, though. In fact, a couple of them ... their paintings sell for millions of pounds.' So she says they have made lots of money. But there is nothing in the text to say her view in the past was, or her view now is, that they focused too much on money.

C Jenny says, 'with hindsight, 20 years later, I can see that their ideas actually weren't very radical or new. They did pretty much what they were told to do.' So her view now is that they were rather conventional in their thinking. Earlier in the text, Jenny says she was 'in awe of how clever and cool some of them were'. This implies that in the past she thought they were not conventional – so her view has changed.

D Jenny says, 'they were very disciplined too – they worked at getting better.' So, Jenny's view now is that the artists spent plenty of time trying to develop their skills. Nothing in the text tells us that her view in the past was any different.

4 C

Exam Practice

31 A Sentences 3–5 in the first paragraph tell us that Wilson made exaggerated claims for the game before its release and people were angry 'when features promised during development were not present when the game came out'. B: The text says Wilson's comments on *Way Beyond* were reported, but it doesn't say they were misrepresented. C: The text says that Wilson made unrealistic claims in his promotion of *Way Beyond*, not that he had an unrealistic belief

in his ability to promote it. D: People were angry about the game, but the text doesn't say Wilson didn't understand what gamers wanted.

32 D 'Most reviewers ... praised its lonely mood, its weirdly beautiful aesthetic qualities.' A: The text says that reviewers 'unintentionally gave the critics ammunition', but this doesn't mean they exaggerated the game's weaknesses. B: The text says that 'many disappointed players moved on to other more conventional games', but it doesn't say the press encouraged comparison. C: The text says reviewers noted 'the astounding technical feat of generating an entire universe of planets, each with its own ecosystem' – this means they admired the designers' ability, rather than questioning it.

33 C Wilson's resentment is expressed by 'the way they did it was so unfair and over the top. We really felt that all of our hard work hadn't been recognised and some of the criticism was unreasonable.' A: Wilson was affected, but the text doesn't say he was surprised at how much he was affected. B: The text doesn't mention whether he was protected or not. D: Wilson thinks the reaction was unfair, but admits that the mistakes he and his colleagues made in the launch of the game were what sparked the reaction. So he knows what motivated the behaviour of the people who attacked them.

34 D The paragraph starts by saying 'Wilson and his team didn't give up. Instead, they decided to keep working on *Way Beyond* and to concentrate on what the people who were actually playing it wanted.' So the paragraph explains how he handled the situation. A: The paragraph mentions the pressure involved in trying to make a game that people want to play, but the main purpose of the paragraph is not to describe that. B: The paragraph mentions people who work in the games industry, but the main purpose is not to explain what they're like. C: Wilson refers to difficulties he faced as a child, but the main purpose of the paragraph is not to tell us about his background.

35 A 'one' in this phrase refers to an update. The writer goes on to describe the three updates mentioned, of which 'the key one' means that 'you can ... invite other players to explore with you, in groups of four'. B: Players could always move around easily: 'You could always fly around the universe, explore planets ...' (etc.), so there is no significant update in this area. C: The text says you can now 'construct bases' and 'colonise a planet with ever-expanding constructions', but it doesn't say this is the crucial update. D: The text makes it clear that the game now has more resources, but it doesn't say this is the crucial update.

- 36 **B** 'contrary to what one might assume, *Way Beyond* has sold extremely well right from the very start' indicates that its commercial success would surprise some people. A: Wilson mentions that the development team of six was unusually small, but this isn't what the writer says would surprise people. C: Wilson says he and his colleagues listened and responded to feedback, but the writer doesn't say this would surprise people. D: Wilson says they 'kept the feeling [they] always wanted to have of landing on a planet that no one's ever been to before', but the writer doesn't say this would surprise people.

Reading and Use of English Part 6

Training

Summarising opinions in the texts

- 1 **A** Public libraries should continue to do this.
B It isn't sensible for libraries to do this.
C Public libraries should continue to do this.
- 2 The answer is B.

Looking for paraphrases to identify opinions in the texts

- 1 Phrases that could be used to express views about public libraries bringing people together.
- They're places where people can meet. *Yes*
 - You can make useful contacts there. *Yes*
 - You can concentrate there because they're quiet. *Probably not.*
 - They connect communities. *Yes*
 - Anyone can go to a public library – they're not exclusive places. *Yes*
- 2 Text B: libraries are a reminder that life is not just about ourselves, but about other people too

Text C: Whether it's a child looking for a fun story, an immigrant in need of language learning materials, a student wanting a place to study, or a pensioner seeking company, we can all go to one place: the local library.

Text D: places where we could ... find company with others. ... The internet, shopping malls, gyms and cafes are where most of us go these days.

D is the answer to Question 2.

Reading the text carefully

- 1 *very expensive to run* = a drain on public finances
important for companies = a vital service to the business sector

- 2 B's opinion is that public libraries are good for the economy – 'they provide a vital service to the business sector'.

B says other people think libraries are expensive = 'It is sometimes argued that public libraries are a drain on public finances.'

- 3
- libraries help the economy to grow – 'libraries contribute significantly to local wealth creation' (Text A)
 - it's not clear if libraries make economic sense – 'whether this is a cost-effective service is open to question' (Text C)
 - libraries are too expensive to run – 'a luxury we cannot afford' (Text D)
- 4 A shares B's view.

Exam Practice

- 37 **D** Expert A says that home-schooled children participate in an 'array of clubs, groups and associations ... where they mix with a wide spectrum of people'. Similarly, D says: 'home educators actually go to great lengths to involve their children in an impressive diversity of cultural and social contexts'. However, B says: 'Learning how to get on with other pupils and staff ... cannot be achieved outside school'. C refers to learning 'what it takes to live alongside and communicate effectively with individuals of all kinds', but says that here 'home schooling falls short'.
- 38 **B** Expert B suggests that home schooling is likely to have a negative impact on the family unit: 'I would fear for what being in each other's company constantly would do to our relationship – and I doubt we're unusual in that respect.' A, C and D argue that home schooling would strengthen the family unit. A: 'this tends to lead to much healthier relationships.' C: 'the chances are that their close family ties will be reinforced.' D: 'The process is also likely to be immensely helpful in terms of bonding, and thus runs counter to ... the fragmentation of traditional interpersonal structures.'
- 39 **C** Expert B doesn't think parents are well suited to teach their children: 'The majority of adults are ill-equipped to provide their offspring with the in-depth cross-curricular knowledge that pupils need.' Similarly, C says: 'most [children] will gain more educationally from being in class with a trained professional than alone with a loved one who lacks the requisite skills.' A and D both think parents are likely to be suitable as teachers at home. A: 'Parents' understanding of their children and commitment to their best interests will usually make up for whatever

specific expertise they may be short of.' D: 'the majority of parents who are motivated enough to tutor their own sons and daughters full time will become proficient through practice.'

- 40 C Expert A thinks the home is a suitable environment: 'in many ways, learning works better from a kitchen table than in an institutional setting.' B says that education in the home 'may well be a desirable alternative' for children who don't get the attention they need in a school classroom. D also emphasises the advantages of avoiding the 'peer pressure, bullying, rowdiness and other aggravations that school pupils have to deal with and which get in the way of education'. C has a very different view: 'the home is where you eat, sleep and play, and is therefore not particularly conducive to the concentration needed to absorb certain types of knowledge.'

Reading and Use of English Part 7

Training

Finding the links between the paragraphs

1 a

- a word that means people who know a lot about a specific subject = 'experts'
- words relating to the idea that something is disappearing or being destroyed = 'in danger of extinction, wiping out'

b

- a word that means sets of ideas = 'theories'

c 'the two theories' indicates that the removed paragraph is about a theory that is different from, and possibly opposed to, the one described in the first paragraph. The first paragraph refers to the banana being in danger of extinction; the removed paragraph could refer to the idea that the situation is not so serious.

2 A

In fact, that last point is relatively easy to answer. An earlier form of the disease was reported in Australia, Costa Rica and Panama in the late 19th century. It spread across Latin America, devastating production of the Gros Michel, a sweet and creamy banana that dominated the export market. But what can we learn from this?

B

What followed was mass unemployment and huge economic losses. The banana industry took several decades to recover. By the 1960s, however, the Cavendish banana, which is resistant to the fungus, had replaced the previously successful Gros Michel banana. Today the Cavendish accounts for 99% of global exports.

C

Others say such talk of disaster is exaggerated, however. They point out that bananas are as cheap and abundant as ever in our shops. The fungus causing the disease has been advancing steadily for three decades, yet global production has continued to rise. Latin America – where some 80% of exported bananas are grown – has so far managed to keep the disease away.

- 3 C fits best. 'Others say' links back to 'Some experts suggest'. 'Such talk of disaster' links back to 'in danger of extinction' and 'wiping out banana plantations'. Also, the second and third sentences in C emphasise that the situation of the banana isn't so bad – lots of bananas are sold and the disease hasn't yet affected Latin America. This is the second, opposing theory referred to at the start of the paragraph after the gap.

4

Reference words	Linkers	Content words / ideas
this	however	points
these	moreover	questions
he	similarly	developments
one of them	on the other hand	differences
it	as a result	issue
there	interestingly	
	later on	

- 5 2 F 'What researchers have discovered' in F links back to 'scientists have not yet come up with a chemical fix for TR4' in the paragraph before the gap. Also, 'It is thought to spread through infected plant parts and soil attached to shoes, tools, vehicles, planting materials and water' links forward to 'That's how plant diseases often advance' in the paragraph after the gap.
- 3 E 'Dr Charles Staver ... agrees' links back to "'It's only a matter of time,'" says Dr Miguel Dita, a plant disease specialist in Brazil. "Many banana companies have operations in Asia, Latin America and the Caribbean"'. Also, 'Banana industry technicians travel around the world, so there's also a high risk of them bringing it in. And 'it could be a tourist bringing in an ornamental plant' links forward to 'Either way, the implications are extremely serious' after the gap.
- 4 D 'One approach is to' links back to 'Clearly something needs to be done to combat the disease. But what?' just before the gap. Also, 'Another way to slow the spread of the disease could be to' at the start of the paragraph after the gap links back to D.

Exam Practice

- 41 **E** 'This strange peace' in E links back to 'The profound silence' and 'this isolated landscape' in the first paragraph. Also, 'a loud "boom"' that isn't bad and 'beautiful-sounding "singing" ice' that's 'scary' link forward to 'contradictions of this kind' in the paragraph after gap 41.
- 42 **G** 'Such changes affect your speed and route' in G links back to 'One day it was covered in a layer of water; the next it had a light dusting of snow' in the paragraph before gap 42. Also, 'Our guides stabbed their sticks into the ice, testing its depth. We stuck to ice that was between 10cm and 15cm thick, though 5cm would still be adequate' in G links forward to 'safety precautions like this' in the paragraph after gap 42.
- 43 **B** In the first sentence of B, 'it' refers back to 'the best ice' at the end of the paragraph before gap 43. In the second half of B, 'it was only on the third day, a Saturday, when we finally saw any other skaters ... and we just glided past crying "Hej hej!"' links forward to 'Not that skating is an inherently unsociable activity' at the start of the paragraph after gap 43.
- 44 **D** 'That was the extent of my experience too' in D links back to the mention of the Australian 'who'd only been skating on a public rink' at the end of the paragraph before gap 44. Also, 'wild skating had been popular all over northern Europe' at the end of D links forward to the start of the paragraph after gap 44: 'This is difficult to imagine nowadays ... rivers in Britain, France and Germany rarely freeze solidly enough for wild skating to be feasible.'
- 45 **A** 'Skating has evolved in other ways as well' in A links back to the changes ('warmer temperatures' and wild skating being limited to Scandinavian countries) mentioned in the paragraph before gap 45. Also, 'two safety "ice nails"' at the end of A links forward to 'In Sweden, these are a legal requirement' at the start of the paragraph after gap 45.
- 46 **F** 'By the fourth day, however, I had the hang of it' in F links back to the description of 'The trickiest part of being on the ice', which the writer 'needed help with ... at first', at the end of the paragraph before gap 46.

Reading and Use of English Part 8

Training

Paraphrasing

- 1 1 f 2 a 3 e 4 h 5 b 6 d 7 c
8 j 9 g 10 i

2 Suggested answers

- 1 the challenge of expressing ideas in a convincing way?
- 2 a moment of acute embarrassment?
- 3 a deliberate attempt to create distraction?
- 4 the pleasure that can be derived from setting short-term goals?
- 5 being given advice of doubtful value?
- 6 the need to be aware of your own limitations?
- 7 a difficulty caused by having to deal with inaccurate information?
- 8 being able to transfer skills to a very different activity?
- 9 the benefit of not taking yourself seriously?
- 10 an important distinction?

