

Preparation for



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Find your nearest centre at:
www.CambridgeESOL.org/nextstep

Cambridge English Proficiency MASTERCLASS

For the
2013
exam

Kathy Gude
Michael Duckworth
Louis Rogers

Student's Book with Online Skills & Language Practice

Tapescripts and Answer Key

- For the 2013 Certificate of Proficiency in English (CPE)
- Online practice with speak-and-record tasks and explanatory feedback on answers
- Online practice test

OXFORD

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2012

The moral rights of the author have been asserted

First published in 2012

2016 2015 2014 2013 2012

10 9 8 7 6 5 4 3 2 1

Photocopying

The Publisher grants permission for the photocopying of those pages marked
'photocopiable' according to the following conditions. Individual purchasers may
make copies for their own use or for use by classes that they teach.
School purchasers may make copies for use by staff and students, but this
permission does not extend to additional schools or branches.

Under no circumstances may any part of this book be photocopied for resale

ACKNOWLEDGEMENTS

*Although every effort has been made to trace and contact copyright holders before
publication, this has not been possible in some cases. We apologise for any apparent
infringement of copyright and, if notified, the publisher will be pleased to rectify any errors or
omissions at the earliest possible opportunity.*

Audio script

1.01

1

Man They're all right in their own way, I suppose. If they're on, I'll watch them – particularly if there's nothing else on I fancy watching. I know some people get totally hooked on them, but I can take them or leave them. I quite like the gritty realism in some soaps but the majority are too far-fetched and I think they can all be blamed to some extent for reinforcing negative stereotypes in our society. They can set up expectations of people that live and work in the settings depicted in the soaps that are way off the mark.

2

Woman If you say you don't like soaps, people look at you as if there's something wrong with you. But, well, let's face it, soaps are so corny – so sentimental. The acting's usually atrocious and the story-lines are either hackneyed or downright unbelievable. How so many awful things can happen in one place, is simply absurd. They're a right load of rubbish if you ask me. I've certainly got better things to do with my time than watch soaps. If only people put as much time and passion into their real-life communities as they do into their involvement with these fictional characters.

3

Man Look, don't get me wrong, I'm the first to admit that they're a complete waste of time but I watch them anyway if I'm around and they're on. Who knows why? I have a feeling that women enjoy them more than men but quite a few of my male friends watch them, too. Maybe it's an easy way to switch off and relax for a while and forget your own problems – or just an excuse to have a good moan about how appalling they are with their unconvincing, two-dimensional characters and contrived settings.

1.02

- a When Susie first saw the house, she knew that one day she'd live there.
- b She'd happily get up at the crack of dawn to make the kids their breakfast.
- c I wanted Tim to start looking for another job but he wouldn't hear of it.
- d I'd say that this would be a difficult place to settle down in.
- e Would you pop this in the post on your way to work?
- f Typical! You would tell him about the party!

1.03

Examiner Good morning. My name is Susie Green and this is my colleague, Tom Jackson. And your names are ...?

Maria Maria.

Stéphane Stéphane.

Examiner Could I have your mark sheets, please? Thank you. First of all, we'd like to know something about you. Where are you from, Maria?

Maria Switzerland.

Examiner And you, Stéphane?

Stéphane France.

Examiner Stéphane, are you working or studying at the moment?

Stéphane I'm actually working in a restaurant and studying English at the moment.

Examiner And you, Maria?

Maria I'm still at university doing a Masters.

1.04

a

Examiner Maria, you said you're from Switzerland, what do you like about living there?

Maria Well, ... um ... it's very beautiful and there's a lot to do there.

b

Examiner Stéphane, how do you like to spend your leisure time?

Stéphane Well, I must admit that I lead a very busy life and I don't actually have very much leisure time at the moment. But I like to make the most of my free time. I'm very keen on walking and cycling and I'm very interested in the theatre. So I make a real effort do all these things whenever I have the opportunity.

c

Examiner Maria, if you could do any job, what would you choose?

Maria I'm not a very ambitious person so I don't really mind what I do. Actually, I'm quite happy as a student. I like being at university and maybe I'll do another course when I've finished my Masters.

1.05

- a How important are friendships to you?
- b Would you say you were an organized person?
- c How useful do you find the internet?
- d What kind of job do you see yourself doing in the future?

1.06

Examiner You will hear three different extracts. For questions 1–6, choose the answer (A, B, or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1

Woman So how did the trip go?

Man Honestly, it was the most amazing experience. I wouldn't have missed it for the world.

Woman I just can't believe you actually succeeded in getting enough sponsorship for the trip.

Man Well, we really did push the boat out trying to drum up support in our spare time.

Woman Even so, it's amazing that you managed to fill two lorries with food and clothing, isn't it?

Man Oh, yeah – and blankets, too – all sorts of things. But remember that we had to drive them ourselves – one thousand, five hundred miles! The 'Save the Children' charity gave us a lot of practical help, too, though.

Woman And you must have been really proud of yourselves when you got there.

Man Pride didn't really come into it. Just seeing the faces of those children when we gave them some of the toys – the compassion you feel – you really want to load up the lorry with all the kids and bring them back here! But at least they were being cared for at that stage. So we left feeling that we'd done a really worthwhile job and that we could always retrace our steps – once we'd financed another venture, of course.

Woman Hmm ... I might even come with you next time ...

Man Now, there's a thought!

Extract 2

Good evening and welcome. Tonight, I'm appealing to everyone out there watching this! This live Helpline Round-the-clock Special is in aid of the famine-stricken province we've been hearing so much about recently – and seeing on our TV screens night after night. And, believe me: however little you pledge – and we will make sure that it reaches its destination – will make a tremendous difference.

Last year, in between giving concerts to raise money, I myself went out to supervise the deliveries of aid to stricken areas, and I know from my own first-hand experience that whatever we do is a mere drop in the ocean – we can never, ever send enough to help these people. But what we do send will be greatly appreciated, so it all depends on you. Pick up the phone. The number to call will be appearing on your TV screens shortly, and will be announced on radio programmes throughout the evening. You can ring and quote your credit card number or, if you can't get through, just send us a cheque or make an online donation, and you can sleep easily in your bed knowing that you've done your bit for Helpline!

Extract 3

Woman So, I understand that you and your wife sponsor six-year-old Ana from Africa. Why did you decide to take on a sponsorship like this?

Man Basically, we'd been wanting to do something to help people in the poorer regions of the world for some time. When we saw an advertisement in a magazine, we made up our minds to do something positive. 'Opportunity International' seemed like a good scheme, not least because our donation is sent straight to Ana, her family and the village where she lives.

Woman So you know where your donation ends up and who's getting the benefits.

Man Absolutely! But what I found most extraordinary about Opportunity International was the way in which it works with the locals: you see, the people themselves decide how the money can best be spent in the community where the children live.

Woman And how much do you know about Ana?

Man Quite a bit, actually. They've sent regular reports on the community's progress since we started paying, and we've found out quite a lot about the charity's activities elsewhere, too. We donate monthly, and it's not such a lot to find, in all honesty. And it's not as if we can't manage without it, or anything like that, but it's great to see that so much good can be done with the little that we give!

1.07

Student 1 We're assuming that global warming actually does exist but there are people who dispute the claim that humanity's played a major role in bringing this about.

Student 2 Hmm... I agree that public opinion on this issue is somewhat divided. And people argue that there is some evidence to suggest that this could simply be caused by natural changes in the earth's climate. But to suggest that it doesn't exist seems a rather defeatist attitude to take when what we should be doing is taking action now to prevent even worse things happening.

Student 1 But if you accept the fact that the human contribution to global warming is relatively minor, then any policies we may put in place, for example, reducing carbon emissions by cutting down on travelling by air and changing the way we power our factories so we consume fewer sources of energy, or trying to reduce the amount of greenhouse gases, et cetera, et cetera, are misplaced and we could be more profitably occupied with other matters.

Student 2 But you seem to be suggesting that all the pollution caused by road traffic and the burning of fossil fuels, and suchlike is having no effect on what's happening to the world's climate. This seems to be a rather counter-productive viewpoint given the fact that most of the evidence indicates otherwise. Look, the reality is that the earth is getting warmer, so we need to start taking action now to try and find out what's causing it. And if we don't make this action a priority, then the future of our planet hangs in the balance.

Student 1 This all sounds rather over-dramatic and I'm not sure if there is as much concrete evidence of this happening because of human interference as you imagine. The earth's climate's been subject to many changes both recently and in the distant past, and temperature records show no significant trend towards global warming. In fact the earth actually cooled between 1940 and 1975, which rather contradicts what you're saying.

Student 2 What?

Student 1 Well, we've had extreme climate conditions where the very existence of the planet and life on it was threatened and there's no guarantee that this won't

happen again. But these things can't be attributed simply to human intervention.

▶▶ 1.08

Exam narrator You will hear wolf expert Shaun Ellis talking about his experience of living with wolves. For questions 1–9, complete the sentences with a word or short phrase.

Shaun Ellis Like most young children, I grew up with an innate fear of wolves. It wasn't until I was a bit older and saw a wolf in a zoo that I realized how far away this animal was from the mythological creature I'd learned about in books and films.

I grew up in a small village in Norfolk and was always interested in the natural world and wild animals. I knew I wanted to work with them in some way when I was older. In my 20s, I read about an American naturalist, Levi Holt, who ran a wolf research centre in Idaho and I thought, 'That's where I want to go.' I sold everything I had and raised enough money for my plane fare. When I met up with biologists working on the reservation, they took me on as a basic field biologist, teaching me how to track wolves and collect data for them.

But I couldn't help wondering, 'Could a human become part of their family?' If I could, I thought – imagine what information I could share. I found myself wanting to get closer to the wolves to really understand their behaviour, even though the other biologists and scientists thought it would be dangerous.

After a year or two of working for the centre and getting to know the area – a rugged, mountainous landscape covered in forest – I moved to the wild. The first time I got up close to a wolf, within about thirty metres, any fear I had quickly turned to respect. I stayed in a den area, a remote spot where wolves look after their young, and very soon one pack began to trust me. I lived with them day and night, and from the start they accepted me into their group. I ate what they ate, mostly raw deer and elk, which they would often bring back for me, or fruit and berries. I never fell ill and my body adapted quickly to its new diet. It's easy to look back and think, 'What horrible food,' but when you haven't eaten for a week, it looks appetizing.

I couldn't hunt, but I soon became useful looking after the younger ones. I would spend days sitting outside the den, observing their behaviour and trying to make sure they kept out of danger.

I stayed with the same pack for over a year, watching pups grow to adulthood. I never missed human contact during that time.

I felt a tremendous sense of belonging with the wolves. Whenever I began to think about my old life, I would quickly switch my thoughts back; in terms of survival, I had constantly to focus on my new habitat. Although I didn't see anyone, there were people back at the reservation and I had a rendezvous point where I could leave messages if I felt I was in danger. I was only ever truly scared on two occasions: once, when all the wolves were feeding, I ate the wrong piece of meat – there's a strict hierarchy of who eats

what part of an animal – and one of the wolves leapt on me in seconds because of my mistake. He took my entire face in his mouth and started to squeeze hard. I could feel the bones in my jaw begin to bend, and in that split-second I realized how vulnerable I was and how restrained they were most of the time.

The other time, I wanted to get a drink from the stream and one of the wolves stopped me dead in my tracks, growling, snarling and nipping me. I thought, 'This is the end, he's going to finish me off.' An hour or so later, he started to lick my face and we both went to the stream for a drink. There I saw evidence of recent bear tracks and droppings, and I realized this was why he guarded me. I would almost certainly have been killed but, more importantly, my tracks would have led back to their young, so it was for their protection.

Eventually I had to leave; I had lost so much weight and looked gaunt and worn after a year. Life expectancy in that sort of environment was short and I felt it was time to come back to society. Returning to the world was a tremendous culture shock, but I knew I could do a lot with the knowledge I'd acquired. I now run a centre in Devon that helps wild and captive wolves, and offers educational courses. I want to show people that wolves aren't savage and ruthless – they're balanced and trustworthy creatures that place their family above all else.

▶▶ 1.09

Examiner Now in this part of the test you're going to do something together. Here are some pictures showing people in different situations. First, I'd like you to look at pictures A and B and talk together about how common these situations are in your country. You have about a minute for this, so don't worry if I interrupt you.

Student 1 Well, broadly speaking, this sort of pedestrian zone isn't really that common where I live. They're probably more typical in bigger cities – it's not exactly something you'd find in average-sized towns like mine.

Student 2 Yes. I'd say that's very similar to the situation in my country. You don't often come across zones like these which don't allow traffic.

Student 1 Yeah, but I think that cars and vans are pretty much always allowed into these areas to unload, particularly if there's lots of shops and restaurants. But on the whole, I suppose it's more pleasant than shopping on a busy road.