Reading task

- 1 **D** 'I have to focus on engaging their interest and on getting them to believe that the point I am trying to convey is significant and correct. The complexity of the content means that it's often demanding work.'
- 2 **B** The idea of acute embarrassment is conveyed by 'there was this agonising silence which seemed to go on forever'.
- 3 **C** The examiner started shouting at him when he was trying to answer to a question to put him off.
- 4 **A** 'I might give myself a target of doing two cartoon pictures every 40 minutes. It makes the whole process more enjoyable.'
- 5 **B** '...someone suggested I put scripts under my pillow at night - I would supposedly learn the lines in my sleep. I'm sure that's just a myth!'
- 6 **D** 'I find myself working on a problem in a way that simply isn't working, even though I'm directing my full attention to it. Like many people, I don't like admitting defeat. However, I've learned from experience that rather than muddling through, it's sometimes better to abandon what I've been doing and to adopt a completely different approach.'
- 7 **C** 'Believe it or not, passengers often get into my cab without knowing the address or even the name of their destination. Getting them to the right place requires huge concentration.'
- 8 **C** 'I find mental devices like that very effective and I've actually used them to learn words and phrases in foreign languages when travelling abroad.'
- 9 **A** 'Then I caught sight of myself in the mirror and I couldn't help but laugh because, for some reason, my reflection seemed so absurd. That put everything into

perspective: in the bigger picture, my talk about being a cartoonist had very little significance – and the talk went well.'

- 10 B 'The process of learning lines for a play is significantly different from learning them for a film.'

Exam Practice

- 47 B 'by the 1990s, the buses were carrying 1.5 million passengers a day. In fact, high ridership created problems, with long queues waiting to board buses and pay fares.'
- 48 A 'He created parks and gardens, and protected the city's rivers from being turned into concrete drainage canals.'
- 49 D 'BRT has become a cultural touchstone, Curitiba's answer to the freewheeling carnival spirit of Rio and the fast-paced, business-dominated lifestyle in São Paulo. As if to remove any doubt about its symbolic status for the city, the airport gift shop is built in the shape of a life-size BRT station.'
- 50 B 'A determined and clever deal-maker, Lerner persuaded private bus operators to provide the vehicles while he would pay for the new infrastructure.'
- 51 C "'There's no doubt that's where BRT systems carry the most people of any region in the world,'" says one planning expert. "It's probably down to the similar language and cultural context."
- 52 B 'He called for longer buses, faster boarding through multiple doors, fares paid for before entering the bus and a single fare covering the entire network. Lerner also gave the bus stops, or "stations", a distinctive look by placing them in futuristic glass tubes. With these additions, the city gained the first bus rapid transit (BRT) network on the planet.'
- 53 D 'Contrary to what one might assume of a city known for sustainability, Curitiba has only recently begun to take cycling seriously.'
- 54 A 'They (the authorities) appointed a young architect called Jaime Lerner as city mayor, confident he would implement the planned changes.'
- 55 C 'Seeing how well the Curitiba BRT seemed to be working, the authorities in Bogotá borrowed and added to many of Lerner's concepts to build a viable larger BRT network of their own called the Transmilenio ... From there, BRT's influence continued to grow, spreading as far as the United States, South Africa and China.'
- 56 B 'planners advocated the building of subway train lines. The problem with this was that construction

would be costly and lengthy. Lerner instead decided to integrate dedicated bus lanes along the city's main arteries, allowing buses to run at speeds comparable to those of light rail.'

Writing Part 1

Training

Meeting the task requirements

- 1 content
 - 2 effect
 - 3 organisation
 - 4 range
 - 5 common
 - 6 complex
 - 7 control
- 2 1 How to improve people's health and well-being in modern society.
- 2 Two.
- 3 Which is the most effective measure to improve health and well-being in modern society?
- 3 Students' own answers

Useful language: expressing reasons

- 2 We're all responsible for our own lives. No one else. That's why I say it's up to us to take control.
 - 3 Given that we spend more time alone than with other people, individual choice has to be the key factor.
 - 4 Obviously, these days, when most people spend all day sitting at a computer, the media – including social media – are likely to have the biggest impact on people's choices.
 - 5 A further argument for not forcing people to do exercise by law is that people have enough rules in their work life: they don't want them in their free time as well.
- 2 1 Because **of** the popularity of the media, this has to be one of the best ways of influencing people's behaviour.
- 2 The negative effect of modern lifestyles on our well-being is largely due **to** the popularity of technology.
- 3 People spend less and less time looking after themselves because **of** they are overwhelmed by the pressures of their daily lives.
- 4 **So Tempting** advertisements for unhealthy food and drink are everywhere, **so** we buy things we shouldn't without even realising. / **Because there**

are tempting advertisements for unhealthy food and drink everywhere, we buy things we shouldn't without even realising.

5 Should we look after our own health and well-being? Of course we should, **as / for / since / because** we are the ones who benefit from doing this.

6 Since **that** exercise is a key factor in keeping fit and healthy, the government should provide free, or at least subsidised, sports facilities in all towns and cities.

3 Students' own answers

Exam Practice

1 1 Examiners will look for a discussion of two of the following three areas of research which governments should spend money on: space, green energy, human eating habits. They will also look for a selection of one of these as the area of research which is more important for governments to spend money on, supported by an explanation of your point of view.

2 An essay.

3 Effective paragraphing; usually an impersonal, academic style rather than a colloquial style.

4 A neutral or formal register. You can use the first person, 'I', **but** avoid a conversational style.

5 Probably four paragraphs. The first can introduce the topic. The second and third will each discuss one of the points in the notes. The fourth will explain which of the two points discussed is more important. This pattern is straightforward and could help you structure any Part 1 essay.

6 You will want your reader to understand your point of view and the reasons for it.

2 Possible answers

1 invest in, make an investment in, fund, provide funds for, finance

2 is crucial, is vital, should be a priority, should be prioritised

3 accessing proper nutrition, having a balanced diet

3 Possible answers

1 Governments should spend money on researching space to continue to develop our understanding of the universe, to explore the possibility of space travel for ordinary people, to see if any other planets could support life, etc.

2 Governments should spend money on researching green energy to develop sustainable forms of energy, to protect the environment from pollution related to using fossil fuels, etc.

3 Governments should spend money on researching eating habits so that people can have a reliable source of information about what foods they should eat, so that food producers can improve their products for the benefit of consumers, etc.

4 This will be a matter of personal choice. The opinions are listed to help you start to think about the three points. You should choose two points that you think you will be able to discuss well in English, showing your command of a range of vocabulary and structures.

5 Model answer

This model has been prepared as an example of a good answer. However, please note that this is just one example from several possible approaches.

Governments around the world spend money on research. Two areas of research that I feel deserve government investment are green energy and human eating habits.

Our dependency on fossil fuels and other traditional energy sources has caused pollution and contributed to global warming. It has also had an effect on how different countries in the world work together as importers and exporters of oil and other fuels. So it is vital that governments fund research to develop other sources of energy, which are more environmentally friendly and can satisfy our growing needs for energy.

Another area of research which deserves government investment is people's eating habits. Governments have an interest in promoting good public health and part of this is knowing what food we need for good health. Nowadays, many people claim to be nutrition experts, when in fact their claims are not backed up by reliable research. There are many short-lived diets as well, which may cause more harm than good. The general public would trust research funded by the government, which could provide trustworthy information about eating habits.

While both of these areas of research are essential, in my opinion it is more important for governments to spend money on energy research. At the moment, there is plenty of information available for people to be reasonably healthy and poor public health is perhaps due to people's lifestyle issues rather than a lack of research. However, alternative green sources of energy need to be researched and developed, and so it is crucial for governments to support this.

Notes

- The first paragraph introduces the topic
- The second paragraph deals with one of the points
- The third paragraph deals with a second point
- The fourth paragraph explains why one of the points is more important than the other
- Only two of the three points are discussed
- Variety in sentence structures and sentence length
- Good use of linking between sentences and ideas
- A neutral, semi-formal register, which is appropriate to the task
- Correct length (258 words)
- No language errors

Writing Part 2

Training

Identifying the reader

- 1 an English friend
 - 2 the advertising manager of an international wildlife organisation (Mrs Johnson)
 - 3 the head of the council
 - 4 the editor of an entertainment magazine
 - 5 the college principal
- 1 informal (friendly)
 - 2 neutral or formal (polite), but persuasive
 - 3 formal (polite)
 - 4 neutral or formal
 - 5 formal (polite)
- a 4 Inappropriate – too informal and direct. It sounds quite rude and would have a negative effect on the target reader.

Suggested alternative: I was surprised that the channel chose to show that particular series. I am afraid I lost interest after the first two episodes.

- b 2 Register and tone are fine – neutral and persuasive.
- c 5 Register and tone are fine – formal and polite.
- d 1 Inappropriate – too formal. It doesn't suggest any kind of relationship with the reader.

Suggested alternative: Don't do anything at all until you've had a chance to think about what's best for you! I like writing lists of all the pros and cons. Why don't you give that a try?

- e 3 Inappropriate – too informal, due to the short, abrupt sentences.

Suggested alternative: The young people of the town really do not have anywhere to spend time together, especially during the winter months, so I propose creating a park in which there is also some kind of shelter.

Useful language: using a greater range of vocabulary

- 1 be unsure, have doubts
- 2 downside, drawback
- 3 go for, opt for, select
- 4 enhance, upgrade
- 5 appreciate, get pleasure from
- 6 complaint, concern, dilemma, issue

Useful language: communicating ideas using complex language

Possible answers

- 2 Introducing a Sunday bus service would enable people to travel easily.
- 3 Regular maintenance of the swimming pool would have prevented it from being closed down.
- 4 The condition of the cycle paths varies considerably from area to area.
- 5 To my mind, offering more sports facilities and increasing the frequency of buses are of equal importance.
- 6 It's the responsibility of the council to implement a better system for keeping the parks clean.
- 7 If the council hadn't closed one of the car parks last year, people wouldn't have to waste time driving around in search of a parking space.

Useful language: writing with control

- 2 I suggest recruiting more well-known performers to attract **the** people's attention. (unnecessary determiner)
- 3 I'm glad you've asked my advice. Unfortunately, **it's** not an easy decision to make. (missing reference pronoun)
- 4 As soon as I arrived **at** university, I knew I had made the right choice. (incorrect preposition)
- 5 I am confident this picture would attract **a** lot of attention. (missing determiner)
- 6 Although I know a lot of people enjoy this programme, I **would** not say it appeals to a wide audience. (incorrect verb tense)
- 7 I trust the same situation won't occur **it** again. (unnecessary reference pronoun)
- 8 Another issue is that the canteen opening hours **are** very limited, only until 3 p.m. What about students who are studying later in the day? (verb agreement)

Exam Practice

Model answers

These model answers have been prepared as examples of very good answers. However, please note that each of these is just one example out of several possible approaches.

2 Email

Dear Students,

I'm writing to tell you about a new idea to improve the college's website and to invite you to consider participating.

At the moment, our website is quite good for factual information, but it lacks a personal touch. This is where you can get involved! We have a plan to include short videos of current students talking about aspects of college life. The idea behind this is to give visitors to the website a real taste of college life, in an authentic and friendly way. If you have a positive college experience that you'd like to share on the website, we want to hear from you. Or perhaps you could help by being involved with the actual filming and uploading of the videos. We need people to direct and edit them as well. Just get in touch with the students' union office to indicate your interest.

We think this will really benefit the college. Having an updated website is important, as most people first find out about the college through the internet. We think that having videos of people like you will help interested students get a feel for what the college is really like. If you get involved, you can use your skills in a creative way. You will also receive an official acknowledgement of your contribution on the college website, which you can list on your CV.

Getting involved is easy – simply contact the students' union office for more details and to register your interest.

Best wishes,

Marco Rossi

Notes

- Clear organisation and paragraphing
- Students are directly addressed to make the email more engaging
- Points in the task are all directly addressed
- Variety in structures and sentence length
- Correct length (249 words)

- Not too formal or informal in register – too much formality would be inappropriate for an email, but too informal a style would not seem serious.
- No language errors

3 Review

Quizzes for You app

As a college student studying engineering, I use a number of apps to help me. The phone app Quizzes for You is my favourite at the moment.

The app allows you to input information that you need to learn, which could be formulas, procedures or any facts and figures. Then it takes all that information and converts it into a variety of quizzes. This means that you can test yourself and see what you know well and what you need to revise more. It keeps a score for you and lets you go back to any quizzes you want and try again.

I would recommend this app to any student who, like me, has a lot of factual information to learn. Just putting the information into the app is an excellent form of revision. Then, given that you nearly always have your phone with you, the potential to revise is always at hand. You can take short quizzes at any time, such as when you are on the bus or waiting for an appointment, so it puts time that might otherwise be wasted to good use. The app has been an extremely useful tool for me in the last year.

In my experience, the app is not very complicated to use, but I do think the developers could make it more user-friendly. I had to read the instructions a number of times, but not everyone would do that. If there were more interactive instructions or samples, that would be an improvement.

Notes

- Statement of what is being reviewed at the beginning
- Some basic information is given about the app
- The writer's opinion comes through clearly
- Clear organisation and paragraphing
- Variety in structures and sentence length
- Not too formal in register – formality is not necessary for a website review
- Correct length (255 words)
- No language errors

4 Proposal

I would like to propose two ways in which we could celebrate our company's great success this year.

First, I'd like to propose that we have a party. It would be a really enjoyable and relaxed way to acknowledge the success we have had. At the party, there could be a time for recognising the particular contributions that different individuals and teams have made to the overall company success. The staff would benefit from having some 'downtime' together and also from focusing on what we've done well. The company could benefit from the good feeling this would generate.

Another suggestion I'd like to propose is that we, as a company, take an afternoon off and get involved in some sort of community project. We are lucky enough to be located quite close to the beautiful Tyrella beach, so I propose that we could participate in a beach clean-up day there. I have done this myself and it is a great cause and a very satisfying project. This would be a way for our company to give back to the community we are a part of, and also it would allow us to spend time together doing something other than work and to get to know each other better. It would help us build stronger teams within the company.

Either of these ideas would be very attractive to staff, but if only one can be implemented, I think we should have a party, as it is more of a celebration. We could look at a community project another time.

Notes

- The reason for writing is clear in the first paragraph
- All points required by the task are dealt with
- Clearly organised into paragraphs
- Formal enough for a work-related proposal
- Correct length (258 words)
- No language errors

Listening Part 1

Training

Understanding what is being tested

1 1 B 2 A 3 C 4 A 5 C

- 2 1 A is incorrect because if he was sure he would do well in the interview, he wouldn't be asking for help to prepare for it. C is incorrect because he says the job seems ideal for him.
- 2 B is incorrect because she mentions that she had nerves in a job interview, but she doesn't suggest

difficulties the man may have. C is incorrect because she advises the man to gather information about the company.

- 3 A is incorrect because he has already done the background research, so this is not what he thinks is the best way to prepare for the interview now. B is incorrect because he wants to practise answering questions – it is the woman who is going to think about which questions to ask.
- 4 B is incorrect because she is impressed by the amount of useful information in the ad. Although she questions the information about the salary being in dollars, she concludes that this is probably useful for international applicants. C is incorrect because she isn't confused by the information about the salary.
- 5 A is incorrect because she doesn't question the man's motives at all. B is incorrect because she doesn't doubt his abilities to do the job or to do well at the interview.

Exam Practice

- 1 A B: Adam says he now has good friends in the community, but he doesn't say this is what attracted him to Montreal. C: He mentions that he and his family love celebrating Canada Day, but he doesn't say anything about the value other inhabitants put on celebrating that tradition.
- 2 C A: Although they both mention people who are moving away from their street, neither of them comments on the frequency with which people move house in Montreal. B: Only Juliet mentions that her sister would like to live in the city centre.
- 3 A B: Soraya says the opinions expressed in the press and journals now are very different from earlier ones, but she doesn't comment on their accuracy. C: She doesn't attempt to explain or clarify why people have changed their opinions.
- 4 B A: Halim expresses the opposite opinion: 'it did go into the pros and cons of the uses of plastic'. C: He also says that the documentary covered the significant points: 'it covered the main ideas we'd discussed in class'.
- 5 B A: Jane says parents cope well with their teenage children's moods, which suggests they do understand them. C: She also suggests that parents do recognise that their children's needs have changed because they adapt to giving more emotional support.
- 6 A B: Ed mentions that his son is reluctant to wake up before ten, but this is not what particularly interests

him. C: Although he is keen for his son to have a good circle of friends, he doesn't say that he's particularly interested in the influence of peers on teenagers.

Listening Part 2

Training

Making sure the answer fits the meaning of the sentence

- 1 Any five words for courses at university could fit here.
- 2 Both 'horticulture' and 'business' could fill the gap, but only 'horticulture' fits the meaning; 'business' is wrong because she chose 'the former'.
- 3 2 grade
3 proud
- 4 1 In question 2, 'water' could be mistaken for the answer. In question 3, 'excited' or 'happy' could be mistaken for the answer.
2 'water' is incorrect because, although her parents helped her understand when to water the flowers, we don't know that they praised her for it. They praised her ability to grade the flowers.
'excited' is incorrect because it's how she felt when she was asked to deliver flowers to shops, and 'happy' is incorrect because it's how she felt about talking to the florists. When the flowers were displayed she felt proud.

Exam Practice

- 7 **observation** Synthetic pesticides are mentioned, but Ben doesn't use them, and he says that observation is more important than the protection of young trees.
- 8 **leaves** Bark is also mentioned, but it's when leaves are discoloured that the tree needs fertiliser.
- 9 **weather** Two factors are mentioned, but the weather is more important than the delivery dates.
- 10 **bacteria** Other farmers use soap, but he doesn't.
- 11 **irrigation** Although he mentions grass mowers and a shed, these are not systems and don't fit with the meaning of the sentence.
- 12 **size** He checks the levels of sugar and juice, but the sentence is about what he does last.
- 13 **scissors** Ladders and metal baskets are also mentioned, but Ben and his workers don't use them.
- 14 **touch the earth** He also uses the term 'intelligent food choices', but this doesn't fit the meaning of the sentence.

Listening Part 3

Training

Understanding distraction

- 1 A is the correct option.
B is wrong because even though resources are mentioned (examples of pottery and the university's online archive of works of art), Pedro doesn't say they are what he prefers about studying at university.
C is wrong because he says he chose a course that covers various subjects, not that having more choice is why he prefers studying at university.
D is wrong because the well-known people mentioned are former students, not people Pedro works with.
- 2 B
3 A: In the recording you hear 'being able to get my opinion across', which implies oral communication, but Clare says she was already good at that at school.
C: In the recording you hear 'group work' and 'collaborating', but only in connection with school. We don't know if she does team working at university or whether she has improved that skill.
D: In the recording you hear 'giving a talk', but Clare does not say she has improved this.

Exam Practice

- 15 D A, B and C all refer to other teachers and schools and are not Amy's opinion.
- 16 C A: Only John makes the point about rules with children: 'Don't you think most parents talk about how, where and when to use phones a lot with their children before they allow them to have one' B: Only John mentions young children. D: Neither speaker says this. In fact, Amy refers to parents making rules about children's use of social media, which suggests that they do know what sites their children use.
- 17 B A, C and D are all mentioned, but John doesn't approve of them.
- 18 C A: Amy refers to a police report about the number of smartphones stolen, but there is no suggestion that the ban had any effect on this. B: Amy says students enjoyed their teachers' lessons more, but we don't know if teachers spent more time on them. D: The opposite opinion is expressed: 'It didn't go down well with some mums and dads'.
- 19 A B: John says that schools, not workplaces, should look again at their policy on the use of smartphones. C: He gives examples of workplace rules, but doesn't say these are hard to enforce. D: He says that it's a

good idea that children get used to not being able to use phones, but not that they are a valuable tool.

- 20 C A: Amy says there will always be 'heated discussions' on this subject, but not that there is disagreement between teachers and parents. B: She says 'sometimes the debate may seem trivial', but that doesn't mean that serious matters are being concealed. D: Although she mentions the speed of technological change, she isn't saying that the debate is outdated.

Listening Part 4

Training

Focusing on the message

- 1 Task One: F; Task Two: D
- 2 In Task One, some people may be distracted by A, 'to meet new people', but this is wrong because she had already started meeting new people and she doesn't say this was her reason for starting a new hobby. In Task Two, some people may be distracted by F because the speaker mentions 'mum and dad', but she doesn't say she neglected them because of her new hobby, only that they found her choice of hobby amusing.

Exam practice

Task One

- 21 G 'a gripping read and well written' reflects G. A may be tempting, but it's wrong because it's not how she felt when she entered the competition.
- 22 H 'it'd give me the chance to get feedback on my work and I'd take it on board' reflects H. C is wrong because he had no convictions about whether he would win or not: 'whatever the result, win or lose'.
- 23 F 'I had numerous sleepless nights thinking: what'll happen if I don't win?' reflects F.
- 24 B 'I knew there'd be a big formal dinner and the winner would have to get up and come out with words of wisdom and the thought made me feel numb with fear!' reflects B. C is wrong because 'At that stage I had no idea whether I'd even win or not.'
- 25 E 'I was so hacked off by all the criteria I had to meet for the competition' reflects E. D is wrong because 'funny' refers to the amusement she feels now, not when she entered the competition and not in response to the reactions of friends.

Task Two

- 26 G 'bookshops were overwhelmed with readers suddenly wanting anything and everything I'd ever

written' reflects G. D is wrong because it was her agent who dealt with fans' emails.

- 27 B 'the mental switch I made from writing novels based on historical facts to more descriptive, character-driven stories' reflects B. C is wrong because he was travelling when he heard that he'd won the competition.
- 28 E 'I spent hours staring at a blank screen' reflects E. F is wrong because she says that being 'headline news' was 'great', not an intrusion.
- 29 A 'I was being asked to write a follow-up novel by companies in countries I knew little about' reflects A. B is wrong because there is no mention of him travelling to these countries, and G is wrong because the market interest was in a new novel, not his previous work.
- 30 H 'Winning has also made me a more assertive person, sure enough of myself to say ...' reflects H.

Speaking Part 1

Training

Focus on assessment: how your speaking is assessed

- 1 1 Grammatical Resource
2 Lexical Resource
3 Pronunciation
4 Discourse Management
5 Interactive Communication
6 Global Achievement
- 2 1 A reasonable range of vocabulary. This could be developed, for example, by using a range of adjectives to describe the restaurant, the food and the band.
2 Yes, it is all suitable for the topic and task.
3 The grammatical forms are generally simple – mainly present tenses, with one example of 'used to' referring to the past.
4 There are several errors, including use of the wrong preposition and a verb agreement error:
Not as much as I **am** used to. I'm not so keen **on** it any more, because I have my laptop and I can **watch** movies on that. I tend to **watch** American series in the main, especially **crime** ones.
5 Yes, it answers the question.
6 No, the linking words are simple and limited. The candidate needs to use a wider range of cohesive devices, including more linking words / expressions and referencing.
7 No, it doesn't answer the question.
- 3 Students' own answers

Speaking Part 2

Training

Useful language: speculating

1 *Alternatives to the words spoken in the recording are in brackets.*

- 1 impression
- 2 seem
- 3 suppose (reckon)
- 4 Perhaps (Maybe)
- 5 looks
- 6 reckon (suppose)
- 7 appears (looks)
- 8 make
- 9 maybe (perhaps)

2 Students' own answers

Keep talking

1 To extend his talking time, the candidate talks about what he thinks might have happened before the picture was taken ('it looks like she's waiting for someone to pick her up and I get the impression that they're late; I suppose she's just got off a flight, possibly a long-distance one, so she's feeling pretty tired') and what might happen next ('Once she's been picked up, I expect she'll go home, have a shower and take a nap before she bothers with unpacking those cases we can see in the picture').