Student 2 Maybe but, generally speaking, I think people in my country would prefer to go shopping in a proper shopping mall where they won't get wet! Except of course, somewhere like this is quite nice in the summer where you can sit outside in cafés and enjoy the sun and the fresh air! Actually, the trees make it look quite pleasant, don't you think?

Student 1 Yes, trees can make such a difference. It's great to see more trees being planted like in this picture. I think this is becoming quite a popular thing to do now in my country – especially in schools.

Student 2 Yes, yes, tree-planting events seem to be happening more and more in my country as well. I think people are becoming more aware of the environment – and children usually enjoy taking part in activities like these. Actually, I quite like the idea, myself, although most trees are probably still planted in our gardens rather than in public spaces.

🔊 1.10

Examiner Now look at all the pictures. I'd like you to imagine that your local council is running a campaign to improve the environment where you live. These pictures will be used in a leaflet to promote their ideas. Talk together talk about how effective the ideas in the pictures would be in improving the environment. Then decide which idea might be the most popular. You have about three minutes to talk about this.

🔊 1.11

Speaker 1 Gosh ... many moons ago – I'm not sure where or when – I think I read somewhere that culture is anything that you learn from other people. So that would seem to be quite a ... quite a big definition. I come from Northern Ireland and today, for example, there's a there's a celebration known as the 12th of July where people from my community are celebrating a victory in a battle which happened hundreds and hundreds of years ago. You know I learned that from I suppose people like my parents, brothers, sisters, friends at school, you know from the [from the] community that I grew up in in general. And without that community – without those other people - I wouldn't have been celebrating the 12th of July – certainly not as a child anyway – I don't celebrate it these days because I'm a pacifist.

Speaker 2 I think culture is a very difficult concept to define but I think I see it as anything that unites a group of people or a community of people ... em ... so I suppose, anything that sets them apart from other people. So it might be within a type of organization or within a country, or within a continent. I think anything that is universal possibly can't be described as culture because it's just, that's just human experience. I suppose the question is whether you can have a global culture with modes of communication coming together – whether, that is possible to have a culture that everybody shares, or whether culture has to be something that separates people.

Speaker 3 I think it can be many things. If you think about culture, often people associate it with the arts, with literature, with media, with television. Having lived in many different countries and experienced many different cultures, I think it's really the behaviour of particular people in different countries and how the general behaviour in that country has influenced the way that they live. For example, that could be habits such as family traditions, maybe some cultures have a stronger family orientation – maybe it's ingrained within their culture to sit down, have family meals, be very family oriented. Whereas

maybe in western society it's, it can be quite often that we don't have similar cultures and the people you know don't have such family values, people don't eat together...

🔊 1.12

Exam narrator You will hear a group of art history students going round an art gallery with their teacher. For questions 1–5, choose the answer (A, B, C, or D) which best fits according to what you hear.

Teacher Now, let's move along to the next gallery ... whose turn is it to tell us about the next painting? Amanda, is it you?

Amanda Yes, this is the one I've prepared.

Teacher Good ... now I've got one or two questions for Amanda to guide us through this painting, so if you could all pay attention, we can get started ... Brian ... thank you. Now, as you can see it's a pre-Raphaelite painting, so we're talking 1880, 1890 ... and what can you tell us about this – and other pre-Raphaelite paintings for that matter – compared to what came before?

Amanda Well, there was very definitely a reaction against some of the earlier concerns – for example the pre-Raphaelites didn't believe in the idea that it was important to be true to nature or realistic ... This is a good example – it's by the painter Burne-Jones, completed in 1884, and it shows a lot about his philosophy of painting ...

Teacher OK. And what was it exactly?

Amanda Well in his own words, ... is it OK if I use my notes?

Teacher Yes of course.

Amanda He said that a painting should be 'a beautiful romantic dream of something that never was, never will be, in a land that no-one can define or remember, only desire.'

Teacher So in other words the very opposite of realism – no practical lessons for modern industrial societies or whatever.

Amanda Yes, exactly, and this painting is in many ways very typical of Burne-Jones – in fact his wife later said it was his most distinctive work, the one that really summed up what he thought.

Teacher OK, tell us about the story it tells.

Amanda It's called *King Cophetua and the Beggar Maid*, and it's based on an old legend from early medieval times about a king who falls in love with a beggar girl, and finds that his love for her is greater than all his wealth and power.

Teacher Was it a well-known story?

Amanda Yes – most people knew it well, but only through reading Tennyson's poetry, in which he wrote about it, rather than from the original story.

Teacher So it's another example of what we were talking about earlier – the link between the romantic movement in literature and the movements in art ... do go on.

Amanda In the painting, the artist imagines the King sitting at the girl's feet, gazing at her in adoration. Burne-Jones said he was determined that the King should look like a king and the beggar should look like a Queen, and he had certain details such as the crown and the maid's

dress specially made for him so that he could capture the detail. The setting has echoes of 15th century Italian art, particularly Mantegna and Crivelli, and it's all elaborately decorated with highly wrought textures and jewel-like colours. If you look at the clothing you can see what I mean. The two characters in the background have got these rich flowing clothes, and there's the same richness in the King's flowing cloak.

Teacher So what is he trying to tell us about here ... what about these anemones ... do they have any particular significance do you think?

Amanda Yes, the maid is holding a bunch of anemones, and if you look closely you can see that some of them have fallen on the steps by the King. The flowers are a symbol of unrequited love, and there's a lot of personal feeling in this painting, as there is in much of his work. At the time he was doing this, Burne-Jones had met and fallen in love with a girl called Frances Graham, but she then married someone else. So it's likely that the King represents Burne-Jones and the Queen represents Frances Graham, and the painting shows his feelings about losing the woman he loved.

Teacher Are there any other themes that the audience in 1884 would have recognized apart from on this personal level?

Amanda Yes, to the general public it would have had a completely different meaning, which they would have recognized quite easily – they would interpret the painting as being about the rejection of worldly wealth and the elevation of love above everything else.

Teacher Yes, absolutely ... and that was a message that was very close to Burne-Jones's heart and was very relevant for late Victorian Britain ... Well thank you Amanda, and now we'll move on to the next artist ...

1.13

Speaker 1 Hi I'm Paula. I am Italian but I grew up in Southern Africa. I was born in Zimbabwe and then my parents moved to South Africa and then subsequently when I was twenty one I moved to Italy and have spent most of my adult life living in Italy and now in the UK. I've got a very strange relationship with my accent because I think that I speak proper English and I sound like an Englishman, but as soon as I open my mouth people immediately ask me the question: 'Where are you from?' which always throws me a bit because I really don't know how to answer that question. Growing up in South Africa I was always referred to as 'the Italian stallion', probably because my parents were Italian and because my name is Italian. As soon as I moved to Italy, when I was twenty one, and they heard me open my mouth and speak Italian with an English accent, they used to call me 'the English girl' because Italians really don't distinguish between English or British English or American English, or English from any other English-speaking world's countries. So I was always 'the English girl'. And then about seven years ago I came to the UK and I thought I'd fit in perfectly because I grew

up in a British colony and I thought I was, you know, had some kind of affinity with England. As soon as I opened my mouth, once again people said to me: 'Where are you from?' and I would say: 'I'm Italian' and they would say: 'Oh! So then why do you speak with a South African accent?' and that really upsets me because my cultural identity, and my upbringing, my heritage is Italian and I feel that because I lived for protracted period of time in Southern Africa that I have somehow got an accent that doesn't fit my personality or who I think I am.

Speaker 2 I didn't really think about my accent until I left Australia and came to England and it was strange, I suppose, probably the reaction it got from people was people assumed that I was very laid-back, a very sort of easy-going-kind-of guy, which was great in terms of meeting friends, you know, people want to sort of go for a drink and thought I'd be a good laugh. In terms of getting jobs and things, it could be a bit of a disadvantage, I suppose, because um people thought that, you know, maybe I wouldn't take it seriously or that ... yeah, maybe a bit too laid-back for their work, I suppose. The honest thing I think though was that the English seem to have an assumption that because I have an Australian accent I must be really good at sport and particularly cricket, which is a very strange thing. There was one guy who actually literally asked me to be in his team purely because of the way that I spoke. Now I am absolutely terrible at cricket. So anyway, I turned up, played the game, was a complete disaster, was out for a duck and um yeah didn't ask me back – so that was that um but er yeah so but it's been good overall, I think. It comes across well, I think.

Speaker 3 I've moved so many times I sort of hardly know what my accent is now. Before I was eighteen I'd moved twelve times. I started out in New England and ended up in the Rocky Mountains and I've spent over half my life here in England. So I never really got a chance to settle into any particular accent. I suppose I'd call my accent now mid-Atlantic. But, what's happened to me is that I've ended up not really being from anywhere, so when I go to the States, they think I'm Irish for some reason. When I'm here obviously they know I'm from America but they sort of don't notice, so I can fit in or not fit in depending on the circumstances. But, I'm somewhere in the middle of the ocean, and I suppose I'm happy to be there, but I have to I have to know who I am in myself because people don't really recognize me as being from anywhere.

Speaker 4 Well, I guess when I first arrived in this country many many years ago, people couldn't, simply couldn't understand a word I was saying. It was ... I had a very thick accent at the time and I think I've mellowed over the years. But when I started out, people would look at me very strange; they'd look at me to the side of their eye and with a strange kind of, you know, screwed up mouth and like look at me but they were too embarrassed to say: 'What was that?' They'd just look at you strange. And then I'd have to repeat myself. But, now, these days, it's got much more ... it's fine now. I think people can understand.

There are many people, more people, with my accent. And I remember, sometimes, people, young kids used to, you know, play around with my accent when they heard it in the street and sort of do strange movements and, you know, make fun of me in the street but that was, I just ignored it, and ... carried on.

▶▶ 1.14

- a I have read most of *Dickens'* novels.
- b I have read *most* of Dickens' novels.
- c I *have* read most of Dickens' novels.
- d I have read most of Dickens' *novels*.
- e I have read most of Dickens' novels.
- f I have *read* most of Dickens' novels.

▶▶ 1.15

Student A Well, in terms of technology, there's no doubt that learning a language is much easier than it used to be. As far as today's students are concerned, it's a completely different experience from what it was in our day. If you take for example visual aids, there was nothing like that around years ago. And when it comes to facilities like interactive computer courses – well, they all make the actual learning a far more realistic experience.

Student B Well, let me see. I would say that modern technology has had – I suppose you could say – an enormous effect on how we communicate with each other. I mean it's changed the way we arrange our social lives. We don't even telephone each other now when we want to – well, how can I put it – meet up socially. We just send er ... things like text messages and emails – so things are very different from what they used to be.

▶▶ 1.16

Well, Dunbar's number is the limit on the number of personal relationships you can have – that's to say people you can have a relationship of kind of trust and reciprocity and one that has history – and that number is about 150, give or take a few. The reason we have that limit is that it's a consequence, essentially, of the size of brain we have. If you like to think of it in terms of a juggler juggling balls in the air ... the number of people you can keep going in your mind at any one time is limited really by the size of your brain – and particularly the front part of your brain. In a way, what this raises is the whole question of what a relationship is because obviously people on Facebook claim they have four, five hundred, a thousand friends. The answer is: no, they don't. They all seem to have 150 friends and the rest are acquaintances. And the difference between acquaintances and friends is friends you have these very deeply personalized relationships with. We didn't really know what it is that allows us to have those deep personalized relationships, but it's clearly a very emotional component so in a sense it's the right side of the brain stuff. So if you think of language being mostly on the left side, emotion is being done on the right side, and the two don't always connect up terribly well so we find it difficult to express the nature of emotions and the nature of relationships in language because of that problem; this is

perhaps where the whole issue of poetry, and poets comes back into play because poets seem to have that ability somehow to express those emotional thoughts we have that the rest of us can't express and they can sort of put it into words and we look at it and go: 'Yeah, that's exactly what I meant!'

▶▶ 1.17

Exam narrator You will hear five short extracts in which people are talking about problematic relationships they have had with people at work. Look at Task 1. For questions 1–5, choose from the list A–H what each speaker says caused the problems. Now look at Task 2. For questions 6–10, choose from the list A–H what step each speaker took to solve the problems. While you listen you must complete both tasks.

Speaker 1 You'll probably think me a bit naive, but at the interviews, I was totally convinced that my new boss and I would get along like a house on fire. It was only when I'd been there just over a week that I realized how mistaken I was. She and I were just chalk and cheese, and I knew things would never be any different. I thought it would be a wise move to try and stick it out for a reasonable amount of time – you've got to think about what it looks like on your CV, haven't you? But in the end, I decided not to make a big thing of it – just cut my losses and head off elsewhere.

Speaker 2 The office is great – there's a good atmosphere and all the staff make a real effort to work well as a team – except for this one guy who seems to think he's the greatest thing since sliced bread! To say he's overbearing is putting it mildly. It really got me down after a while and I got to the stage when I used to dread going into work. But then I thought, 'Why should I let him call the shots?' Better to think about something else when he starts giving us the benefit of his opinions and just let him get on with it. And it's worked a treat. When he gets no reaction, he just sort of wanders off.