2 Students' own answers

Speaking Part 3

Training

Useful language: expressing and justifying opinions

1 1 d 2 a 3 g 4 e 5 f 6 c 7 b

- 2 1 due to / because of / owing to
2 because / since / as / due to the fact
3 due to / because of / owing to
4 because
5 due to / because of / owing to

Speaking Part 4

Training

Useful language: agreeing and disagreeing

- 1 1 couldn't
2 agree
3 feel
4 Absolutely

- 5 true
- 6 point
- 7 Wouldn't
- 8 take
- 9 differ
- 10 necessarily
- 11 sure
- 12 exact

2 Students' own answers

Test 2

Reading and Use of English Part 1

Training

Review

- 1 Yes. It's a good idea to read the whole text through quickly to get an overall idea. To complete some gaps correctly, you need to be aware of more than just a few words before and after a gap.
- 2 No.
- 3 Yes, mainly. However, there will be some gaps where you need to look carefully at the grammar of the words before and after the gap.
- 4 It's best if you can find the correct answer first, but if you find it hard to do that, then you can try to decide which options don't fit, and find the correct answer that way.
- 5 Yes, one or two of the questions often test your knowledge of phrasal verbs.
- 6 Yes, it's possible.

Useful language: using the correct phrasal verbs

- 1 came across
- 2 taken off
- 3 cutting down
- 4 brush up
- 5 get over
- 6 put forward
- 7 cater for
- 8 took on

Useful language: choosing the right words in fixed phrases

- 1 bearing in mind
- 2 none of your business
- 3 when it comes to

- 4 at my **disposal**
- 5 went to great **lengths**
- 6 ahead of **schedule**

Exam Practice

- 1 **B** 'Rescued' means 'saved from a dangerous or unpleasant situation'. In this case, Castronovo saved the evening's performance. Although the other three verbs have meanings related to keeping something in good condition, none of them collocates with 'performance'.
- 2 **C** 'Do justice to someone' is a set phrase which means 'show the best qualities that someone has'.
- 3 **A** If something is 'of some renown', it is well known. We can't use the other three nouns in the same way following the words 'of some'.
- 4 **D** 'Applause' is the sound of people clapping to show they have enjoyed or approved of something. None of the other nouns fit with 'loud', which describes something that can be heard.
- 5 **B** 'Shed tears' is a common collocation, meaning 'cry'. We don't use 'drop', 'cast' or 'spill' with the word 'tears'.
- 6 **A** A 'turn of events' is the way in which a situation develops, especially when the change is sudden or unexpected.
- 7 **C** 'Take over' means to start doing a job or being responsible for something instead of someone else. 'Fill out' means 'complete (a form or questionnaire)'. 'Bring about' means 'make happen' (but Ian Vayne didn't make the role happen). 'Cover up' means 'hide'.
- 8 **D** 'As it happens' is a fixed phrase, which we use to introduce a surprising fact.

Reading and Use of English Part 2

Training

Review

- 1 No. The main focus is on grammar and common words and expressions used to hold a text together.
- 2 Yes, both are possible.
- 3 No.
- 4 Yes, sometimes. So don't worry if you can think of two possible answers. But make sure you only write one word.
- 5 No. Contractions count as two words.
- 6 Yes.

Useful language: using the correct verb forms

- 1 would / could
- 2 have
- 3 might / could

- 4 having
- 5 being
- 6 would / could
- 7 Having
- 8 doing

Useful language: using fixed phrases

- 1 order
- 2 According
- 3 by
- 4 far
- 5 so
- 6 few

Exam Practice

- 9 **Although / Though / While / Whilst** If you read the whole of this sentence, you will see that a contrast is being made between happy and tough times in the job. If the gap was in the middle of the sentence, 'but' would be used to join the two clauses together. The same contrast can be made by using 'Although', 'Though', 'While' or 'Whilst' at the start of the sentence.
- 10 **as** The meaning expressed in the second part of this sentence is 'and so is working shiftwork - 'as is' can be used to mean 'and so is'.
- 11 **like** Here 'like' means 'similar to'.
- 12 **be** 'There tend to be' means 'There are often'.
- 13 **nothing / little** 'There's nothing worse than ...' is a commonly used phrase for talking about things that you dislike very much. 'There's little worse than ...' is much less common and the meaning is less strong.
- 14 **for** When something is your responsibility, you are responsible for it.
- 15 **whether** 'Whether' is often used to introduce alternative possibilities and can be followed by a subjunctive - in this case 'be'. Here the possibilities are 'at night' or 'during the day'.
- 16 **However** 'However long' means 'It doesn't matter how long'.

Reading and Use of English Part 3

Training

Review

- 1 Part 3 is mainly a test of **grammar vocabulary**.
- 2 You can write **either one or two words** in each gap. You can only write one word in each gap. If you write more than one word, you will lose a mark.

- 3 Sometimes the word given in capital letters can be put in the gap without any changes: *You must change the word given in capital letters in some way.*
- 4 You need to add a prefix or a suffix, but not or both. *And sometimes you need to form a compound word.*
- 5 Only Both UK and US spellings are accepted. *But the spelling must be correct.*

Useful language: choosing the correct word for the context

- 1 investigation
- 2 unfashionable
- 3 electricity
- 4 disapproval
- 5 economists
- 6 explanation
- 7 interaction
- 8 accurate

Useful language: spelling correctly

- 1 successful
- 2 government
- 3 necessarily
- 4 negotiations
- 5 environmental
- 6 accommodation
- 7 exaggeration
- 8 advertisement

Exam Practice

- 17 **popularity** 'this' before the gap indicates that a noun is needed.
- 18 **perception(s)** The adjective 'public' before the gap and 'of' after it indicate that a noun is needed here. Both the singular form and the plural form are possible.
- 19 **charismatic** 'most' is used as part of a superlative form, describing animals.
- 20 **Ironically** This is the first word at the start of the sentence and is followed by a comma, which indicates that the missing word is an adverb.
- 21 **survival** 'their' before the gap and 'prospects' after it indicate that the word needed is either an adjective or a noun functioning as an adjective. 'Surviving' can be used as an adjective from 'survive', but it doesn't fit with 'prospects'.
- 22 **extinction** The adjective 'possible' before the gap indicates that a noun is needed.

- 23 **complacency** 'this may lead to' before the gap indicates that a noun is needed.
- 24 **unintentionally** The verb before the gap indicates that the missing word is an adverb that qualifies the verb. The sentence suggests that companies may be giving people the wrong idea about the conservation status of these wild animals. However, the problem identified earlier is 'complacency', not deliberate trickery or fraud, so 'intentionally' is not appropriate here.

Reading and Use of English Part 4

Training

Review

- 1 Two. The mark scheme divides the answer into two parts.
- 2 Three.
- 3 Six.
- 4 You will lose marks. You must use the key word unchanged.
- 5 Two.

Useful language: understanding phrasal verbs

- 1 1 g 2 d 3 f 4 h 5 a 6 c 7 b 8 e
- 2 1 catch on
 - 2 turned down
 - 3 stem from / stemmed from / have stemmed from
 - 4 chill out
 - 5 soak up
 - 6 bumped into

Useful language: being accurate in the way you use language

- 1 Adam suggested ~~Jane to do~~ that Jane do / did a law course.
- 2 Don't forget to take a small amount ~~number~~ of coins with you.
- 3 Everyone should have equal possibilities ~~opportunities~~ in education.
- 4 I won't let you ~~to~~ make the same mistake again.
- 5 The bus stopped to allow passengers ~~going to go~~ to the shops.
- 6 We could hear some classical music ~~to play~~ playing in the background.

Exam Practice

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 **HIGHLY unlikely (that) Lily | will get** 'Highly' is often used to emphasise 'likely' or 'unlikely'.

- 26 **knowledge (that) Ian | has MADE up** The phrase 'it's common knowledge' is often used to express the idea that many people know / everyone knows. The phrase 'to make up one's mind' means 'to decide'.
- 27 **(always) USED to | get on my** If something 'used to' happen, it happened regularly in the past, but doesn't happen any more. The phrase 'get on someone's nerves' means 'to annoy someone'.
- 28 **she had / she'd RUN out | of energy** You can 'run out of' many things – time, energy, patience, petrol, money, ideas, inspiration. Here, the past perfect form ('had run out of ...') is necessary because Silvia's energy ran out before she realised it.
- 29 **was SUPPOSED | to have** We use 'be supposed to' when something expected or intended doesn't happen. To refer to a past expectation, we use 'was supposed' and we can follow it with the past form of the infinitive – in this case 'to have arrived'.
- 30 **to be | taken into ACCOUNT** 'To take something into account' means 'to consider something'. In this case the form required is passive, with 'have to' substituting for 'must'.

- 2 1 enthusiastic
2 optimistic
3 cynical, sceptical
4 frustrated
5 doubtful, unsure
6 dismissive
7 convinced
8 resentful
- 3 proud → pride (n) → proudly (adv)
doubtful → to doubt (v) → doubt (n) → doubtfully (adv)
convinced → to convince (verb) → conviction (noun)
resentful → resentment (n – attitude) → to resent (v) → resentfully (adv)
optimistic → optimist (n – person) → optimism (n – attitude) → optimistically (adv)
dismissive → to dismiss (v) → dismissal (n – action) → dismissively (adv)
confident → confidence (n) → confidently (adverb)
enthusiastic → enthusiast (n – person) → enthusiasm (n – attitude) → to enthuse (v) → enthusiastically (adv)
uneasy → uneasiness (n – attitude) → uneasily (adv)
delighted → to delight (v) → delightedly (adv) → delightful → delightfully
sceptical → sceptic (n – person) → scepticism (n – attitude) → sceptically (adv)
frustrated → to frustrate (v) → frustration (n – attitude) → frustrating (adj) → frustratingly (adv)
cynical → cynic (n – person) → cynicism (n – attitude) → cynically (adv)
unsure → surely
hesitant → to hesitate (v) → hesitation (n) → hesitantly (adv)
appreciative → to appreciate (v) → appreciation (n) → appreciatively (adv)

Reading and Use of English Part 5

Training

Review

- True.
- False. Some Part 5 texts are about science and technology, but they can also be about many other topics.
- False. The questions come in the same order as the information in the text. Also, some questions tell you which paragraph or line to refer to. Other questions contain words which make it very obvious which section of the text you should be looking at.
- True. Some questions test implied meaning.
- True.

Understanding attitudes and feelings

1 Positive	Negative
<i>proud</i>	<u>doubtful</u>
optimistic	uneasy
<u>convinced</u>	cynical
delighted	dismissive
<u>confident</u>	unsure
enthusiastic	<u>hesitant</u>
appreciative	resentful
	frustrated
	<u>sceptical</u>

Understanding references

- 1 *something you wouldn't expect of someone in his profession* = they see him on his bike all around town
The structure of the sentence indicates what the answer is:
Fans say they see him on his bike all around town, which ... is *something you wouldn't expect of someone in his profession*
- 2 **D** – *his habit of cycling everywhere* expresses a similar idea to they see him on his bike all around town.
- 3 **1 A** I think Gantner has *certain limitations* as a filmmaker. Although his editing is sharp and energetic,

and his application of special effects can't be faulted, his story-telling skills are considerably less impressive. The actors he casts tend to make up for his shortcomings in this respect, though.

- 2 D Three years ago, I joined a singing group. It is often said that music is an international language, and despite our age differences – the youngest member is 18 and the oldest nearly 80 – and the fact that we include two nurses, a bus driver, two accountants, a student and a retired judge, we are living proof of *that cliché*. We are from Nigeria, Japan, Mexico, Korea, as well as several European countries, with the diversity of mother tongues, customs and ways of thinking that you would expect, but when we're singing, we're as one.