Speaker 3 I'd only been in the job a short while. It's a really busy office environment and nobody seemed to have much time to show me the ropes, so I suppose making some kind of slip-up was inevitable. But what upset me was the way my line manager dealt with the mistake I'd made. Instead of being supportive, all she did was lash out at me for not having taken the time and trouble to find out exactly what I should have done. I was pretty fed up, I can tell you. So much so that I decided to take it to the powers that be and make my grievances official.

Speaker 4 Everyone said my colleague and I were like two peas in a pod. We agreed on pretty much everything and things were going brilliantly. We had a really successful working relationship. That is until we both decided to apply for the same promotion. I thought we could both handle it, but almost immediately I noticed a change in her attitude – a kind of professional rivalry, you might call it. The atmosphere between us got so bad that I knew I only had one course of action left to me. I decided my mental

well-being was far more important than getting involved in psychological warfare so I withdrew my application.

Speaker 5 I've always enjoyed my work and it takes a lot to upset me. But since this new supervisor's been on the scene I'm just about at the end of my tether. All she does is pile more and more responsibility onto my shoulders. It's not as if we've had any serious fallings-out or anything like that – actually, I quite like her. No, it's almost as if she's floundering a bit herself and she's desperately trying to find a way to cope. I spent a few sleepless nights wondering what to do about it and eventually I decided to get it all off my chest and have it out with her.

▶▶ 1.18

Student 1 Actually, I think life with brothers and sisters is completely different from being an only child. In my opinion, having even one sibling makes you a much more sociable person and easier to get on with. What's more, you get used to being teased – you're not so sensitive. As a result, you integrate better when you go to school and at work, too, I think.

Student 2 Well, I have two brothers and it's great having someone to do things with. Incidentally, we've always been close and we get on very well, and we have similar interests and hobbies.

Student 1 So as far as having siblings is concerned, would you have liked to be an only child?

Student 2 I think my life would have been much less interesting without them, so yes, I was happy to have two brothers.

Student 1 And as regards to your character, do you think it had an influence?

Student 2 Yes – mind you, we used to have a lot of fights as well!

▶▶ 1.19

- How important do you think childhood experience is in our ability to form successful relationships?
- Do you think that in the future, institutions like marriage will disappear?
- Who should have responsibility for the welfare and health of elderly people?
- To what extent has the role of marriage changed?
- At what stage in their lives should children leave home?

▶▶ 1.20

We all carry round baggage – attitudes and beliefs that colour our response to new situations. If you're lucky, these'll be 'can-do' messages, but many of us are programmed for failure. Perhaps every time you stepped out of the door when you were little, your parents cried, 'Be careful!', as if doom and disaster lurked at every turn, or friends say, 'I wouldn't attempt that if I were you!' These negative statements can do more harm than good. If you hear them often enough, you learn to expect the worst. And this can often lead to people developing irrational phobias. So, often the immediate reaction to a new or daunting situation is, 'I can't handle it!'

Most people's confidence is a level or two below their

competency, but you really are better than you believe. Everybody feels fearful in unfamiliar situations. But that doesn't mean we should avoid them. Taking risks, even tiny ones like picking up a telephone to make a complaint, is a necessary part of accepting adult responsibility. The best strategy you can adopt is to understand why you feel so fearful and learn how to deal with it, then, when you succeed in a difficult situation, you'll feel more confident about approaching it next time around.

The people you admire for their apparent confidence and ability to cope with any situation are probably feeling just as daunted as you would be, but they don't let it stand in their way.

▶▶ 1.21

Exam narrator You will hear an interview with Cindy Talbot on the radio programme, *Young hero or heroine of the week*. For questions 1–5, choose the answer (A, B, C or D) which fits best according to what you hear.

Presenter Hello, and welcome to our programme, *Young hero or heroine of the week*. The subject this week is Cindy Talbot, a final-year college student, who was on the third day of her five-day solo-hiking trip through Colorado's National Forest when something really extraordinary happened to her – she was struck by lightning. Apparently, lightning kills nearly a hundred Americans each year, more than hurricanes or tornadoes, and to survive a direct hit is almost a miracle. Luckily, Cindy was rescued and we are fortunate to have her with us in the studio today.

Cindy Hi!

Presenter Tell me, Cindy, what were you actually doing when the lightning struck?

Cindy Well, I'd noticed the thunderclouds gathering and I was, like, resting on a rocky peak people call Eagle Peak, when I heard the thunder rumbling in the distance, and I was sort of unnerved. I gotta say I thought the thunder sounded kinda ominous. So I said to myself, 'Cindy, you'd better get moving'. You see I didn't want to get caught in a storm like that. But, I was too late, I guess. I remember when the downpour started ... and it must have lasted for about an hour, at least an hour. I knew it wasn't going to stop just like that, so I found shelter under some trees.

Presenter I suppose that seemed the best thing to do at the time.

Cindy To tell the truth it's not a very wise thing to do considering it was an electric storm, or so I'm told! But I didn't have much option. Everything happened so quickly and there didn't seem to be anywhere else nearby where I might find shelter. But eventually the sun came out and the rain started to move away, so I came out from under the trees to dry off a little bit. And then, I'd just put my backpack on – it has a metal frame, by the way! – when the whole world exploded, and I felt an electrical charge surging through my body. It was literally 'a bolt out of the blue!' I realized that by some miracle I was still alive and had to get help. But I couldn't move my legs, so I had to crawl. It sure was heavy going, but after about an hour

I reached a wet, muddy kind of track in a clearing in the forest.

Fortunately for me, Rod and Mark, the two guys who came to my rescue, had just happened to be on their way back home in their pick-up. They run a trapping company, and they... they'd been driving around in the forest checking their traps, I think. If they hadn't come along at that moment, I'm not sure I would have survived the ordeal. When they saw me and heard my story, I don't think they thought there was a grain of truth in what I was saying at first! Rod told me later that he thought what I'd told him was a bit far-fetched, to say the least!

They said they'd seen this weird-looking object – seemed to be kind of sprawling across the road ... not moving, but it wasn't a fallen tree – it looked human. I thought, 'Gee, thanks!' Anyway, they'd jumped out of the truck to get a closer look, and they found me. They managed to get me to the nearest hospital in record time, and, well, in a few days, I was on my feet again. Thanks to the guys. But I've still got the scars on my back, on my hips and foot, too. And I'm scared to death of lightning now.

Presenter I suppose lightning's not normally something to be terrified about. But you've just got to know what you're doing, haven't you? So do you feel the experience has had any long-term effect on you?

Cindy Hmm, I think it's made me realize that I'm a lot more resilient than I thought. I'm not really a quitter and I'm determined, really determined to go on hiking.

Presenter But perhaps not in electric storms?

Cindy I can't promise that, I'm afraid!

Presenter Cindy, thanks for talking to us today.

1.22

Speaker 1 It must have been about 2 in the morning when the alarm went off. There was a mad scramble as we realized that it wasn't just a routine test. We grabbed what we could and made our way to the emergency stairs. And it was then that I realized I'd left my passport and all my money in the room. I was just about to dash back and get them when I thought, 'What am I doing?' I'd have been really stupid to put myself at risk for the sake of a few replaceable possessions.

Speaker 2 We were travelling round the Mediterranean at the time. We'd been out for a meal, and when we got back to our hotel, we noticed that the safe was open. We'd been told to use it for our passports and valuables, and money and travellers' cheques. Well, of course, they'd all gone – not a trace of them anywhere. It was all a bit of a disaster. We spent ages at the police station the next morning – and even longer trying to cancel credit cards and sort everything out. In the end, we decided the only thing to do was go to the Embassy and see what they could do to help us.

Speaker 3 It couldn't have been worse. I only had a few more miles to go when it happened and it was almost midnight. Anyway, there was nothing else for it – I had two choices either to spend the night in the car, or abandon it and walk the rest of the way. I chose the latter, although,

on reflection, it might have been wiser to stay where I was.

Speaker 4 It was all very embarrassing. Every time I went through the scanner, there was this horrible bleep and they kept sending me back. The people in the queue behind me weren't best pleased either as we'd been in the queue for ages. I was beginning to feel that I'd never get on the flight but I thought that if I lost my cool, it might make me look even more suspicious. I decided not to panic. Suddenly the man operating the machine noticed that I was wearing a silver bracelet. He asked me to take it off and guess what? I sailed straight through. So much for modern technology!

Speaker 5 As soon as we entered the building, it was obvious that something was wrong. It was chaotic. There were people everywhere – all outgoing and incoming flights seemed to have been cancelled. We couldn't understand why at first, but we soon found out that it had something to do with an ash cloud from a volcano in the north making flying dangerous. Nobody had any idea how long we might have to spend there and the prospect of sleeping on the terminal floor for the night didn't inspire me in the least. We decided to go back home and wait to see what happened the next day.

1.23

- a Do you think that if we didn't take risks, life would be boring?
- b Would you agree that it's easier for the rich to feel safe and secure than it is for the poor?
- c In your opinion, are most accidents caused by people taking unnecessary risks?
- d Some people say that health and safety rules and regulations are sometimes not very effective. What's your opinion?

1.24

If you ask me, people who take exercise are full of their own self-importance. They take it all so seriously. It's a kind of religion. And it's so difficult to talk to 'sporty' people. I don't know if you've ever noticed but they get that far-off look in their eyes, and their feet keep moving on the spot.

But what worries me more than anything else is the fact that exercising makes people think that they can live forever. For them, it seems to put off the awful moment when they realize that they're mere mortals.

My take on it is completely different. In my opinion, coming to terms with yourself and finding out who you really are – well, all that comes from inside you, not from running round a park with 2,000 other people.

Added to which, exercise is downright repetitive and unending. The minute you stop, the flab returns, and the pulse slows down again.

And another thing which a lot of people don't realize is that it's unbelievably expensive. Just take, for example, things like club fees, equipment and all sorts of fancy outfits.

No, for me the best club to join is free. It doesn't have an age limit, it requires no previous experience or special outfits. And it's right there in your front room. All you need to do is

join the Couch Potato league and head off to your rightful place beside the fireplace.

🔊 1.25

Exam narrator You will hear three different extracts. For questions 1–6, choose the answer A, B or C which fits best according to what you hear. There are two questions for each extract.

Extract 1

Man So how did you get into hypnotherapy in the first place?

Woman I was having trouble sleeping, you see. It'd gone on for so long, I'd actually started doing a bit of research into hypnosis and, well, although there seems to be no doubt that it can be incredibly effective. Mind you, I was very apprehensive about going down the same route myself, I can tell you. But I'd been prescribed some mild sleeping pills and ... anyway, I decided to go and see a hypnotherapist because I honestly felt that I was on the verge of becoming addicted to them.

Man Yeah, I see what you mean.

Woman And although I never felt that I really went under, as it were, afterwards, I had the best night's sleep I'd had in years.

Man Well, that just goes to show!

Woman And after the session, the insomnia sort of cleared up. I learned something subconsciously but I'm still a bit sceptical.

Man Funnily enough, I actually had hypnosis for about two years. And after the first session, my mind seemed razor sharp and I had this feeling of great power. It only took a minute or so to put me to sleep.

Woman ... very different from my experience, then.

Man Well, yes, very. In fact, when I woke up, I felt I could fight King Kong! But it also helped me to concentrate on my game and block out the crowd. I must admit I've always had a kind of fascination with the creative possibilities of our subconscious.

Woman Yeah, me, too. Apparently we only use ten per cent of our brain so it's not surprising that it's capable of things we haven't even got a clue about.

Extract 2

In many countries smoking's now very much frowned upon. Smokers are treated like social outcasts and have to retreat outside public places if they want to indulge their habit. But giving it up isn't that easy. Most of us know someone who's tried to give it up at some point or another. Maybe you've even tried yourself, or been egged on by friends and family to do it. The first time – yes – it does seem to work – up until lunchtime, anyway! The second time – well, you don't feel like having a cigarette for twenty-four hours, but the urge slowly comes back. And, you just know you are going to fail. You feel cynical about it – you might tell your friends the timing just wasn't right. The excuses are endless. But there's something completely different that those desperate to kick the habit could try which might just work. And that is hypnosis treatment.

While you're 'under', they repeat a word – freedom – to you, and when you come round, you think of it every time you have a craving. But, by the time you think of the word, you have no desire to light up another cigarette! All you have to do is be absolutely determined that you want to give up.

And it's not only smoking that it works for! Do you ever suffer from stage fright, for example? With the help of hypnosis, you'll find that all your first-night fears are dissolved! All you then need to do is look forward to playing the character, and, while on stage, you should simply become that character!

Try a session under hypnosis and see. You'll be able to talk yourself into a semi-hypnotic state any time you're under stress, for instance, when you're flying. You won't be scared any more – it'll just help you to relax!

Extract 3

Medical emergencies are everyone's biggest nightmare, aren't they? The idea of suddenly falling ill on a long journey, particularly if you happen to find yourself in a critical situation on a plane, can put you off the idea of travelling further afield altogether. If you're lucky, there might be a doctor on board the plane, but if you're unlucky, a first-aid kit may not be enough to deal with your complaint, and even if the plane was able to make an emergency landing, it may be a very long way to the nearest hospital.

One major airline now boasts a next-generation improvement on this situation – a doctor who can monitor a patient's condition from the ground via satellite transmission. The 'telemedicine' link shows vital signs such as blood pressure, temperature and oxygen in the blood. To check on a passenger, flight attendants who've undergone basic medical training first attach sensors to the patient. A monitoring unit then plugs into the plane's satellite-communications system and this allows continuous two-way communication between the plane and the airport.

The doctor on the ground receives the signals through a computer and then decides whether the patient could safely be treated by the crew, or whether an emergency landing is necessary. A comforting thought, isn't it!

🔊 1.26

Now in this part of the test you're going to do something together. Here are some pictures of people in different situations.

First, I'd like you to look at pictures C and D and talk together about what you think the people are doing and why they might be doing these things. You have about a minute for this, so don't worry if I interrupt you.

🔊 1.27

1a I wonder if this would be more appealing?

1b I was wondering if this would be more appealing?

2a It would be much better to have an image of some fruit.

2b Wouldn't it be much better to have an image of some fruit?

3a Would an image of a gym be more striking?

3b An image of a gym would be more striking.

- 4a I think a picture of a grossly overweight person would grab people's attention.
- 4b I was thinking a picture of a grossly overweight person would grab people's attention.
- 5a I think we should go for something else.
- 5b I sort of think we should go for something else, really.
- 6a 'What do you think?' 'Well, yes, it's all right.'
- 6b 'What do you think?' 'It's all right.'
- 7a A picture of an overweight child makes far more of an impact.
- 7b I feel a picture of an overweight child makes far more of an impact.
- 8a What about a picture of some healthy food? No.
- 8b What about a picture of some healthy food? I suppose so.

🔊 1.28

Thank you. Now look at all the pictures. I'd like you to imagine that a nationwide campaign to encourage young people to lead a healthy lifestyle is being organized and these pictures are to be included in a leaflet being distributed to schools. Talk together about how successful the pictures are in conveying the idea of a healthy lifestyle. Then, decide on two other pictures that could be used in the leaflet. You have about three minutes to talk about this.

🔊 2.01

Narrator Inside the building, the room was much as Slartibartfast had described it. In seven and a half million years it had been well looked after and cleaned regularly every century or so. The ultramahogany desk was worn at the edges, the carpet a little faded now, but the large computer terminal sat in sparkling glory on the desk's leather top, as bright as if it had been constructed yesterday. Two severely-dressed men sat respectfully before the terminal and waited.

Loonquawl The time is nearly upon us, Phouchg.

Phouchg Seventy thousand generations ago, our ancestors set this program in motion, and in all that time we will be the first to hear the computer speak.

Loonquawl An awesome prospect, Phouchg.

Phouchg We, Loonquawl, are the ones who will hear the answer to the great question of Life ...!

Loonquawl The Universe ...!

Phouchg And Everything ...!

Loonquawl Ssh, I think Deep Thought is preparing to speak!

Narrator There was a moment's expectant pause whilst panels slowly came to life on the front of the console. Lights flashed on and off experimentally and settled down into a business-like pattern. A soft low hum came from the communication channel.

Deep Thought Good morning.

Loonquawl Er ... Good morning, O Deep Thought, do you have ... er, that is ...

Deep Thought An answer for you? Yes, I have.

Narrator The two men shivered with expectancy. Their waiting had not been in vain.

Phouchg There really is one?

Deep Thought There really is one.

Loonquawl To everything? To the Great Question of Life, the Universe and Everything?

Deep Thought Yes.

Narrator Both of the men had been trained for this moment, their lives had been a preparation for it, they had been selected at birth as those who would witness the answer, but even so they found themselves gasping and squirming like excited children.

Phouchg And you're ready to give it to us?

Deep Thought I am.

Loonquawl Now?

Deep Thought Now.

Narrator They both licked their dry lips.

Deep Thought Though I don't think you're going to like it.

Phouchg It doesn't matter! We must know it! Now!

Deep Thought Now?

Loonquawl Yes! Now ...

Deep Thought Alright.

Narrator The two men fidgeted. The tension was unbearable.

Deep Thought You're really not going to like it.

Phouchg Tell us!

Deep Thought Alright. The answer to the Great Question ...

Loonquawl Yes ...!

Deep Thought Of Life, the Universe and Everything ...

Loonquawl Yes ...!

Deep Thought Is ...

Phouchg Yes ...!

Deep Thought Forty-two.

Narrator It was a long time before anyone spoke. Out of the corner of his eye, Phouchg could see the sea of tense expectant faces down in the square outside.

Phouchg We're going to get lynched, aren't we?

Deep Thought It was a tough assignment.

Phouchg Forty-two! Is that all you've got to show for seven and a half million years' work?

Deep Thought I checked it very thoroughly, and that quite definitely is the answer. I think the problem, to be quite honest with you, is that you've never actually known what the question is.

Phouchg Look, alright, alright, can you just please tell us the question?

Deep Thought The Ultimate Question?

Phouchg Yes!

Deep Thought Of life, the universe, and everything?

Phouchg Yes!

Narrator Deep Thought pondered for a moment.

Deep Thought Tricky.

Phouchg Yeah, but can you do it?

Narrator Deep Thought pondered this for another long moment. Finally...

Deep Thought No.

2.02

Exam narrator You will hear a talk about the first science-fiction book written by Mary Shelley. For questions 1–9, complete the questions with a word or short phrase.

Presenter Although science fiction is often considered to be a fairly modern literary genre, it has a long tradition. By the end of the 19th century, novels involving science and fantasy had already become popular, but as James Renshaw explains, the genre goes back even further...

Renshaw The first novel that is generally recognized as a work of science fiction is *Frankenstein*, written by Mary Shelley in 1817.

Mary Shelley had an unconventional and often tragic life. She was the only child of Mary Wollstonecraft, the famous feminist, and William Godwin, a philosopher and novelist. She never knew her mother who died in childbirth, but her father had the very highest expectations of her.

Her earliest years were imbued with a peculiar sort of Gothicism. On most days she would go for a walk with her father to the St. Pancras churchyard to visit her mother's grave, and Godwin taught her to read and spell her name by getting her to trace her mother's inscription on the gravestone.

From an early age she was surrounded by famous philosophers, writers, and poets. Coleridge made his first visit when Mary was two years old. At the age of sixteen Mary ran away to live with the twenty-one year old poet, Percy Shelley, despite the fact that he was already married at the time. Although she was cast out of society, even by her father, this inspirational liaison produced her masterpiece, *Frankenstein*.

She conceived of the novel when she was just 19, and was spending the summer with Shelley in Switzerland. On the night of June 16th, Mary and Percy Shelley could not return to their home, due to an incredible storm, and spent the night at the Villa Diodati with the poet Lord Byron. The group read aloud a collection of German ghost stories, and this inspired Byron to challenge them all to write a ghost story.

Mary spent a week thinking of a suitable subject for her story, and it came to her when she had what she called a 'waking' nightmare:

Shelley I saw the pale student of unhallowed arts kneeling beside the thing he had put together. I saw the hideous phantasm of a man stretched out, then, on the working of some powerful engine, show signs of life. His success would terrify the artist; he would rush away ... hope that ... this thing ... would subside into dead matter... he opens his eyes; behold the horrid thing stands at his bedside, opening his curtains ...

In her story, the monster is created by a young student, Victor Frankenstein, who assembles the creature from various body parts he collects from graveyards and slaughterhouses. The creature he creates escapes, and flees to the woods. At first, he is innocent and lonely, but he begins to change when he is rejected and attacked by humans because of his horrifying appearance. The creature realizes that the only hope of escaping from total isolation is for Victor Frankenstein to

create a female for him, which he initially agrees to do. However, Victor then changes his mind and this leads the monster to embark on a course of horrifying revenge.

Mary completed the novel in May of 1817 and when it was published the following year, it became a huge success. The same, however, could not be said of her personal life, which was marred by further tragedies.

Mary and Shelley married, but fierce public hostility toward the couple drove them to Italy. Initially, they were happy, but their two young children died there and Mary never fully recovered. When Mary was only twenty-four, her husband drowned leaving her alone with a two-year-old son.

For her remaining twenty-nine years she lived in England which she despised because of the morality and social system. She was shunned by conventional circles and worked as a professional writer to support her father and her son.

Mary became an invalid at the age of forty-eight. She died in 1851 of a brain tumour with poetic timing. The Great Exhibition, which was a showcase of technological progress, was opened. This was the same scientific technology that she had warned against in her most famous book, *Frankenstein*.

2.03

Man Wherever you go these days, you're always being asked for some form of identification.

Woman Yes ... but that's not necessarily a bad thing, is it? It's only a way of making sure that you are who you say you are. It's a kind of protection in a way, especially when it's something fast and reliable like, well, this, for example. It seems to me that's been a very positive step in the right direction.

Man Yes, I suppose it's quick and easy but don't you think it's a bit intrusive?

Woman Hmm ... don't really see why. Do you mean that it's a kind of infringement on our privacy or something?

Man In a way, yes. I think it has a rather negative effect on people – makes them feel a bit like criminals.

Woman Oh, I see where you're coming from. You mean it's like having your fingerprints taken when you're arrested?

Man That's exactly what I mean.

Woman Well, I think that's a little bit over the top. If it's going to make our lives safer, it can't be that bad. I mean it's led to far better security checks, for a start and that can only be a good thing. Even if you don't like the idea of it, you can't deny that it's the way forward.

Man I suppose not, and it's certainly a lot better than having your fingerprints taken.

Woman Well, there you are then!

2.04

a Do you think scientists should be free to research and develop new technological advances without any constraints or restrictions?

b Do you think that life was simpler and more enjoyable without modern-day technology?

- c Do you think technology is changing the way we think?
- d How do you think technology will impact on education in the future?

2.05

How important are human rights? Long before the phrase 'human rights' came into existence, men and women fought and died for basic human freedoms. This struggle has lasted thousands of years and still continues today. Ultimately, human rights are the basis of everything people cherish about their way of life. In their absence, lasting happiness is impossible because there is no personal security, no freedom and no opportunity. All peoples have long recognized their fundamental importance and have sought to articulate and defend them. The grim reality, however, is that in virtually every country on earth, some portion of the population is a victim of human rights abuses.

2.06

Exam narrator You will hear an interview with Dr Lafford, a leading expert in the field of forensic science. For questions 1–5, choose the answer (A, B, C or D) which fits best according to what you hear.

Interviewer Today in the studio, we have Dr Lafford from the Forensic Science Service, who is here to tell us a little more about forensic science ...

Dr Lafford Good morning.

Interviewer Now, I think most people have a fairly good general picture of the kind of work you do – in many ways it's a development of Sherlock Holmes and his magnifying glass, isn't it?

Dr Lafford Yes, you could put it that way, although we've come a long way since then of course, but Holmes was very much a detective of the modern age – of course he was an intelligent man and his medical knowledge often seemed better than that of his companion Dr Watson, and certainly his observations were always very detailed ... but what sets him apart is that Holmes provides us with a good model – a very good model in fact – of the kind of approach – psychological approach – that a forensic scientist should have, and that is that the forensic scientist is absolutely impartial.

Interviewer So, you're not strictly speaking part of the police force ...?

Dr Lafford No, we are quite separate.

Interviewer Could you tell us a little about your work and what it is you do?

Dr Lafford Well, the basic principle behind forensic science is that every contact leaves a trace. Wherever we go, whatever we touch, material is transferred both ways. The shoe that leaves a mark on the ground also picks up traces of dirt, and the hand that makes a fingerprint also carries away particles from the object that was handled ... and things like hair or carpet fibres are easily passed from one person to another.

Interviewer I see, so it's not just that the suspect leaves clues at the scene of the crime, the scene of the crime leaves clues on the suspect ...

Dr Lafford Absolutely, and that is normally the most compelling evidence – not just when you have a fingerprint, for example, but also where you've found traces of, say, the carpet at the scene of a crime on the suspect's clothing, and that, of course, can be very hard to explain away.

Interviewer Is your work fairly straightforward – a question of seeing whether various samples match up?

Dr Lafford No, no, no, not at all ... forensic science is often a very painstaking task – and very time-consuming – much more so than previously, in fact, because the range of tests has mushroomed ... for example, we might be given some pieces of a headlight swept up after a hit-and-run accident and asked to identify the car, so we would fit the thousands of pieces together like a vast jigsaw, and might be able to identify the number embossed on the back of the glass ... that would help us identify the model of the car, the make, the age, and so on, making it easier to search for the suspect ... and then, once the car was located, we could tell whether the lights had been on at the time of the accident by examining the light bulb, because there would be minute pieces of molten glass on the metal filament in the bulb ...