Exam Practice

- 31 D 'Spence is not afraid of stirring things up' suggests that he is deliberately provocative. A: The reviewer says that the book includes psychology and physics, but doesn't say that Spence is good at making science accessible. B: 'triggering much resentment among cookbook writers' means that other writers are annoyed rather than inspired. C: 'it has almost nothing to do with the practicalities of cuisine' means that the book isn't about ordinary cooking, but that isn't the same as saying that Spence is dismissive of traditional cooking.
- 32 A The reviewer expresses disapproval of dishonest practices in 'more worryingly, supermarkets label mass-produced food items with the names of non-existent farms' in order to 'exploit' their customers. B: 'Googling their guests' refers to the use of technology, but the reviewer doesn't express concern about it. C and D: The statement that chefs and food manufacturers 'have been quick to grab a slice of the action' suggests that businesses have been influenced by Spence's ideas and have been adapted to use them, but the reviewer doesn't express surprise or admiration.
- 33 C Using findings about colour to reduce the sugar content and about 'crunch' to make insect-eating more attractive are both offered as ways in which gastrophysics can make valuable contributions to society. A: 'Spence advises against giving this much publicity' does imply withholding some information from the public, but it's not the main point of the paragraph. B: Spence's belief that 'in years to come, our cuisine could be shaped by his own finding' about crunchiness is not the same as saying that future food resources will depend on people like Spence. D: Experimenting with the crunch of a crisp may seem an unlikely procedure, but this isn't the main point of the paragraph.
- 34 B 'Spence has a way with words and cheerfully leads the reader on a journey' is about communication, and the examples that follow are all about his skill in describing a variety of experiences and interesting discoveries. A: The explanation about the complaints over the chocolate bar suggest that Spence pays attention to detail, but that's not why he's likened to a magician. C: Magicians usually keep their methods to themselves but the reviewer doesn't say Spence does this. D: The reviewer mentions 'dining experiences with top chefs' and 'cinema events', but the places Spence goes to aren't what makes him like a magician.
- 35 C 'Spence's point is that there is no such thing as a neutral context for eating' tells us that 'a neutral context' is the opposite of 'a multi-sensory atmosphere'. A: 'a spoiled experience' when inappropriate cutlery is used is not the opposite of 'a multi-sensory atmosphere'. B: 'inevitable manipulations' are environmental effects that chefs create and so are part of the 'multi-sensory atmosphere'. D: 'the company we keep' are the people we eat with, who are part of 'the multi-sensory atmosphere'.
- 36 D The reviewer draws attention to a weakness in the book: 'factors that Spence pays less attention to ... there is remarkably little here on the multiple ways that eating can become dysfunctional ... it has less to say about what we as humans bring to the table.' A: The reviewer refers to Spence as 'addressing the growing number of people who eat alone', but doesn't say the book is suitable for these people. B: The reviewer says that Spence demonstrates 'how much the environment of the table affects our eating', which is a point made earlier, but the paragraph as a whole doesn't illustrate this. C: Most of the final paragraph is about what Spence doesn't deal with in the book. This is not addressed previously in the review and, therefore, the final paragraph doesn't bring together the review's main ideas.

Reading and Use of English Part 6

Training

Review

- 1 True
- 2 False. Sometimes they are reviews of books, but often they are simply four different experts giving their views on a particular topic.
- 3 False. There are four questions, but the answers can be any combination of letters. In fact, it is unlikely that there will be one A answer, one B answer, one C answer and one D answer.

- 4 True. Sometimes one of the texts will contain nothing that is relevant to a particular question. However, you should still read all the texts carefully to make sure you haven't missed anything.
- 5 True. It's a good idea to read them quickly before you look at the questions, so you have a general idea of what they're about.

Useful language: giving opinions

- 1 The strength of Smith's book lies in its organisation.
- 2 Smith convincingly demonstrates how we have severely damaged many local ecosystems.
- 3 Some of Smith's solutions are not very feasible.
- 4 The explanation Smith comes up with for the decline in bird numbers is rather implausible.
- 5 The main drawback with Smith's book lies in the way he expresses himself.
- 6 Smith's idea that land should be allowed to go back to being wild is very attractive.
- 7 Smith's last book quite rightly received some very positive comments.
- 8 It's impossible to tell whether or not Smith's forecasts are valid.
- 9 Smith's prose style in this book is its biggest weakness.
- 10 Smith makes some practical suggestions for dealing with the problems.
- 11 Smith's evidence for the environmental destruction that humans are causing is compelling.
- 12 The praise that Smith received for his previous book was well deserved.
- 13 Smith offers a very credible theory regarding the falling bird population.
- 14 As for Smith's predictions about the future, the jury's still out.
- 15 The structure of Smith's book is a definite plus.
- 16 Smith puts forward the rather unappealing notion that we should let parts of the country return to a completely natural state.
- 2 Pairs of sentences expressing similar views:
- 1 and 15
- 2 and 11
- 5 and 9
- 7 and 12
- 8 and 14

Pairs of sentences expressing opposite views:

- 3 and 10
- 4 and 13
- 6 and 16

Exam Practice

- 37 **D** C concludes that 'The sensible choice is to continue to build on the successes of solar, wind and thermal energy until tidal technology has reached a point where it is viable.' So for C it shouldn't be a priority. D also argues against tidal power and says that 'more traditional energy sources like oil and gas cost less and make more sense to exploit'. However, B says: 'Everything we know about global warming ... points to the need to expand our ocean power resources without further delay.' A doesn't say whether or not it should be a priority, but the enthusiastic comments on the 'huge prize' to be gained and the 'colossal importance' of the environmental benefits suggest agreement with B.
- 38 **A** D says that 'tidal schemes can harm animal and plant life' and gives an example of the 'disastrous' effects of a French barrage on some species. B doesn't discuss marine ecosystems. C has a similar view to D: 'Noise from construction and from turbines, the corrosion of building materials and the way that turbines change water flows can all be very disruptive for flora and fauna.' However, A has a different view: 'Any new technology will inevitably affect the environment to some degree. However, the evidence suggests that barrages and underwater turbines have a relatively benign effect.'
- 39 **C** C thinks that appearance is a problem: 'Towering concrete barrages ... are clearly unsightly, and even submerged turbines can impinge on an area. The change in the speed and height of tides as a result of these schemes ... can detract markedly from the visual appeal of these places.' However, A, B and D have little concern about appearance. A: 'These structures are often not easily visible from land' and are relatively 'inoffensive'. B: 'All the evidence ... indicates that these installations are minimally intrusive.' D: 'whether it offends aesthetic sensibilities is a trivial matter.'
- 40 **D** B says: 'Everything we know about global warming - its causes and implications for the future - points to the need to expand our ocean power resources without further delay.' A takes a similar position: '[Tidal power schemes] produce no greenhouse gas emissions, and given what we know about the severity of climate change, this is of colossal

importance'. C doesn't favour tidal power, but does acknowledge its benefit for global warming: 'it has no toxic by-products ... which cause temperatures around the world to rise.' However, D takes the very different view that the building and maintenance of tidal power structures contribute to global warming: 'there's a tendency to forget the considerable energy consumption involved in manufacturing materials for them, and constructing and repairing them. This, of course, involves greenhouse gas emissions, which, in turn, play a role in higher temperatures across the planet.'

Reading and Use of English Part 7

Training

Review

- 1 Yes. It's good to have an idea of what the whole text is about.
- 2 Yes. Again, it's helpful to have a good idea of the meaning of the options.
- 3 No. This is probably not a good idea. There may be some words you don't know, but you can probably complete the task without knowing exactly what they mean. Also, you should have a good idea of what they mean from the context.
- 4 No, not necessarily. There are usually links in both directions – i.e. with the text before and after the gap. However, sometimes there is only one clear link – for example, the paragraph following the gap could be a 'fresh start'.
- 5 No. There are various types of links. These include linking words and phrases such as *however* and *in addition*. But there are others: personal pronouns – e.g. *the students / they*; words like *this, that, it* and *there*; related vocabulary – e.g. *football and tennis / sports*; related ideas.
- 6 Yes. If you find the answers for other gaps, there will be fewer options to choose from for the gap you find difficult.

Using vocabulary to link ideas

- 1 The thick frames of fatbikes look rather like those of mountain bikes, Fatbike tyres, though, are wider and have lower air pressure.

These features allow them to grip snow and ice better.

- 2 1 facilities
- 2 conditions
- 3 skills
- 4 misconceptions

- 5 attempts
- 6 reassurances

Exam Practice

- 41 **F** 'It takes the form of a pair of short beehives' at the start of F links back to 'there, in a corner, is the hotel's current use for its upper level' at the end of the first paragraph. Also, 'the stocky man next to me' and 'a pair of short beehives' in F link forward to 'Gorazd Trusnovc' and 'these twin outposts of his empire' in the paragraph after gap 41.
- 42 **C** 'I was sceptical about whether you could put hives at this height' at the start of C links back to 'doubts' at the end of the paragraph before gap 42. Also, 'The bees don't actually seem to struggle' at the end of C links forward to 'In fact, they've been the basis of a sweet deal' at the start of the paragraph after gap 42.
- 43 **G** 'Such feelings are not unusual in Slovenia' at the start of G links back to 'now I couldn't imagine doing anything else' at the end of the paragraph before gap 43. Also, the very large number of beekeepers and the statement that bees are 'valued' in G links forward to 'This national affection' at the start of the paragraph after gap 43.
- 44 **A** '20 kilometres north-east of the capital, in the village of Lukovica, the focus on the bees is more scientific than decorative' at the start of A links back to the description of bee decorations on buildings in Ljubljana in the paragraph before gap 44. Also, the information about the Slovenian Beekeepers' Association persuading the UN to launch World Bee Day in A links forward to 'Less global in ambition but another great champion of bees' in the first sentence after gap 44.
- 45 **E** 'Its busy residents are unmoved as I do so' at the start of E links back to the writer being encouraged to place his/her fingers inside the beehive at the end of the paragraph before gap 45. Also, 'The rather pessimistic mood' at the start of the paragraph after gap 45 links back to 'Bees are under threat. If bees are not here, then there is less pollination, and less food ... and then starvation' in E.
- 46 **B** 'Lie down on it' at the start of B links back to 'a padded bed in the added corner' at the end of the paragraph before gap 46. Also, 'gazing at these tireless creatures ... has an almost hypnotically calming effect' in B links forward to 'this concept of the bee as a purveyor of relaxation' at the start of the paragraph after gap 46.

Reading and Use of English Part 8

Training

Review

- 1 Having an overall idea of what the text is about will help you when you come to answer individual questions. But your first reading of the whole text should be quick – don't get stuck on details.
- 2 Highlighting key words in the questions will help you understand and remember exactly what you need to look for.
- 3 The questions often focus on ideas, feelings and attitudes, rather than simple facts, so you need to read the texts carefully to find the answers. You will probably find it easier and faster to read one section at a time, and look for the answers to all the questions you can in that section, than to look across four sections for the answer to one question.
- 4 Highlighting the parts of the texts where you find the answers can be useful for different reasons. Sometimes you might think that two different sections answer a particular question. When this happens, you need to compare what the two sections say and decide which one is the correct answer. Highlighting the relevant part of the text will make it easier for you to compare them. Also, you might want to go back and check your answers, and this will be easier if you've highlighted where you found them.
- 5 Writing the question numbers next to where you find the answers can be useful for the same reasons that highlighting parts of the texts can be useful.
- 6 If you think you might have found the answer to a question, but you're not sure, it's best not to spend too much time worrying about it. The correct answer to the question might be in another section. The best thing is to move on to other questions, and then go back to it later – you might also see something new that you didn't see the first time you looked at it.

Reporting verbs

1	Neutral	Attitude
	describe	highlight
	mention	suggest
	explain	deny
	state	criticise
		acknowledge
		express regret
		confirm
		dismiss
		claim
		question
		justify

- 2 1 denied
- 2 questioned
- 3 highlighted
- 4 criticised
- 5 suggested
- 6 expressed regret
- 7 dismissed
- 8 acknowledged

Exam Practice

- 47 D 'so many people pour energy into their bodies when perhaps they should be trying to pour energy into the people and politics around them. Self-care is great – but what if there's no energy left to care about anyone else? ... the narcissism of the whole enterprise got to me.'
- 48 A "'What?" was all I could splutter in response to this breach in interview etiquette.'
- 49 B 'it would be dishonest not to disclose that I once secretly yearned to be one of them'
- 50 C 'putting to the back of my mind any qualms I had about the ethics of how a 5,000-year-old spiritual discipline has been turned into a profit-making machine'
- 51 D 'I kept at it for about two months before the narcissism of the whole enterprise got to me. There were other things, it turned out, that I had to do.'
- 52 A 'I ... had never managed to get beyond beginners' level. I had come to assume that was all I was capable of'
- 53 C 'My body felt looser, more pliable ... gradually I was able to keep up with the most athletic classes and my skin and hair seemed to glow.'
- 54 B 'Rich targets for satirists, these "devotees" cycle around the neighbourhood, with rolled-up yoga mats on their backs, in search of organic fruit and vegetables. Ludicrous as they are in some ways ...'
- 55 A 'I thought: "This will never take off." ... I would walk past that man's expanding chain of studios and think: "How could someone like that become so successful?"'
- 56 C 'In many respects, yoga is the perfect pastime for our age – the meditative elements give us the opportunity to find peace and stillness in a time of increasingly hectic and crowded information, the instructional bits give us moral lessons, while the stretchy, bendy, sweaty physical stuff is a great way of countering hours a day spent hunched over a computer.'

Writing Part 1

Training

Review

- 1 compulsory – it must be an essay.
- 2 compulsory – the essay must be between 220 and 260 words.
- 3 compulsory – you must write about two points.
- 4 optional – you can choose any two to write about.
- 5 optional – you can refer to any or all of them, or none of them.
- 6 optional, but it's best to avoid doing this where possible.
- 7 compulsory – you must give reasons to support your choice of the most important / effective / useful bullet point.