Interviewer So you need some fairly sophisticated equipment as well as patience ...

Dr Lafford Indeed! Now, the electron microscope is invaluable in our line of work – and it basically does two things – it gives us a fantastically detailed image, so, for example, you can tell whether a piece of hair has been broken, or cut with a pair of scissors or a knife. And it can also give you the chemical composition of a sample, so that you can take, perhaps, a tiny flake of paint on a suspect's clothing and match it with paint at the scene of the crime.

Interviewer Are you at the stage then where you could say that the evidence that you provide is foolproof?

Dr Lafford No, not foolproof. There is always room for human error and there's nothing that can be done about that ... forensics is not an absolute science – I mean, let me give you an example. Now, Sherlock Holmes might have found a strand of hair at the scene of crime, perhaps black and two inches long, that would have helped him identify the murderer on the basis that the hair matched the murderer's. Now, we also examine hair ... but in the example I gave you, perhaps one person in twenty has black hair two inches long, so we need to improve on this analysis to narrow down the number of suspects. So, we would analyze the strand of hair ... using the electron microscope, as I was saying earlier ... look at its chemical composition, whether it came from a man or a woman, see how it was cut, whether it showed any traces of particular chemicals and so on, and in that way, instead of saying that one person in twenty had hair like that, it might be one person in 500,000 or a million. That would be just about as far as we could go. Now there's no such thing as certainty ... just a balance of probability, even with the most advanced techniques of genetic fingerprinting. The

evidence we provide is there to be interpreted, and that's very important.

Interviewer Well, Dr Lafford, thank you very much. We'll take a break now, but stay with us and we'll be back ...

2.07

Examiner Now in this part of the test you're going to do something together. Here are some pictures of people in different situations. First I'd like you to look at pictures B and D and talk together about why you think these pictures were taken. You have about a minute for this, so don't worry if I interrupt you.

Male I would say that this is some sort of protest march.

Female Yeah – it certainly looks like it – they might be protesting against something that affects them sort of directly – you know, high prices, job cuts – that kind of thing. Can't quite make out exactly what it is, though. Can you?

Male Not really, but they're carrying banners and it all seems fairly peaceful and orderly. It looks as if the police are keeping things pretty much under control.

Female Yeah, but that's what they should be doing anyway, shouldn't they?

Male Of course, it's their job! Anyway, I'd imagine it might have been taken by a journalist for some news report.

Female Yeah, I think so too. But this one's quite different, isn't it? It looks more like it might have been used for a campaign, something to do with guns or gangs maybe?

Male Hmm ... Perhaps it's focusing on whether individuals have the right to carry weapons.

Female You're probably right - it's quite a controversial issue, don't you think?

Male Absolutely! And it's a very emotive one, too.

2.08

Now look at all the pictures. I'd like you to imagine you are putting together a report on civil liberties for a student magazine. These pictures have been selected to appear in the report. Talk together about how effective the pictures are in illustrating the issues related to civil liberties. Then suggest two other images which could be included in the magazine report. You have about three minutes to talk about this.

2.09

Squares like a stable environment. They are conservative and like things to be regular and orderly. They like formal routines and rituals. Squares are convergent thinkers. They work towards something specific and finite. They need specific instructions and like to be presented with a technique to carry out a task. Squares will work on a job until it is finished, even if it is repetitious, cumbersome and lonely. They are logical and systematic, but might lack personal creativity.

Rectangles like structure and regularity. At work, they like meetings and committees and like protocol to be adhered to, taking all rules and regulations into consideration. If things need to be organized amongst a group of people, then the Rectangle is most likely to make that happen.

Rectangles are convergent thinkers and work towards

something specific and finite. They are logical and systematic but may lack creativity. Rectangles like to see how things are organized and enjoy understanding the principles of a situation. They enjoy the feeling of being in control.

Triangles are goal-oriented and enjoy planning and succeeding. They tend to look at big, long-term issues, but might forget the details. When given a task a triangle will set a goal and work on a plan for it. They make good executives, setting goals and making sure they are met.

Triangles appreciate having a chart of steps to follow and take great pleasure in ticking off each item that gets done. As long as their goals are clear, triangles can be quite flexible in how to get there. Triangles are convergent thinkers and work towards something specific and finite; they are logical and systematic way but they might lack creativity.

Circles are social and above all are good with people. Communication is their first priority, and circles make sure there is harmony. When given a task, circles will talk about it. Circles are fluid and flexible, and dislike rigid plans and systems.

Circles are divergent thinkers. They are creative, extroverted, and intuitive. But they are not particularly systematic or dependable. Circles irritate convergent thinkers (squares, etc.) because they appear to lack self-discipline. Conversely, circles find convergent thinkers cold and narrow-minded.

Squiggles are individual and creative. They feel best facing new challenges and get bored with regularity. Squiggles are divergent thinkers; they are creative, extroverted, and intuitive. They are communicative but not particularly systematic or dependable.

Squiggles are best at doing something new – problem solving, etc. They need novelty to maintain their motivation. This dislike routines, plans and systems. With a squiggle you must be flexible enough to jump around a bit and avoid preconceived ideas about where things will end up.

2.10

Exam narrator You will hear five short extracts in which different people are talking about their listening skills. Look at Task 1. For questions 1–5, choose from the list A–H how each speaker reacts while listening. Now look at Task 2. For questions 6–10, choose from the list A–H what strategy each speaker adopts to process what they are hearing.

Speaker 1 I consider myself a bit of an extrovert so listening isn't exactly my strong point. I tend not to look at people when I'm listening to them – I hate to admit it, but I sometimes imagine I'm asleep when I'm in a lecture. It helps me to take in what's being said and get to the bottom line as soon as possible. I still end up taking masses of notes, though. That way it doesn't look as if I'm bored to tears and not paying attention. But if someone's rambling on in a less formal kind of setting, I have this habit of sort of interrupting them and saying 'And your point is?', which can cause a few problems.

Speaker 2 I've realized that I need to have some sort of

pictorial backup to what people are saying. I need masses of detail to be able to stay focused on what's being said. For me, listening's a very interactive process so if I have no real contact with the person I'm talking to, I'm afraid I just tend to switch off.

And if someone looks away when I'm speaking to them, I just stop talking altogether. What I've found does help me to concentrate is trying to doodle or draw what people are saying to me. It's like creating a sort of picture in my mind. Sounds a bit crazy, doesn't it? But it certainly seems to work for me.

Speaker 3 People are always telling me I'm a sensitive sort of person and that really does have an effect on how I react to what people are saying to me. If somebody says something sarcastic, I probably won't even remember what it was they said, but I'll definitely remember how I felt when they said it. Sometimes I have to ask people to repeat what they say because they speak to me in a loud voice and I can't help it but end up feeling a bit vulnerable and I lose my train of thought. I can only really concentrate when I don't feel threatened, so I have to make sure I know what point the person I'm listening to is trying to make. It's irritating but there it is.

Speaker 4 I try to make use of all my senses when I'm listening to someone. In that way, I pick up much more rapidly what someone is trying to communicate to me. But I do have a tendency to cut in and finish people's sentences because I know – or I think I know – what they're going to say. It's extremely frustrating for me to have to wait for a suitable point in the conversation to be able to voice my own opinion. I know I react more positively when people give me a brief idea of what they're going to say, and then let me give some sort of immediate response. After that, I feel that I can give them my undivided attention.

Speaker 5 I must confess that I'm pretty useless as a listener. I've never been able to take in the information people give in lectures, for example. My mind starts to wander and I find that after listening to the news on the radio, I can't remember a thing about it. I know that I can only really give things my full attention when what someone is saying has a direct impact on me. I need to feel that it's worth listening because I'm hearing information which may be of some significance to me. I suppose for that reason, I've developed a way of trying to link things directly to my own life and circumstances. It's a kind of 'what's in it for me' approach.

2.11

Firstly, I think the role of work's very different from what it used to be used to be many years ago, when it often completely dominated people's lives. Many people used to commute long distances to work but nowadays in many countries that's all changing. More and more people are choosing to work from home these days and this, well, gives them a freedom they never had before. The structure of life's changed so much over the last couple of decades, with the result that it's had a huge effect on people's ways of working

and what's even more important perhaps, their attitudes to work.

I suppose one of the main reasons for this is the development of modern technology, which has ... actually made all this possible. I'm convinced that if it hadn't been for computers and the internet, work patterns wouldn't have changed half as much as they have done and we'd all still be working in the same old-fashioned ways.

In addition, I actually believe this new style of working's resulted in people having a much better lifestyle – people now have far more quality time for themselves and to spend with their families, which can only be a good thing, in my opinion. Maybe, in many ways, people are now leading healthier and possibly even happier lives than they ever did in the past.

2.12

- Do you agree that all education should be free?
- What are the advantages and disadvantages of a national curriculum?
- To what extent are we in danger of letting work dominate our lives?
- Do you think people should receive the same level of reward whatever job they do?

2.13

Examiner Some people say that TV has robbed us of our ability to communicate. How true do you think this is, Jan?

Jan Sorry, could you repeat that please?

Examiner Some people say that TV has robbed us of our ability to communicate. How true do you think this is?

Jan Actually, I'm not sure if I agree with that statement. It may have slightly changed the way we communicate with each other but I wouldn't say that it's robbed us of the ability to communicate.

Examiner Do you agree, Silvia?

Silvia I couldn't agree with Jan more. I would argue that it's stimulated communication because people usually talk about what they've seen on TV – it's a sort of point of contact in a way. So, no, I would say that it's had a beneficial effect rather than a negative ...

Jan Yes, sorry to interrupt but on the other hand, I suppose if you watch too much TV, you end up not really talking to anybody.

Silvia But don't you think that people still communicate effectively with each other in all sorts of other situations? After all, TV's a form of relaxation and ...

Jan Yes, but the point I'm making is that if some people didn't watch so much TV, then they'd talk to each other more.

Silvia Well, personally I think that's highly debatable.

2.14

- In what way can watching violent programmes on TV affect people's behaviour?
- Cable and satellite TV broadcast a wide variety of programmes, some of which are highly unsuitable for some viewers. What can be done about this?

- c How far does TV raise our expectations of life?
- d Does a greater choice of programmes ensure a higher quality of entertainment?
- e How successful do you think TV is as a tool for learning?

2.15

Exam narrator You will hear part of a radio programme presented by author and foodie, Pat Chapman. For questions 1–9, complete the sentences with a word or short phrase.

Presenter In Britain we spend £26 million a week in Indian restaurants and eat 25 million portions of chicken tikka masala a year. Pat Chapman, author of *The Cobra Good Curry Guide* and founder of *The Curry Club*, is the presenter of our food programme today.

Pat Chapman Well, the curry story is certainly an interesting one. When Emperor Napoleon failed to capture the British Isles, he dismissed its inhabitants as a nation of shopkeepers. But if he were around today, he might observe that we're now a nation of curry-house keepers. Curry's become not simply an interesting dish to have as a takeaway from time to time – it's become a national obsession.

Surprisingly enough, it wasn't until the twilight of the Raj that Britain's first Indian restaurant, Veeraswamy, opened in 1926 in London's Piccadilly. Such is the popularity of curry that the restaurant's still there, but this was very nearly not the case.

By 1950, there were just six curry restaurants in the whole of Britain. Curry hadn't really caught on, and it might never have done so had it not been for the chronic labour shortage caused by the nation's new-found, post-war prosperity. It was solved by bringing in immigrant labour from the West Indies and South Asia. The Indians, finding Britain to be a spice desert, soon made arrangements to import their beloved spices and foodstuffs. It wasn't long before enterprising Indians began investing in restaurants to offer Indian food to the indigenous British population.

It was a revelation to a nation who considered garlic a suspicious item. Not only was curry addictive but it was, above all, affordable. In just four decades, Britain became besotted with curry. Today, there's scarcely a town in the country without its 'Indian'. The total in the UK is a staggering 9,000 and they still continue to open and expand.

We still, erroneously, refer to our curry restaurants as 'Indian'. In fact, over 85% are run by people from Bangladesh, with only 8% run by Indians and 8% by Pakistanis.

Interestingly, many of our 'Indian' restaurants still operate to a formula that was pioneered in the late 1940s. A way had to be found to deliver a variety of curries from order to table, without unreasonable delay. Authentic Indian recipes require hours of cooking in individual pots, and there was no guarantee that they would ever be ordered. So, cubed meat, chicken or potatoes and vegetables were lightly curried and chilled, and a large pot of thick curry gravy, a kind of master stock, was brewed to medium

strength. To this day, portion by portion, on demand, these ingredients are reheated by pan-frying them with further flavourings. In this way, one cook can knock up several dishes within minutes. Rice is pre-cooked, breads and tandoori items made to order by a different specialist and, hey presto, your order's ready!

The menu can be very long, and any dish is available with meat, poultry, prawn, king prawn and most vegetables, too.

This is still the formula of the standard British curry house. However, it's clear that, judging by the many new restaurants which seem to appear almost daily, and the selection which appear in *The Good Curry Guide* – curry is a-changing!

2.16

Speaker 1 Well, my attitude to money is that the universe will always provide. Some people say it's a sort of easy come easy go kind of attitude to money but I feel that, you know, if I spend out on other people, it will usually come back. Unfortunately, a lot of time it doesn't come back. And I can get into debt, which ... I have a few problems at the moment, but, you know, I will always want to splash out with money because I really do feel that ultimately it will come around full circle again and money will come back to me. I love money, I really do, I adore it, and ... and when it does come in – I'm a producer so, you know, my lifestyle is very up and down – and when it does come in, I have to, obviously, get it out there as soon as I can for the next project and you never know whether that project will take off. If it does, they say you've got to accumulate to speculate, or vice versa – whatever that is – and if it does, it comes back in, which is great. But, I'm not prepared to rein it in totally – no way!

Speaker 2 There's a saying that people use a lot which is that money is the root of all evil. And I've got to completely disagree: I don't think money is the problem, I think greed is the root of all evil. And it's very interesting there 'cos there was a friend of mine from school who's an incredibly intelligent guy and he was determined he was going to be as rich as he possibly could. And he succeeded, I have to say: works in a merchant bank. He's got to be a millionaire at least. He works, I mean, incredibly hard. And we see each other all the time; he's a great bloke, well, he's a great bloke, he's a fairly greedy bloke, but he is a great guy. But, I'm sure he's not happier than I am. Now don't get me wrong, I'm not poor. I don't want to be poor, but I just want to earn enough to ... to live well. I don't want to spend every hour of every day trying to, you know, get the extra, well, however much it might be. I just want to have enough so that my family's secure, I can live a comfortable life. But other than that I'm perfectly happy just to ... to earn what I can, I suppose.

Speaker 3 I think I'm quite sensible about money. I mean I always as a child used to sort of save me lunch money and kind of, you know, spend it on something kind of sensible. I don't know why. I mean most of me friends are,

they just sort of fritter it away and like, you know, wave it around a bit, I mean. Some friends are quite quite sensible like me, but others, you know, they're always in debt or they haven't got like ... they're always saying you know: 'I haven't got a penny to rub together' and I'm like: 'Well, why? You've got to be saving it.' I mean, you can't, you got to, you know, know about your income and know what you're earning and then you know what to spend. I just don't get it. I mean, I'm an air hostess so I fly around the world and I see a lot of amazing places. ... But I work really hard and and I like to save me money and sort of spend it on proper things, you know.

2.17

a

Woman Well, one thing's certain – I've always had what you might call a head for business.

Man There's nothing like blowing your own trumpet, is there?

b

Woman Why don't we invest some of the surplus money in say, shares – that kind of thing – what do you think?

Man Well, that actually might be quite a good idea in this present economic climate.

c

Woman Hello. Diane speaking

Man Hi, Diane. Um ... I don't er... the ... the thing is ... I would ... I'm just calling um ...

Woman Is that you, John? Could you speak a bit more clearly, please? I can't understand what you're saying.

d

Woman Do you fancy coming to the cinema tonight? My treat!

Man No, I'm not in the mood tonight.

e

Woman Hand on heart, I have never ever told a lie.

Man Well, I'll believe you, although others might not!

f

Man I bet the CEO earns a fair whack.

Woman Sorry, what exactly do you mean by CEO?

Man Oh, Chief Executive Officer.

g

Woman I promise to stand by you whatever happens, Mark. You know you can count on me.

Man I know that, Susie.

h

Woman Just show me your driving licence.

Man Sure, sure – I've got it here somewhere.

i

Woman What on earth are they shouting?

Man I think they want their favourite film star to put in an appearance.

j

Man Hi, Trina. How was your holiday?

Woman It was absolutely wonderful. We had the most fantastic holiday this year. Just a dream come true! I can't remember when I last enjoyed myself so much –

everything was perfect. Bet you've never had a holiday like that!

k

Man I know who won the competition. It was David.

Woman You weren't supposed to tell anyone that!

2.18

Exam narrator You will hear three different speakers. For questions 1–6, choose the answer A, B or C which fits best according to what you hear. There are two questions for each extract.

Extract 1

Woman Let me explain that ten-point plan, which operates on a scale of one hour.

Man A plan for selling, you mean?

Woman Well, it's more than that. It's a complete strategic approach to the whole business really. If you follow all the points in the plan, you can almost guarantee a sale in an hour. The important thing is preparation. First, identify your customer and make sure you prepare all the necessary paperwork. You can't make any kind of successful sale without it. Find out exactly where the customer lives. And before you go, check your appearance.

Man Sort of smart but casual?

Woman Exactly! No way-out, scruffy clothes but not too over the top. Then – the kit – you must take all the equipment you need for the demonstration ... and you must look enthusiastic and smile! Spend the first two minutes greeting the occupants of the house. This greeting stage is crucial. And don't prejudge what kind of people they might be. Of course, you'll hear the usual objections at the door, but just introduce yourself politely and remember to keep smiling.

Extract 2

Until a few seasons ago, trainers were just smelly shoes for sport. But with fashion moving towards formal wear for both men and women, trainers have had to shape up and look luxurious. This season my collection includes a plush, leather trainer to wear with a suit. The leather soles are wafer-thin, and the toes are shaped to a narrow point. Men want an essential style that fits in across the board, from casual to formal. But even the sports trainer isn't what it used to be. This year one well-known sports giant's launching its latest technological revolution. Their new system's discarded the air pocket and replaced it with sprung supports in place of a conventional sole. Still, the influence of trainers on new styles still remains strong. You could say that ready-to-wear designers have had their eyes on them ever since it became cool to wear them to the office. But with so many designers moving into the futuristic footwear market, the top sports brands might just have reason to worry! That's why shoe specialists with the right amount of technical know-how are fighting back!

Extract 3

My latest song's just succeeded in climbing the international charts. The scale of the success is a hundred times greater than anything I could have dreamed of. When I first went

solo, I bought a few items of basic equipment and started my own studio. It was a big gamble, but I knew I had the talent to make a go of it if I worked hard enough. Almost immediately, things started to look up. I was asked to do two songs for the soundtrack of a new film, and the equipment gave a new momentum to my song writing. But only eighteen months ago, being on tour meant seven of us in a van, with me taking my turn driving and helping to lug the gear in and out of halls. Now, I've sold out an entire US tour, and it means several vehicles and a crew of about thirty. It's difficult to get my head around – and that's before the financial rewards start to come through. But don't expect to hear songs about how tough it is to be a rich, multi-million-selling star on my follow-up album. It's not so long since money was really tight for me, and nobody was listening to my music much, so my feet are still very much on the ground.

2.19

Student 1 Actually, I think it's ridiculous to say that advertising should be banned. Sweeping statements like that are simply not sensitive.

Student 2 Well, on the one hand, I certainly think it's true that advertising can persuade people to buy things they don't really need and encourage them to run up debts – on the other hand, I'm not sure that banning advertising would be the best way to stop this. Without advertising some firms would probably just go bankrupt because they wouldn't have a market for their goods. So we do need advertising but maybe it should be controlled in some way.

Student 3 On reflection, I would definitely agree that advertising can have a negative effect on some people's spending habits. But I have to say that I myself find adverts quite entertaining. I think they're quite amusing so I really enjoy watching them on TV. Some of them are a bit well, how can I put it ... childish, I suppose, but others are quite clever and they hold your interest.

2.20

Now look at all the pictures. I'd like you to imagine that you work for a company which sells wrist watches and you are looking for a new advertising image. Talk together about how successful each of the ideas might be in promoting your corporate image. Then decide which image would be the most appealing to customers. You have about three minutes to do this.

2.21

I remember my first glimpse of the place – it was from the window of a train after crossing the straits. I have to admit that I was surprised by the rather mountainous landscape and the cactus plants growing alongside the railway track. Somehow, the place looked completely different from anything I'd ever seen before. I distinctly remember the smell of coffee, real coffee – not the kind you get out of an instant coffee jar. Then there was this sort of thick fog of cigarette smoke as I stepped off the train. I mean, it really hits you.

The contrast between seeing the cactus plants and then

the stunning active volcano, which was covered in snow most of the year, couldn't have been more striking.

And then there was the sound of the people talking – not Italian, which I could just about understand, but the local dialect, which seemed to be a completely different language.

But looking back, the best thing of all, in a way, was the food – delicious fresh fish and mouth-watering sauces.

Everything was as exotic and wonderful then as it is now although it's changed a lot over the years but in those days, it really did seem like a dream come true.

2.22

Examiner Now look at all the pictures. I'd like you to imagine that a magazine is planning an article about the future role of travel in society. Talk together about what role these forms of transport might have in society in the future. Then suggest two other images of travel to include in the magazine article. You have about three minutes to talk about this.

Man Well, let's see ... an interesting one to start with might be this one – travelling by sea. Perhaps the most important thing nowadays, apart from transporting goods, of course, is the cruise ship. Years ago, everybody thought cruises were a thing of the past – you could say they'd been written off. But now they seem to be taking off in a very big way.

Woman You do have a point there but that doesn't necessarily mean they're going to become a more popular form of global transport in the future, does it?

Man To be honest, I think they very well might. In many countries, people are living longer and they've got more leisure time. And on top of that, cruises are a good option for older people who've got not only the time but also the money to take advantage of them.

Woman I see where you're coming from but at the same time, it's a bit of a niche market, don't you think?

Man There is some truth in that, of course, but what about trains, I mean how do you see their role in the future?

Woman I'm convinced that more and more people will travel by train. It's quick and easy and if they can make prices competitive, it's much more environmentally-friendly than, say, travelling by air. For one thing, trains don't pollute the atmosphere whereas planes do.

Man I think you're right there. Then there are cars, of course. They probably do as much damage as planes but we don't seem to be able to live without them.

Woman True ... most families seem to have at least one car nowadays, don't they? Anyhow, what other image do you think could be included in the magazine article?

Man I think I'd go for, maybe, um... bicycles.

Woman Oh yes – that's a good idea. Maybe the bicycle's the way forward – good exercise, no pollution and cheap! And for another image, maybe electric cars?

Man Now that might be a better image. I think they'll definitely play an important role in the future of transport. In any case, petrol supplies might run out and we'll have no alternative – we'll have to fall back on something like

electric cars.

Woman Well, yes, you're probably right there.

2.23

Now look at all the pictures. I'd like you to imagine that a travel company wants to produce a brochure offering customers different kinds of holidays based on more modern forms of these types of transport. Talk together about what types of holidays the company could offer in the brochure that might appeal to customers. Then suggest two other types of holiday involving different forms of transport the company could include in the brochure. You have about three minutes to talk about this.

2.24

Exam narrator You will hear five people talking about travel experiences they have had. Look at Task 1. For questions 1–5 choose from the list A–H each speaker's reason for choosing the travel experience. Now look at Task 2. For questions 6–10, choose from the list A–H how each speaker feels about their travel experience. While you listen, you must complete both tasks.

Speaker 1 I have to admit that an African safari wasn't exactly top of my list in terms of a new and exciting travel experience. But a few years ago we were lucky enough to come into some money, so that widened our horizons quite considerably. Everyone seemed keen on the idea so I set about organizing it. The trouble is I'm not really that fond of animals, so I was still having second thoughts when we arrived at our destination. Still, despite the misgivings, I managed to summon up some enthusiasm for our first game drive. But, to be honest, nothing could have prepared me for my own reactions. The sheer beauty of the place and seeing animals in their natural habitat was absolutely awesome and everyone in our group seemed to share my opinion.

Speaker 2 I'm a bit of a fanatic when it comes to trekking in the mountains and I'd read an article about what a doddle climbing Mount Kilimanjaro was and I decided to give it a go. Everything went swimmingly the first few days, the pace was bearable and the views were stunning. We made quite good progress and I was feeling pretty chuffed with myself – until we attempted the ascent on the summit. What no-one had bothered to explain was the fact that at those altitudes, the thin air can be really problematic. I started to feel really sick and disorientated and I could hardly walk. Don't get me wrong, about half of us did in fact manage to drag ourselves to the top, but there's no way I'd take anything like that on again in a hurry.

Speaker 3 Actually, how I ended up being a crew member on a tall ship I'll never know. I'm not the best of sailors, even on a calm sea, so I think it must have been one of those times when you just throw caution to the wind and do something reckless just to prove to yourself you're capable of it. I can't in truth say that it was the most enjoyable experience I've ever had in my life. And there were one or two pretty scary moments, too, I can tell you, especially when it was stormy and the sea seemed to be

higher than the masts of the ship. So what did I get out of it you might ask? Well, probably the fact that it made me realize that if you really put your mind to something, you do find the hidden energy and determination to cope with it.