Organising your writing

- 1 1 family and friends, money
2 *family and friends*: making choices based on what the family expects or by copying friends
money: it limits possibilities, such as travelling, where to live and career choice
3 Family and friends because we may not even be aware of their influence.
- 2 1 *paragraph 1*: introduction to the topic of influences on young people's choices
paragraph 2: influence of family and friends
paragraph 3: influence of money
paragraph 4: the most powerful influence
2 *paragraph 2*: This support can come from family members and close friends.
paragraph 3: Money is also a key factor.
Both sentences are at the beginning of the paragraph.

Useful language: linking expressions and referencing

- 2 The important thing is to learn from your mistakes so that the same thing **it** isn't repeated.
- 3 It was thanks to **that those** experiences / **that experience** that I was offered the job.
- 4 I noticed an improvement in the facilities as soon as **I** arrived.
- 5 As a result **of** the new measures, pollution on the streets has decreased significantly.
- 6 New laws are the only way of guaranteeing that the same thing **it** won't be repeated.
- 7 The **result** is / results **are** not only unexpected, but also impressive.

- 8 Teachers should find ways to develop students' learning instead **of** giving homework every day.

Exam Practice

- 1 The issue is ways in which people can be encouraged to have an interest in science.
- 2 *Possible answers*: Museums could relate to the topic because science museums provide a great range of exhibits that might interest people. School lessons could relate to the topic because most people will have had some sort of instruction in science at school. The internet could relate to the topic because people can search for any topic in science that they are interested in learning about.

3–6 Students' own answers

Model answer

This model has been prepared as an example of a good answer. However, please note that this is just one example out of several possible approaches.

Having an interest in science is important because it explains the world around us. So what can be done to encourage people to be more interested in science? I think that good science lessons at school and internet posts about science are both effective ways of achieving that aim.

Many people are, unfortunately, put off science at school due to a variety of factors. One factor may be the way they were taught, with an emphasis on memorising facts, as opposed to coming to grips with its exciting possibilities. Or science may not have been considered a 'cool' subject to study in their school. With up-to-date and effective teaching methods and enthusiastic teaching, these barriers can be overcome.

However, there still may be people who do not engage with science at school. If this is the case, those people may one day find an interesting post on the internet that gets them thinking about science with more enthusiasm. Nowadays, leading scientists and talented bloggers create content for the internet that makes difficult concepts understandable and intriguing to the general public. This content may be expensive to produce, however, and needs to compete in a crowded market – the entertainment market.

I feel that of these two ways, the best way is to engage young minds with the fascinating topic of science through interesting school lessons. If people have an understanding of science from a young age, they can develop that appreciation for the rest of their lives.

Notes

- *Appropriate introduction to the topic in the first paragraph*
- *Each of the next two paragraphs deals with one of the ways listed*
- *The final paragraph explains why one of these ways is more effective*
- *Clear organisation and paragraphing*
- *Good range of structures and vocabulary*
- *The essay is in an appropriately neutral register*
- *Correct length (248 words)*
- *No language errors*

Writing Part 2

Training

Review

- 1 **T** There is a choice of three questions and you have to choose one.
- 2 **F** There are three tasks, one of which might be a review, but it may not be. The other options are proposal, letter, email or report.
- 3 **T** 220–260 words.
- 4 **F** The task instructions specify particular points that you must include.

Identifying content

- 1 give an opinion on the current recycling facilities, with reasons
suggest ways to improve the recycling facilities
request to be kept informed about the council's decision
- 2 explain what will happen during their stay
offer to spend time helping the student
recommend how to make the most out of their stay
- 3 give an opinion about the good points of the attraction
suggest who the attraction would be good for, and why
recommend one improvement

Useful language: openings and conclusions

1 and 2

Reason for writing

Thank you for your letter of 1st May concerning ... F

Lovely to hear from you! I

As requested, this report/proposal outlines ... F

This proposal concerns the possibility of ... F

Read on for my thoughts on the recent music festival. I

I am writing in connection **with** your proposed meeting. F

I'm writing **to** ask ... N

Sorry for the delay **in** getting in touch. N/I

With reference to your letter **of** 19th June, ... F

Concluding comment

Should you require any further information, please do not hesitate to contact me. F

If you've got any questions, drop me a line. N/I

I would appreciate your immediate attention regarding this matter. F

Can't wait to see you. I

Thank you in advance. F/N

Based on the information given above, my recommendation is to ... F/N

I would have no hesitation in recommending ... F/N

I look forward to hearing from you in **due** course. F/N

Thank you **for** your assistance in this matter. F

So, if you're looking for a new mobile phone, this is **the** one! I

Useful language: functional expressions

- 1 1 make an offer (Task 2)
- 2 2 make a request (Task 1)
- 3 3 give an opinion (Task 1 or 3)
- 4 4 make a suggestion (Task 1)
- 5 5 recommend (Task 3)
- 6 6 recommend (Task 2)
- 7 7 make a suggestion (Task 3)
- 8 8 make a suggestion (Task 1)

- 2 1 Have (suggestion)
- 2 To (opinion)
- 3 were (recommendation)
- 4 if (offer)
- 5 Without (recommendation)
- 6 will / might / may (request)
- 7 way (opinion)
- 8 had (recommendation)
- 9 do (request)
- 10 did (suggestion)

Exam practice

- 1 Students' own choice
- 2 Factors to consider:
 - Do you understand the question fully?
 - Can you deal with all the aspects of the question?
 - Do you have the vocabulary you need to write a good answer?
 - Do you understand the conventions of the type of text required?

The answers to these questions are more important than whether or not you find the question interesting or not.

Model answers

These models have been prepared as examples of very good answers. However, please note that each of these is just one example out of several possible approaches.

2 Proposal

Proposal for an educational trip to the Museum of Modern Art

I would like to propose that my Art class should be funded to take a trip to the Museum of Modern Art. The museum can be reached by train from the local station in just under two hours, so the trip can take place within one school day.

While books and the internet provide a chance to become familiar with the collection of the museum, there is nothing that can substitute for seeing works of art at first hand. Without visiting the museum, it is nearly impossible to appreciate the size and impact of the works of art it contains. As Art students, we need to spend time studying art and experiencing it in its original form.

It will also be beneficial for us to see the museum as a place of work, as many of us will be completing our studies in the near future. It is important to see that museums function as workplaces for many people, as well as housing irreplaceable collections of art. In fact, we would hope to see 'behind the scenes' of the museum where the curators work. This would be very motivating for us.

While at the museum, we would sketch some of the works and would be delighted to create a display of our work for other students to see. A few other students and I would also be happy to make a short presentation of our trip to the student body.

Notes

- Use of an appropriate title
- Opening paragraph sets the context
- All the points in the question are dealt with in the answer
- Clearly organised into paragraphs
- Variety of sentence length and vocabulary
- Appropriate register - no informal language
- Correct length (251 words)
- No language errors

3 Email

Hi Suzy

Thanks for getting in touch! I'm really glad to hear that you're enjoying college. But there's a lot to learn, and not just in your classes. It can be really hard to learn how to manage your money and make ends meet.

As for advice, here are a few things that I do to manage my money that you may want to try. First, I set a weekly budget for all the things I need to spend money on. For me, that's mainly food and drink, transport, and entertainment. Then I also try to save a little money each week because it's very useful to have a sum set aside for unforeseen expenses.

There are various ways you can save money. You should look for places where you can buy your books second-hand, or consider whether you need to buy them at all, as you might be able to borrow the ones you need from the university library. Definitely be careful with your shopping and make use of any discounts that are available for college students.

I'd really only recommend taking a part-time job if it doesn't interfere with your studies in any way. As a new college student, you have enough to get to grips with! However, if a good job comes up that will give you useful skills as well as a bit of extra spending money, you might give it a try.

Good luck and all the best,

Alison

Notes

- The email opens and closes in an appropriate and friendly way
- The writer answers all the questions in the input email
- The answer shows a good range of vocabulary related to managing money
- Correct length (244 words)
- No language errors

4 Report

Public speaking course

This report describes the course I attended last week to develop my public speaking skills. Overall, I feel that the course was successful.

Description

The course was at a local training centre and took place over two working days. There was a small number of attendees (8) and the focus of the two days was on developing confidence in public speaking. The course ended with each of us giving a presentation to the group. The trainer was very well prepared and the day was both useful and enjoyable.

Evaluation

Having a small group was a definite advantage to the course, as each of us got plenty of time to practise and to receive one-on-one coaching from the trainer. Over the two days, we were given a good overview of the basic principles of speaking in front of a group, including body language, voice projection, maintaining eye contact and using visual aids to good effect. Technology was used to good effect.

One weakness of the course was the venue. The room was quite small and did not provide enough space. It never felt as if we were giving a proper presentation, but only a talk among friends.

Recommendation

In my opinion, the course was too basic for anyone who is already fairly confident at public speaking, but I would certainly recommend it for people who have only had limited training or experience in public speaking.

Notes

- Statement of what is being reported on at the beginning
- All the points in the task are addressed
- Clear organisation and paragraphing
- Range of vocabulary, appropriate to the topic of a work-related training course
- Variety in structures and sentence length
- Appropriate use of headings
- Correct length (237 words)
- No language errors

Listening Part 1

Training

Review

- 1 three
- 2 two
- 3 three
- 4 detail
- 5 opinion
- 6 agree

Getting information from questions

Question 1

- 1 Nathalie
- 2 surprise
- 3 She has read something about thriller movies.

Question 2

- 1 This question is in the form of an incomplete statement, whereas question 1 is a complete question.
- 2 David
- 3 similarities

Question 3

- 1 Two, because the question asks what they agree about.
- 2 Examples could be *Yeah, Exactly, Absolutely, I do too,* etc.
- 3 Architects might have to design shops or shopping centres and need to be aware of the design features that work well for customers and staff.

Question 4

- 1 One is a man and the other is a woman.
- 2 the man
- 3 Three or more, because the question asks candidates to identify 'the greatest'.

Question 5

- 1 Gary
- 2 The future, because the question is about what he'd like to do.
- 3 communicate information or opinions so that the general population is better informed

Question 6

- 1 Sophie
- 2 Stated, because the question uses the word 'says'.
- 3 have a more probable chance (of doing something)

Exam Practice

- 1 **B** A: This is Nathalie's own observation, not something she's read and been surprised by. C: This is information that Nathalie has heard before – it doesn't surprise her.
- 2 **C** A: David says watching horror movies helps people find solutions to work problems. B: He talks about feeling excited about possibilities, but this doesn't match B.
- 3 **A** B: Only the woman mentions out-of-town malls, and she doesn't say they are less popular now. C: Only the woman talks about online shopping deliveries.
- 4 **C** 'But to my mind, getting people away from congested roads and pavements has to be the winning argument' tells us that A and B are not 'the greatest advantage'.
- 5 **A** B: Gary explains that there has already been a public awareness campaign about this. C: He says he'd rather not focus on rules.
- 6 **C** A: Sophie's first study covered students at university level, but she doesn't say that people are more likely to go to university if they do sport. B: Sophie tracked students' attendance in her first study, but she doesn't draw this conclusion.

Listening Part 2

Training

Review

- 1 sentence completion 3 yes
- 2 1-3 4 yes

Prediction

- 1 **1** B 2 A 3 A
- 2 They are all nouns. Nouns are very common as Part 2 answers.
- 3 **7** The answer must be plural because of 'were', and it must be concrete because 'who' refers to people.
8 The answer could be singular or plural, and could be a concrete or abstract noun.

- 9 The answer must be plural because of 'various', and concrete because it must be something that can be ground up for paint.
- 10 The answer must be singular because of 'was', and is likely to be concrete because it is something that can be gathered.
- 11 The answer could be singular or plural; it must be concrete because it must be a person / people or animal(s) that can be trained.
- 12 The answer could be singular or plural, and could be concrete or abstract.
- 13 The answer must be plural because of 'Animals', and concrete because it must be a type of animal.
- 14 The answer could be singular and or plural, but is perhaps more likely to be singular and it is probably an abstract noun – a quality of the people's beliefs.

- 4 Students' own answers

Exam Practice

- 7 **officials** The tombs of servants were less elaborate and therefore, it is implied, of less interest.
- 8 **behaviour / behavior** 'show a keen observation of' reflects 'show a good understanding of' in the question.
- 9 **minerals** 'The paint ... has been analysed and found to be made from ground minerals' is a paraphrase of the gapped sentence.
- 10 **grain** 'Some other paintings depict annual important events, such as the grain harvest' is a paraphrase of the gapped sentence.
- 11 **soldiers** Both sportsmen and soldiers are mentioned, but it's only soldiers that Kylie links with training and it's this interpretation of the paintings that she agrees with.
- 12 **invasion** Birds in flight are symbols of invasion, whereas a bird being caught by a hunter represents victory over an enemy.
- 13 **crocodiles** Cats are also mentioned, but they appear in many paintings because local people worshipped a cat goddess.
- 14 **complexity** 'These "mixed" creatures express the complexity of how the afterlife was conceived and formed part of religious worship' is a paraphrase of the gapped sentence.

Listening Part 3

Training

Review

- 1 two or three
- 2 four minutes
- 3 four
- 4 The context sentence gives information about the speakers, the topic and sometimes the situation in which the conversation takes place.

Synonyms and paraphrase

- 1 1 h 2 e 3 b 4 g 5 f 6 a 7 c 8 d
- 2 1 invigorating
 - 2 timelessness
 - 3 ashamed
 - 4 erosion
 - 5 harmful
 - 6 scarce
 - 7 concern
 - 8 demand
 - 9 financial investment
 - 10 rethink
 - 11 impose

Exam Practice

- 15 **A** B: Jack refers to claims for the healthy effect of sea air, but doesn't say this is the main reason people are attracted to beaches. **C**: The waves have this effect on Jack, but he doesn't say it's the main attraction, either for him or for people in general. **D**: This is Jack's friend's opinion.
- 16 **C** **A**: Trisha doesn't express surprise. **B**: She says the article was well researched which suggests she had all the information she needed. **D**: She didn't question the advice – she was immediately persuaded by it.
- 17 **D** **A**: They both say that building a seawall can have negative consequences, not that it's more effective. **B**: Neither of them sees adding sand as a solution because, like building a seawall, it has negative consequences for the environment. **C**: When Jack talks about the movement of the sea it's to explain how coastal erosion occurs.
- 18 **D** **A**: Jack says that people are aware of these issues but choose to ignore them. **B**: He explains why there is such a great need for sand, but doesn't say it is scarce. **C**: He says people move to the city for jobs, among other things, but not that money is the main concern.

- 19 **A** **B**: This is something that Trisha wonders about, but it is not a particular concern. **C** and **D**: She mentions 'a reduction in income from tourism', but says this is not her main point.
- 20 **A** **B**: Jack talks only about one particular architect and there is no mention of redesigning buildings. **C**: He mentions governments, but doesn't say that they should impose stricter regulations. **D**: He hopes for measures to 'get the message across', but as a back-up for the main solution of producing artificial sand.

Listening Part 4

Training

Review

- 1 five
- 2 five, so a total of ten for both tasks
- 3 eight, so a total of 16 for both tasks
- 4 two

Ideas and attitudes expressed about the theme by the speakers

- 1 Speaker 1 is probably someone working in company planning or policy.
Speaker 2 is obviously a young person who is new to business and is trying to gain experience by working in a range of companies.
Speaker 3 might be a business person who writes articles for journals or a journalist specialising in business.
Speaker 4 is an older person so he might have a senior role in the company he works for.
Speaker 5 might be an academic specialising in business or a business person who gives lectures while working in a company.
- 2 1, 4, 6, 7, 8, 9, 10
- 3 Students' own answers

Exam Practice

Task One

- 21 **D** 'to find out how many face-to-face meetings we have compared to video conferencing' reflects **D**. Some questions in the questionnaire were about customer care, but **B** was not the main focus of the research.
- 22 **E** 'For my Master's degree, I looked into how happy people who worked without a boss were' reflects **E**. Although the speaker makes the point that some self-employed people weren't living in luxury, **C** was not the focus of the research.

- 23 **B** 'I've been carrying out interviews with shoppers for a paper I'm writing' reflects B. Although there is mention of companies saying they want to help save the planet, G is not the focus of the research.
- 24 **G** 'At present, I'm involved in a study examining the carbon footprint of trade' reflects G. Although the speaker mentions consumers, B is not the focus of the research.
- 25 **A** '[I've] been looking into how, as more people live on their own and families get smaller, the workplace takes on more importance as a place to make friends' reflects A.

Task Two

- 26 **H** 'the need for continued education is going to feature more prominently in the workplace' reflects H.
- 27 **E** 'The trend is definitely for people to set up their own small business and work from home' reflects E.
- 28 **F** 'Any confidence people ever had in big business is going to evaporate over the next few years' reflects F. Although the speaker mentions a company having financial difficulties, B is not the prediction that she makes.
- 29 **C** 'And the attraction of an urban environment for workers I'm sure will be powerful for many years to come' reflects C. The speaker mentions how long he has been in business but D is not predicted.
- 30 **D** 'I'd say we'll all be in work well into our 70s, rather than 50s or 60s as is the current norm' reflects D. Although the speaker mentions people who work at home, E is not a prediction she makes about them.

Speaking Part 1

Training

Review

- F** You are asked questions individually.
- F** The assessor may say 'hello', but otherwise he or she will just listen to you.
- T** (The aim is to help you relax and settle into the test environment.)
- T**

Developing your answers

- The answers are appropriate, but they lack development and use the same vocabulary as the question.
- Example answer*
Going to the cinema is one of my favourite things to do and I'm particularly keen on adventure movies.
- Students' own answers

Speaking Part 2

Training

Review

- one
- three; two
- two
- 30
- four; six

Useful language: referencing and substitution

1 Suggested answer

There is no comparison of the two pictures – they are described separately. There is limited linking of ideas by linking words / expressions and referencing, so the language is very repetitive and the answer doesn't flow smoothly.

- 1 the second one
 - 2 this
 - 3 They
 - 4 which ones
 - 5 her
 - 6 they
 - 7 like these
 - 8 this one
 - 9 it
- 3 Students' own answers

Speaking Parts 3 and 4

Training

Review

- Part 3 and Part 4 are linked by topic. In Part 3, topic is specified by a question with options to discuss. Part 4 develops the Part 3 topic further.
- Part 3: You speak to your partner.
Part 4: You speak to the interlocutor and your partner.
- Interaction, exchanging information and opinions, justifying opinions, agreeing and disagreeing, negotiating towards a decision
- Part 3: Initial discussion is 2 minutes (3 minutes for a group of three candidates). Discussion to make a decision is 1 minute (2 minutes for a group of three). Total time for Part 3 is around 4 minutes (6 minutes for a group of three).
Part 4: Total time is around 5 minutes (8 minutes for a group of three candidates).

Useful language: responding to and linking with contributions

- 1 Each candidate initiates their own contribution clearly, but there is no real interaction. They each deal with one of the prompts in turn and there is no acknowledgement or development of the points made by the other candidate.
- 2
 - 1 point
 - 2 what
 - 3 hadn't
 - 4 more
 - 5 Not
 - 6 case
 - 7 so
 - 8 Absolutely / Exactly / Yes; about
 - 9 Perhaps / Maybe / Yes
 - 10 be
- 3 Students' own answers

Useful language: agreement and disagreement

- 1
 - 1 partially - weak
 - 2 up to - weak
 - 3 totally - strong
 - 4 entirely - strong
 - 5 doubt - strong
 - 6 issue - strong
 - 7 goes; saying - strong
 - 8 coming - strong
 - 9 along - weak
 - 10 take - weak
 - 11 kind - weak
- 2 Students' own answers

Test 3

Reading and Use of English Part 1

1 B 2 D 3 A 4 C 5 A 6 D 7 B 8 C

Reading and Use of English Part 2

- 9 From
- 10 which
- 11 no
- 12 rather

- 13 being / becoming
- 14 one
- 15 how
- 16 There

Reading and Use of English Part 3

- 17 methodological
- 18 predates
- 19 discovery
- 20 primarily
- 21 presence
- 22 exceptionally
- 23 consumption
- 24 emergence

Reading and Use of English Part 4

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 longer | CAPABLE of playing.
- 26 make any / a DIFFERENCE | where
- 27 would / 'd GIVE | her dance class a
- 28 comes ACROSS as | lacking
- 29 RESULTED in | the train being / getting
- 30 of | having BEEN told / advised / warned / instructed

Reading and Use of English Part 5

31 C 32 B 33 D 34 A 35 A 36 C

Reading and Use of English Part 6

37 A 38 C 39 B 40 B

Reading and Use of English Part 7

41 F 42 G 43 A 44 C 45 B 46 E

Reading and Use of English Part 8

47 D 48 C 49 A 50 D 51 B 52 D 53 C
54 B 55 A 56 B

Writing Part 1

1 Essay

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Learning about another culture is very important in today's society and there are possibly more ways to do this than ever before. I would like to discuss visiting a place in person to learn about a culture and taking a course.

First, while seeing a culture and experiencing it first-hand can be invaluable, this depends on the type of visit. For instance, a quick weekend in the capital city of a country might give a hint of what life is like and the forces that shaped that city, but it would not provide a deep understanding of the reality of living there, nor would it explain the history of the culture. However, if someone has an opportunity to spend longer in a place, perhaps studying or doing some voluntary work, this will definitely provide a chance to develop a better understanding of its culture.

Some people prefer to learn about a culture by signing up for a course. A good course, and a good teacher, can give an overview of the history of a culture. However, the risk of any course is that the teacher may present material in a dull fashion, or that it may be biased or only informed by the teacher's point of view. Also, it may not focus on the aspects of the culture that most interest you.

Overall, I would say that the most effective way to learn about a culture is to visit it yourself, as long as the visit is substantial enough and there is some effort made to interact with local people.

Writing Part 2

2 Proposal

Model answer

Proposal for increasing shopping in the town centre

This is in response to the town council's request for proposals to deal with the decrease in shopping in the town centre.

Reasons for the decrease

There is a general trend towards internet shopping and away from making purchases in physical shops. Further, a new out-of-town shopping centre has opened up, which is popular with people from the town.

Impact on the town centre

As a result, the town centre is a less welcoming place for people, as there are a lot of empty shops and, consequently, fewer reasons for people to visit.

Suggestions for increasing town centre shopping

There is little that the town council can do about internet shopping. Individual shops may be able to combine their

online sales better with their in-store offer, but that is for them to consider. However, there are several things the town council can do to help the shops in the town.

First, parking in the town centre is expensive. While public transport is a good option, people who are planning to shop will often want to drive if they have a lot of purchases to make. For this reason, I would recommend reducing the cost of parking in the town centre shopping area.

In addition, the current regulations require town centre shops to close at 6 p.m., whereas the new shopping centre is open until 10. Town centre shops should be allowed to stay open later.

These measures should help the town centre shops to become more competitive and bring back customers.

3 Review

Style

The style can be formal or quite informal as long as it is consistent throughout the review.

Content

Your review should give some information about person who was the subject of the film, expressing clearly what the film highlighted and the extent to which you think it was accurate. Readers will also probably want to know whether you think they should see the film.

Organisation

Write in clearly defined paragraphs.

4 Report

Style

Neutral to formal – appropriate for writing a report for the college principal

Content

Your report should explain what activities you organised for the student's visit, say how successful you think the activities were and recommend ideas for future visits. The college principal should feel fully informed.

Organisation

Write in clearly defined paragraphs. Include a title and sub-headings.

Listening Part 1

1 C 2 B 3 B 4 B 5 B 6 C

Listening Part 2

- 7 bees
- 8 perfume
- 9 food chain
- 10 pest control
- 11 climate change
- 12 higher altitudes
- 13 tourists
- 14 antibiotic

Listening Part 3

- 15 B 16 D 17 A 18 B 19 C 20 B

Listening Part 4

Task One

- 21 D 22 B 23 G 24 C 25 F

Task Two

- 26 G 27 A 28 D 29 E 30 F

Test 4

Reading and Use of English Part 1

- 1 D 2 C 3 B 4 A 5 B 6 D 7 C 8 A

Reading and Use of English Part 2

- 9 up
- 10 no / little
- 11 how
- 12 whether
- 13 which
- 14 against / from
- 15 Whatever / Whichever
- 16 if / though

Reading and Use of English Part 3

- 17 unknown
- 18 compositions
- 19 diversity / diverseness
- 20 liken
- 21 genetically
- 22 handful
- 23 comparable
- 24 continuously / continually

Reading and Use of English Part 4

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 WISH I had / I'd | talked
- 26 no MATTER what / which | promises
- 27 no CHANCE | of it (whatsoever / at all)
- 28 was ONLY when | Sam turned
- 29 HAD his wallet | stolen
- 30 couldn't / could not TELL the difference | between

Reading and Use of English Part 5

- 31 D 32 B 33 D 34 C 35 A 36 D

Reading and Use of English Part 6

- 37 A 38 C 39 D 40 A

Reading and Use of English Part 7

- 41 C 42 F 43 A 44 G 45 E 46 D

Reading and Use of English Part 8

- 47 D 48 C 49 B 50 D 51 C 52 A 53 B
54 C 55 A 56 B

Writing Part 1

1 Essay

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Choosing a college course is one of the biggest decisions that a young person might make, and many factors will influence that choice. While it is wise to consider a variety of factors, cost and the reputation of the course are two matters which deserve particular consideration.