Speaker 4 Most people seem to have a pretty romantic idea about the Scottish Highlands and there's no doubt you'll find some of the most beautiful – and remote – places in the UK there. That's why people come from far and wide to visit the place. So, being me, I had to find out if they lived up to their, and my, expectations. Well, I certainly wasn't disappointed by the scenery – anything but. No, the downside was that I went there in July – in other words, the start of the midge season. Up to early June, things are fine – more or less. But come the summer, these little black flies are everywhere and if you're camping – as we were – you can say goodbye to a good night's sleep.

Speaker 5 I'd never really thought of Cuba as a tourist destination until one evening, a friend pointed out that the best time to visit it was now – before it lost its old-world charm and changed forever, so that was that. On reflection, I suppose the beaches we went to there do look pretty much like those anywhere else. But you soon realize that Cuba isn't just a carbon copy of umpteen other places and it certainly hasn't lost its culture. Our guided tour was well, a bit like travelling back in time. There really is something quite unique and irresistible about the place and the easy-going attitude and charm of the people who live there.

Contents

This booklet contains the answers for *Proficiency Masterclass*
Student's Book for the 2013 *Cambridge English: Proficiency* exam.

Unit 1	page 2
Unit 2	page 5
Unit 3	page 9
Unit 4	page 13
Unit 5	page 16
Unit 6	page 19
Unit 7	page 23
Unit 8	page 27
Unit 9	page 31
Unit 10	page 34
Unit 11	page 37
Unit 12	page 41
Review	page 45

Unit 1

Introduction

1

POSSIBLE ANSWERS

Fanatics: people who watch several soap operas avidly and regularly

Ironics: people who watch one or more soap operas despite claiming not to like aspects of them

Non-committed: people who watch one or more soap operas on a casual basis but don't feel particularly strongly about them

Dismissives: people who don't watch any soap operas and consider them to be a waste of time

2

1 Non-committed

2 Dismissives

3 Ironics

3

hackneyed storylines / situations / plot

mundane storylines / situations / characters / issues / plot

eccentric characters

compulsive viewing / acting

corny storylines / situations / endings / characters / acting /

plot

cliffhanger endings

unconvincing storylines / situations / endings / characters /

acting / settings / plot

atrocious storylines / endings / characters / acting / settings /

plot

negative stereotypes / characters

glamorous situations / characters / settings

topical storylines / situations / issues

far-fetched storylines / situations / plot

contrived storylines / situations / endings / characters /

settings / plot

4, 5

Students' own answers

Reading & Use of English – Part 5

1

a Botswana: C

Zimbabwe: D

Angola: A

Namibia: B

b Students' own answers

2

Students' own answers

3

1 B *Memories come back, unexpectedly, to remind us of who we are.* The word *unexpectedly* suggests we don't have any control.

2 B Despite shouting and blowing a whistle, the railway employees never managed to get rid of the boys, i.e. they had little control over them.

3 A In contrast to the mud huts where the poorer people like Obed lived, the tin-roofed buildings which belonged to the government of railway represented distant, unattainable luxury.

4 B Obed says some people cannot *bear news like that*, i.e. bad news, but he suggests he is different: *I do not feel like that.*

5 D Obed says he started with nothing and ended up with two hundred cattle, and he has a good daughter who is loyal.

6 C The fascination of Africa is explained by Obed through a number of evocative stories and memories. In paragraph F, he says *I love Africa* and the reader is expected to appreciate this fascination.

4

a Simile: *Our heads ... are as full of memories as the sky may sometimes be full of swarming bees.* Effectiveness: students' own answer

b Two rhetorical questions: *And who am I? / who is there to write down the lives of ordinary people?*

c The narrative is suddenly taken over by the deceased father.

d Because they were white so they looked like spirits.

e He reinforces the vastness of the continent, e.g. by repeating *a world that seemed to have no end, There was no end to it, A man could walk, or ride, forever.*

f He compares being there to being a sailor in the middle of a vast ocean of blue.

5

reach/arrive (meaning 17 in OALD)

6

a to have the chance or opportunity to do something; Just to have the chance/opportunity to meet him..., but I had the chance

b to receive/obtain/have (= acquire); I have the impression

c to make/persuade something to do something; He couldn't make the car start

d to reach a particular state or condition; becoming used to this lifestyle

e to start doing something; and started talking

f to exist/be; There are all sorts in here

g to arrive/return; come back

h (idiomatic) to be annoyed or frustrated by something; What annoys me

i (idiomatic) to achieve your aim or goal; we're closer to our goal

j understand/see something conceptually; I just don't understand it

7

Students' own answers

8

- a (duration) short-term / long-term / faded / lingering / fleeting
- b (clarity) vivid / distant / faded / fuzzy / vague
- c (positive) cherished / precious / nostalgic / treasured
- d (negative) dreadful / bitter-sweet / haunting / disturbing / bitter / traumatic

9

POSSIBLE ANSWERS

bury, erase, push aside, push away, block (out), blot out

10, 11

Students' own answers

12

- a *always phoned/was always phoning/would always phone*: the second option means that the action was annoying
- b *disappeared/had disappeared*: little difference in meaning, but in the second option the sequence of events is clearer
- c *had hoped/was hoping*: the first option means an earlier hope that was unfulfilled; the second option simply means an earlier plan
- d *had done*
- e *used to visit/visited*: the first option means an action which was habitual; the second option means something that happened regularly in the past
- f *had sang/sung*: the first option means the people left the room after John had finished singing; the second option means they left when John started singing, i.e. during the song
- g *was studying*
- h *have/had*: the first option means the person currently has good knowledge; the second option means the person had good knowledge in the past (but doesn't necessarily have that knowledge now)
- i *was having/had; said/was saying*: the past continuous (with verbs of 'saying') is a way of giving background information before reporting news; the past simple is a more straightforwardly factual way of reporting
- j *opened*

13

- a hypothetical: small possibility they won't go on holiday
- b distancing: more polite/less direct; verb in past after expression *would rather*
- c hypothetical: unreal/imaginary
- d immediacy: verb in past for future event after expression *it's time*
- e distancing: more polite/less direct
- f distancing: more polite/less direct
- g distancing: past continuous makes it more polite/less direct than present continuous

14

This is typical behaviour in the past. Both *would* and *used to* are used for regular past actions, but *would* usually needs to have an established past time frame, which is often done by introducing a previous occurrence of *used to*. *Would* is also

possibly more emotional, nostalgic and evocative than *used to*; *used to* can be used for past states (e.g. *I used to have a car*), whereas *would* cannot.

15

- a future in the past: a past action which had not happened at the time of speaking/writing
- b past willingness for general things
- c refusal to do something on a particular occasion
- d hedging: making an opinion softer
- e polite request; more polite than *will*
- f to criticize a particular action in the past; in this use, *would* is always stressed

16

a, b, d (first use of *would*)

17

Students' own answers

Speaking – Part 1

1

- 1 And your names are ...?
- 2 Could I have your mark sheets, please?
- 3 Where are you from, Maria?
- 4 And you, Stéphane?
- 5 Stéphane, are you working or studying at the moment?
- 6 And you, Maria?

2

about candidates' lifestyle and surroundings; focusing on general interactional language

3

- a strength: candidate answers question; weakness: hesitant and short answer; improvements: be less hesitant, give example of something to do there
- b strengths: good length of answer, personalized with examples, accurate/appropriate use and range of grammar and vocabulary; weakness: risks sounding vague since no examples or details are given; improvement: give examples of kind of theatre and times/places of cycling
- c strength: candidate answers question; weaknesses: appears lacklustre, no attempt to mirror structure used in question; improvement: could be more enthusiastic, could be more ambitious about use and range of grammar and vocabulary

4

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

5

Students' answers might include different angles in the list below.

POSSIBLE ANSWERS

- a friendships vs family relations; people who are important/best/close friends; why friendships might be unimportant/less important for you
- b examples from working or student life; your office/

- bedroom/desk; your attitude to time and being late
- c how often you use it and how; situations where it can be useful or helpful; situations where it isn't useful or is limited
- d work experience to date; current job or study area; jobs done by friends, family or peer group

6

Students' own answers

Reading & Use of English – Part 1

1

Students' own answers

2

POSSIBLE ANSWER

Nuuk is: different, isolated, has a fascinating and inspiring landscape (mountains, coastline, icebergs), arty/artistic, has at least one coffee bar and one restaurant, is near Qoornoq which has a lot of mosquitos in summer.

Students' own answers for how they would feel about living there.

3

- 1 B *off the beaten track* is a fixed expression meaning: away from the usual (tourist) route
- 2 D *engage* combines with the preposition *with* to mean: show interest in
- 3 D as well as having a social meaning, *respectable* can also mean: fairly good
- 4 A *to fall hook, line and sinker* is a fixed expression meaning: to fall in love with or believe in completely; it refers to fishing equipment so the writer may also intend a play on words because Greenlandic cuisine features a lot of fish
- 5 D *located* refers to position/location; *placed* is wrong because it is used for smaller things which are physically put or placed somewhere by somebody
- 6 A *evocative* means: making you think of a strong image or feeling in a pleasant way; *reminiscent* and *suggestive* are wrong because they are used to mean: reminding you of a previous strong image or feeling
- 7 B *deserted* means: with no people in it; *derelict* is wrong because it means: in bad condition
- 8 C *take heed* is a fixed expression meaning: pay careful attention to advice or a warning; *give heed* is possible but it is followed by *to* and an object

Listening – Part 1

1

Students' own answers

2

Extract 1:

- 1 C The woman says *I just can't believe you actually succeeded in getting enough sponsorship for the trip.*
- 2 B The man talks about the compassion you feel on seeing the faces of those children. He also mentions wanting to bring them back, i.e. remove them from their predicament.

Extract 2:

- 3 B The man says *what we do send will be greatly appreciated.*
- 4 C He says that those who give a donation can *sleep easily* in their beds, i.e. they won't feel guilty and lie awake worrying.

Extract 3:

- 5 C The man describes the way in which it (Opportunity International) works with the locals as *extraordinary*.
- 6 B He says it's great to see so much good can be done with the little that we give.

3

Students' own answers

4

- a can't help herself
- b give in to them
- c Help yourselves to
- d I can't help
- e give it a little time
- f helped me out
- g give you that

Writing – Part 2, Set text

1

Students' own answers

2

Wrong guidance: c, i

h (Even if there is a film version of the set text(s), it is still advisable for students to read the text(s), or at least watch the film several times and take notes.)

3

POSSIBLE ANSWERS

Try to write a summary of the complete story in 250 / 150 / 50 words.

Try to think of one defining adjective for each of the main characters, e.g. *mischievous*, *lovelorn*, *hot-headed*, etc.

Rank the main themes in order of importance.

Research photos or paintings of the setting at the time of the story.

Learn one important quote about or by each of the main characters.

Unit 2

4

- a heart; lies
- b breathes; compelling; foot
- c mounts; backdrop; emerge
- d play; mirrored; paint
- e laden; resonating; culminating
- f nod; doomed
- g marring; tendency; plot

5

- a 1 The balance should be fairly even as the review asks for an illustration of society through the characters.
- 2 The article is for readers of all ages in the local area. They will expect to gain information about attitudes in society at a particular time in history as represented in the book.
- 3 The style should be informal but also informative.
- b 1 The main focus is on the relationship between the two characters and their different personalities, although some mention must be made of the external influences on their relationship.
- 2 An introduction giving details of the beginning of the relationship; a paragraph explaining why the relationship could be considered doomed by referring to the characters' personalities and other factors that affected their relationship; a paragraph explaining why the relationship wasn't necessarily doomed by making reference to how the relationship might have worked in different circumstances; a conclusion giving the writer's own interpretation of the nature of the relationship.
- 3 The style should be formal – appropriate to an essay for a tutor.
- c 1 the editor of the magazine; you wish your suggestion to be taken up
- 2 details of the personality of the protagonist and how she resolves the problem; reasons why this particular book and its protagonist would be of interest to the readers of the magazine
- 3 formal and persuasive
- d 1 the younger readers of the magazine
- 2 to explain how the characters, their relationships and the themes of the book would be relevant to younger readers of the review
- 3 an informal, personalized style
- e 1 the head of English at your college
- 2 The report should have a formal, impersonal style and be organized into clear sections, possibly with headings.
- 3 The main focus should be on how the content of the book has provided you with an insight into the place where the events take place and into how you think a teacher could make the book more relevant to students. This could be achieved by using drama, encouraging students to research the country where the novel is set or by asking them to discuss a film version of the novel.

6

Students' own answers.

Introduction

1

See answers on page 163 of Student's Book.

2

The students mention: greenhouse gases; the impact of global warming; climate change (*the earth's climate ... subject to many changes*); the excessive consumption of energy (*consume fewer sources of energy*)

3

POSSIBLE ANSWERS

The **threat** of certain species becoming extinct is very **real**.

The **prevention** of species becoming extinct depends on a **reduction** of the **exploitation** of their food sources.