There is no doubt that the cost of college courses is on the rise in my country. Many students go into debt in order to study at college level. Even though grants are available, the competition for them is very tough and not every deserving student receives one. However, a college degree is indispensable for jobs in many fields and people generally regard the cost as a necessary expense, or an investment. Also, students often get part-time jobs while they study and this is a way of getting some valuable work experience.

The reputation of the course is also worth considering. This is because courses build a reputation for quality

over many years and this gives you some assurance that you have chosen a well-run course. Of course, some new courses may actually be very good and you might be pleasantly surprised by the quality. However, future employers will be more impressed with you if you have a degree from a top college. This will, in the end, bring you many benefits.

Therefore, I think that overall it is more important to prioritise getting the best degree you can from a course with the best reputation possible.

Writing Part 2

2 Email

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Dear Ms Taylor,

I'm writing to you because I'm interested in the opportunity to do a placement in another city.

My current role involves developing software to improve internet security for a variety of customers. While I am based in London, I have been working closely with a team that is based in Rome, Italy. There is only one hour of time difference between us, so it is easy enough to conduct meetings using internet conferencing.

However, I would very much appreciate the opportunity to spend some time in Rome with the team. I think this would strengthen our working relationship much more than working at a distance can.

For me, this would provide the opportunity to experience how another branch of our organisation works and to gain an appreciation for working in a different place.

My Italian is quite basic, which might be a problem socially, but most of our work is conducted in English. I am studying Italian online and would be more than willing to take an evening course before the placement begins.

I also believe that we would be able to make much quicker and better progress on the project we are currently working on, which would benefit the organisation. This team and I have also discussed ways we could develop the work we're doing for different markets. If we were working more closely, I believe we could progress with that work more effectively.

Thank you for considering my application for the placement.

Sincerely,

Joanna Simpson

3 Review

Style

The style can be formal or quite informal as long as it is consistent throughout the review.

Content

Your review should consider one online shopping experience and one in-person shopping experience. They should be compared for the choice they offered, how convenient they were and the service you received. Your review should make it clear which experience you preferred.

Organisation

Write in clearly defined paragraphs.

4 Report

Style

Neutral to formal

Content

Your report should describe how the funding you received supported the activities of the club you help to run. It should explain how the club's activities made a positive contribution to the life of the college and make a case for the funding to continue in the year to come.

Organisation

Write in clearly defined paragraphs. Include a title and sub-headings.

Listening Part 1

1 C 2 B 3 C 4 A 5 B 6 C

Listening Part 2

- 7 physics
- 8 technician
- 9 internship
- 10 memorisation / memorization
- 11 flexibility
- 12 marketing
- 13 records
- 14 population

Listening Part 3

15 B 16 C 17 B 18 A 19 D 20 D

Listening Part 4

Task One

21 F 22 G 23 A 24 D 25 H

Task Two

26 G 27 A 28 F 29 D 30 B

Test 5

Reading and Use of English Part 1

1 C 2 B 3 D 4 A 5 B 6 A 7 C 8 D

Reading and Use of English Part 2

- 9 Although / Though / While / Whilst
10 makes
11 As a rule
12 ago
13 other
14 whatever
15 only
16 even

Reading and Use of English Part 3

- 17 findings
18 participants
19 preference(s)
20 unimpressed
21 talkative
22 predictably
23 regardless
24 correlation(s)

Reading and Use of English Part 4

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 no idea | WHOSE fault
26 have been ABLE to | sort / work
27 did not / didn't take (very) LONG | for
28 impressed by | HOW committed
29 has GIVEN up | dreaming / his dream of
30 can't / cannot be BOTHERED | to

Reading and Use of English Part 5

31 C 32 B 33 B 34 C 35 B 36 A

Reading and Use of English Part 6

37 C 38 D 39 D 40 A

Reading and Use of English Part 7

41 G 42 D 43 A 44 F 45 C 46 E

Reading and Use of English Part 8

47 B 48 D 49 A 50 C 51 D 52 B 53 C
54 D 55 A 56 B

Writing Part 1

1 Essay

Model answer

This model answer has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

There are many qualities that contribute to people having a successful life. The ones that I would like to discuss are ambition and honesty.

For many people, ambition is the key to their success. Having clear goals and plans to achieve them gives motivation and direction to people. This can help when choosing a career path. For example, if your ambition is to be very wealthy, then you might decide to study a subject that leads to a well-paid profession. However, that is not always the case. Many famous billionaires gave up on their education in order to start a business. The key here is to be determined to follow your ambition.

Of course, everyone can decide for themselves what the definition of a successful life is. For some, it will be having a lot of money or material possessions, but for me, success in life should be judged by the quality of the relationships that people develop over their lives. And in order to develop strong relationships, people need to have honesty and strong principles. I personally do not consider people who build their wealth on dishonesty or immoral practices to be 'successful'.

An ambitious person without honesty may be tempted to push themselves forward at the expense of others, which is not fair. Therefore, it is my opinion that honesty is more important than ambition to consider oneself successful in life.

Writing Part 2

2 Proposal

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Work experience proposal

This proposal is for an element of work experience to be included in the college's Business Studies course.

The course

I am currently enrolled in the two-year Business Studies course. The work we do in the college provides an excellent background for understanding how businesses function. Our instructors all have a background in business, which they use to inform their lectures with examples from their real-life experiences.

Benefits of a work experience element

Many of us on the course feel that our learning would be improved if we could spend a period of time doing work experience in a business environment. A number of us have done part-time jobs, but these are generally jobs that are low-skilled and, while it is good to have the experience, it doesn't develop our skills in the same way that a work placement would. Such a placement would allow us to put our knowledge into practice and build confidence, which, in turn, would further motivate us in our studies. It could also help us to make useful contacts and would provide us with a welcome addition to our CVs.

Recommendation

I would suggest that the college contacts local businesses to set up work experience placements that support the studies we do. I think that a short placement could take place during term breaks, or else longer ones could take place over the longer summer break. Some students may even be willing to extend the course by a term because work experience is so valuable for us.

3 Report

Style

Neutral to formal – appropriate for writing to a manager in a work environment

Content

Your report should say how your colleagues get to work, but this should be brief and serve as background for the main issue, which is the impact of commuting. You should

make suggestions based on what you say the impact is; for instance, you could suggest working from home one day a week to save commuting time for some colleagues.

Organisation

Write in clearly defined paragraphs. Include a title and sub-headings.

4 Review

Style

The style can be formal or quite informal as long as it is consistent throughout the review.

Content

Your review should focus on a place of natural beauty that you know well enough to write convincingly about. Your review should capture the attention of the reader with expressive language. You must evaluate the significance of the place, which could be personal, local or national significance depending on the place you choose to describe. You must suggest how accessibility to the place could be improved without damaging its beauty.

Organisation

Write in clearly defined paragraphs.

Listening Part 1

1 B 2 C 3 B 4 A 5 A 6 C

Listening Part 2

- 7 historical
- 8 presentation
- 9 mental image
- 10 textures
- 11 board game
- 12 balance
- 13 elegant
- 14 packaging

Listening Part 3

15 B 16 A 17 D 18 A 19 B 20 C

Listening Part 4

Task One

21 C 22 H 23 E 24 F 25 B

Task Two

26 G 27 F 28 B 29 D 30 H

Test 6

Reading and Use of English Part 1

1 B 2 A 3 D 4 C 5 A 6 C 7 D 8 B

Reading and Use of English Part 2

- 9 which
- 10 rather
- 11 making
- 12 for
- 13 without
- 14 in
- 15 did
- 16 how

Reading and Use of English Part 3

- 17 Admittedly
- 18 dramatically
- 19 inactivity
- 20 worsening
- 21 wellbeing / well-being
- 22 overdo
- 23 tiredness
- 24 addiction

Reading and Use of English Part 4

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 were PREVENTED | from leaving
- 26 doesn't / does not STRIKE me | as (being)
- 27 making an EFFORT | to cut down
- 28 in mind | the changes BEING
- 29 to RAISE | teenagers' awareness / awareness among teenagers
- 30 who / that OBJECTED | to having to work / to working

Reading and Use of English Part 5

31 B 32 C 33 B 34 A 35 D 36 B

Reading and Use of English Part 6

37 D 38 C 39 A 40 A

Reading and Use of English Part 7

41 E 42 B 43 G 44 A 45 F 46 D

Keys

Reading and Use of English Part 8

47 D 48 C 49 A 50 D 51 B 52 A 53 C
54 D 55 A 56 B

Writing Part 1

1 Essay

Model answer

This model answer has been prepared as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

Many people these days are not as active as they should be and this is having a big effect on their health. Taking part in sport is one way to counteract the inactive lifestyles that many of us lead. Which factors might influence people's decision to take part in sport? I would like to discuss education and facilities.

One way is certainly through education. Young people can be taught about the health risks of inactivity and all the benefits that taking part in sport can bring to people. They can also be taught and given the opportunity to practise the skills needed to participate in a variety of different sports.

However, many young people are actually turned off sport at school if they are not particularly good at it. For this reason, I would argue that the best way to motivate people is through having really good facilities. This means that they should be up to date, accessible to everyone and affordable. People who are good at sport don't generally require extra encouragement to increase their participation, but access to high-quality facilities would make taking part in sport more appealing for those people who do need motivation. For example, no one really wants to swim in a small, dark pool, but one that is pleasant and spacious would definitely be more tempting to the reluctant swimmer.

Therefore, I believe that good facilities would motivate people to take part in sport more effectively.

Writing Part 2

2 Report

Style

Neutral to formal

Content

Your report should describe the main ways in which the college's official social media accounts are used. It should then make recommendations about a few ways in which the accounts could be used more effectively and how these improvements would benefit both the college and the students.

Organisation

Write in clearly defined paragraphs. Include a title and sub-headings.

3 Email

Style

Neutral to formal – appropriate for writing to the editor of a website.

Content

Your email should describe what the criticisms of young people in the original article were. It should then go on to address those criticisms and express your view of them clearly. You should end by persuading the editor that publishing your email would be a good idea.

Organisation

Write in clearly defined paragraphs. Use appropriate opening and closing phrases for an email to a professional person.

4 Review

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Do you love listening to music as much as I do? If you do, then you won't be surprised to find out that I have tried quite a few paid music streaming services. There are many competing services available at the moment, and many offer short-term free trials, so you can sample what they have to offer. At the moment, I am using Firefly and am really enjoying its features and functions.

First, the strengths. The main thing is the vast music library that is available. This even includes a few artists who share their music only on Firefly. Also, in my opinion, the interface is easier than most others to use and attractive as well. Like many other services, Firefly allows subscribers to download tracks to listen to offline, which I think is great for times when Wifi is not available.

The main weakness I have found is the way that Firefly 'suggests' music for me to try based on what I have already listened to. I find that this leads me to be always listening to the same sort of artists, when what I really want to do is explore that vast library they have.

Firefly is available at two different subscription rates. I think the lower rate provides surprisingly good value for money, but you have to be prepared to listen to ads between tracks of music every now and then. While the higher rate is ad-free, it is quite a bit more expensive.

Listening Part 1

1 C 2 A 3 B 4 C 5 C 6 A

Listening Part 2

- 7 management skills
- 8 landscape
- 9 textiles
- 10 health checks
- 11 tourism
- 12 laugh
- 13 posture
- 14 stream

Listening Part 3

15 D 16 A 17 B 18 B 19 D 20 C

Listening Part 4

Task One

21 C 22 G 23 D 24 F 25 B

Task Two

26 H 27 F 28 A 29 E 30 D