Excessive consumption of energy has led to a **depletion** of natural resources such as fossil fuels.

The **detrimental** effects of climate change may well prove to be **irreversible**.

The **indiscriminate** consumption of our throwaway society is **reprehensible**.

4

Students' own answers

5

a While both students appear to accept the fact that global warming exists as a phenomenon, Student 2 is much more convinced that human interference is a major cause.

b Students' own answers

Reading & Use of English – Part 2

1, 2

Students' own answers

3

1 far (*more* would be followed by *than*)

2 by (*get away*, meaning: escape, is wrong; *get by* has the correct meaning: manage)

3 much (*little* is wrong; *much* is correct, meaning: a certain quantity. In the expression *We only have ...*, you use *so much*, not *so little*. Here, *so much* means: a limited quantity, NOT: such a lot of.)

4 until/unless (*if* is the wrong meaning; the opposite is implied, i.e. It seems enough but, in fact, it isn't.)

5 come (correct answer)

6 such (*many* is the wrong meaning; *such* has the correct meaning: this level of consumption)

7 Unlike (*like* is the wrong meaning because we are not like the inhabitants of Biosphere 2; *unlike* has the correct

meaning: not like)

8 nowhere (correct answer)

4

- a will be needed (to)
- b will be approaching
- c will have reduced (to)
- d it is going to rise; will have (nowhere else) to go

5

- a opens
- b will continue
- c 's going to rain
- d 'm going
- e 'm going to start
- f 'll take

6

- a 'll / will be trying
- b was thinking
- c is to / is going to
- d will have fallen
- e already have been
- f going to install

7

- a The present simple is used for future actions or events (the failure of Biosphere 1) in clauses after subordinating conjunctions.
- b The present perfect is used in a future time clause with *when, as soon as* and *after* to emphasise that the event (the reading of the report) has been completed before the event in the main clause (telling what he/she thinks) takes place.
- c The present continuous is used in a future time clause to emphasise that the event (the resources running out) is ongoing or incomplete.

8

is about to is used to mean that something is going to happen very soon

is due to is used to mean that something is happening according to a schedule

is to is used to mean that something (usually official) is planned or a precondition; the style is formal

9

- a sure
- b set
- c bound
- d unlikely
- e certain
- f likely
- g if

10, 11

Students' own answers

Reading & Use of English – Part 6

1

- b 590 million years ago
- c 248 million years ago
- a 144 million years ago
- d 0.01 million years ago

2

POSSIBLE ANSWER

The attempt, on the part of a group of geologists, to receive official recognition for a new geological epoch called the *Anthropocene*.

3

1 D 2 G 3 E 4 B 5 H 6 A 7 C

The words in italics in both the text and the missing paragraphs provide coherent 'connections' in each pairing. Paragraph F is not needed.

4

- a Because it is a quote the writer is using.
- b given responsibility for
- c a great and important change in the way something is done or thought about; a sudden or temporary change which does not affect the general progress of something
- d nit-picky; fraught with acrimony
- e Because it was a species which had very little visible impact on the world around it at that time.
- f description, classification
- g as good, bad, important, etc. as somebody/something else
- h Earth-shattering; planet-cloaking
- i to show that even a very ordinary object could have an important long-term effect on the planet
- j hence

5

- a accumulated
- b influential / major
- c catastrophic / major
- d compelling / geological
- e accepted
- f global
- g permanent / catastrophic / major
- h influential / global
- i determining / major
- j geological / influential / major

6

according to; impact on; push for; on a par with; charged with; fraught with; in terms of; come to terms with; implications for; responsibility for; defined by; shift in

7

- a for; on
- b to; on; in; of
- c of; in; with
- d on; with
- e to; to; on

8

The most common preposition is *of*. The main function is to introduce a second noun as a headword, creating multi-word noun phrases.

9

Students' own answers

10

- a densely populated
- b old-fashioned
- c open-minded/broad-minded
- d eye-catching
- e life-changing
- f absent-minded
- g jaw-dropping
- h mouth-watering

11

eye-opening; awe-inspiring; kind-hearted; mouth-watering;
 mind-blowing; long-winded; far-fetched; loud-mouthed;
 ready-made; money-grabbing

12

Students' own answers

Listening – Part 2

1

- a True
- b False: They live in packs of between two and twenty.
- c False: They have thick coats consisting of two layers.
- d True

2

POSSIBLE ANSWERS

- 1 noun: probably plural since there's no determiner/article
- 2 noun: title of a job
- 3 adjective: probably negative or disapproving
- 4 noun: could be something like 'admiration' or 'fondness'
- 5 noun: type of food
- 6 noun: type of interaction
- 7 adjective: referring to danger
- 8 noun: some kind of animal or natural threat
- 9 noun: change in attitude or lifestyle

3

- 1 books and films
- 2 basic field biologist
- 3 dangerous
- 4 respect
- 5 (raw) deer and elk
- 6 human contact
- 7 vulnerable
- 8 bear
- 9 culture shock

4

Students' own answers

5

innate fear / behaviour
 rugged appearance / landscape
 remote landscape / spot
 gaunt appearance
 strict behaviour / hierarchy / diet
 savage appearance / beast / behaviour / nature

ruthless behaviour / nature
 balanced behaviour / nature / diet
 trustworthy behaviour / nature

6

- a *to keep the wolf from the door*: to have enough money to avoid going hungry
- b *a fish out of water*: uncomfortable or awkward because you are in surroundings that are not familiar
- c *a snail's pace*: very slowly
- d *chickened out*: decided not to do something because you are afraid
- e *a fly on the wall*: a person who watches others without being noticed

Speaking – Part 2

1

Students' own answers

2

- a photos A and B
- b look at pictures A and B; talk together about how common the situations are in their country/countries
- c The students do reasonably well. Both talk about each photo for an appropriate amount of time. It is clear that each student is also listening and responding to what the other one says. Their use and range of grammar and vocabulary are accurate and appropriate.

3

generalizations: broadly speaking, on the whole, generally speaking
 exceptions: not really that common, not exactly something you'd find, you don't often come across, except of course

4

Students' own answers

5

look at all the pictures; imagine that your local council is running a campaign (and publishing a leaflet) to improve the environment where you live; talk together about how effective the ideas in the pictures would be in improving the environment; decide which idea might be the most popular

6

Students' own answers

7

POSSIBLE ANSWERS

aspects: more waste or recycling bins, congestion charging to reduce traffic and pollution; images for leaflet: colourful recycling bin in street, car with red cross through it

Writing – Part 1

1

- a Yes
- b summarize; evaluate
- c No, you should use both texts
- d Yes, you should use your own ideas
- e No, it is important to paraphrase rather than use large groups of words from the text
- f No, you should use the two key points from each of the texts

2

first text: the first person whose life could span a thousand years is alive today; it is possible that an eternal lifespan may be reality in the future

second text: society is already under strain from a growing population; the fact that people are born to die should be accepted as a blessing rather than seen as a challenge

3

- a Yes, the first text is the focus of paragraphs 1 and 2; the second text is the focus of paragraphs 3 and 4.
- b The writer disagrees with the claim that people could reach the age of 1,000 or have their lives prolonged to eternity; the writer agrees that we should be focusing our energies not on living longer but on raising global standards of living.
- c the long-held human desire to live forever... is now a distinct possibility; it is said that there are people in existence today whose lives could span a thousand years or even be prolonged for eternity; our planet is already finding it difficult to bear the current burden of human existence; we should not be focusing our energies on how to live longer
- d personally; I very much doubt

4

Word order, vocabulary, punctuation and grammar can be changed. Spelling and meaning can't be changed.

5

b (most appropriate style; *a* is too informal; *c* is too close to the wording of the original sentence)

6

POSSIBLE ANSWERS

- a Our resources of the future are being eroded by our present destruction of the natural world.
- b Climate change can mostly be attributed to variations in solar activity.
- c The rate at which animals and plants are being made extinct has not been seen since the disappearance of the dinosaurs.
- d War, migration and a subsequent diminishing of the world's population are the most likely results of a failure to tackle climate change.
- e Nuclear power does not emit harmful gases that contribute to global warming.

7

Students' own answers

8

Students' own answers

Unit 3

Introduction

1
Students' own answers

- 2
Speaker 1: *b* and *f* The speaker says culture is anything that you learn from other people and that it is learned from people like parents, brothers, sisters, friends at school, i.e. in childhood.
- Speaker 2:** *a* and *c* The speaker says culture is anything that unites a group or community of people and anything that sets them apart from other people, i.e. what cements them and what makes them different.
- Speaker 3:** *e* and *d* The speaker says culture can be many things, i.e. it is a broad concept, and it is the behaviour of particular people and how that influences the way that they live ... such as family traditions.

3, 4
Students' own answers

Listening – Part 3

1
Students' own answers

- 2
- 1 D – The teacher says that Burne-Jones's paintings had no practical lessons.
 - 2 B – The student says most people knew it (the story) well, but only through reading Tennyson's poetry.
 - 3 C – Burne-Jones had certain details ... specially made for him.
 - 4 B – The student says the painting show his (Burne-Jones's) feelings about losing the woman he loved. These feelings obviously mean: great sadness.
 - 5 C – The student says people would have recognized (the meaning) quite easily. In this sense, *recognized* means: interpreted.

3
Students' own answers

Reading & Use of English – Part 3

- 1
- a That the success wouldn't endure.
 - b He stood up for the poor and challenged authority and power.
 - c Students' own answers
 - d It means: when something has never happened, been done or been known before

- 2
(All the words have negative prefixes in this exercise.)
- 1 *disproved* – If you disprove a theory, you show it to be wrong or false.
 - 2 *undeniably* – in a true or certain way; the adverb is needed to modify the phrase *the most popular novelist* ...
 - 3 *innumerable / numberless* – too many to be counted; these words are synonyms but *innumerable* is more common directly preceding a noun
 - 4 *unauthorized* – without official permission, i.e. that of Dickens
 - 5 *dispossessed* – people who have had property taken away from them; grammatically, this functions like other well-known groups (e.g. the old, the rich, the blind, etc.) and needs to be preceded by *the*.
 - 6 *injustice* – the fact of a situation being unfair and people not being treated equally
 - 7 *incapable* – not able to do something
 - 8 *invariably* – always; the adverb is needed to modify the verb *ended*

- 3
- implausible* – not seeming reasonable or likely to be true
incoherent – (of people) unable to express yourself clearly, or because of emotion; (of sounds) not clear and hard to understand
unenthusiastic – not enthusiastic
disagreeable – not nice or enjoyable; (of a person) rude and unfriendly
illogical – not logical
non-violent – using peaceful methods, not force, to bring about political or social change; not involving force or injury to somebody
irreverent – (usually approving) not showing respect to somebody/something that other people usually respect
immoral – (of people) not considered to be good or honest; not following accepted standards of sexual behaviour
immodest – (disapproving) having or showing a very high opinion of yourself and your abilities; not considered to be socially acceptable by most people, especially concerning sexual behaviour
illiterate – (of a person) not knowing how to read or write; (of a document) badly written; (usually after a noun or adverb) not knowing very much about a particular subject area
unbiased – fair and not influenced by your own or somebody else's opinions, desires, etc.
misunderstood – having qualities that people do not see or fully understand
irrelevant – not important to or connected with a situation
inauspicious – (formal) showing signs that the future will not be good or successful

- 4
- POSSIBLE ANSWERS**
- an implausible excuse
an incoherent speech
an unenthusiastic reception
a disagreeable smell

an illogical conclusion
 a non-violent protest
 an irreverent comment
 immoral behaviour
 an immodest person
 an illiterate child
 an unbiased opinion
 a misunderstood philosophy
 an irrelevant piece of information
 an inauspicious sign

5

POSSIBLE ANSWERS

The words after *il-* usually begins with *l*.

The words after *ir-* usually begins with *r*.

The words after *im-* usually begins with *m* or *p*.

Reading & Use of English – Part 7

1

Speaker 1: quite negative, she thinks her perception of her South African/Italian/English accent is quite different to how others perceive it and that it doesn't reflect her cultural background.

Speaker 2: a bit negative because of assumptions that people make about Australians.

Speaker 3: she is a bit ambivalent about her mid-Atlantic accent but overall quite comfortable with how she speaks English.

Speaker 4: quite positive now but had some negative experience in the past when he first arrived from the West Indies.

2

Students' own answers

3

The writer's main point is that she agrees with the prediction of the author of the book that English's position as *lingua franca* or premier medium of global exchange won't last for ever.

4

1 B *in ... the past, many other languages had similar functions and ...*, i.e. they had global influence

2 D *a ... return to the state of Babel*, i.e. many languages

3 C This paragraph contains a number of explanations following on from the phrase *Conquered or subordinate peoples learn ...*

4 B Spanish and Portuguese are given as two examples of languages which have kept large numbers of native speakers outside their original homelands.

5 E *a much-needed challenge to conventional wisdom: informative, thought-provoking and refreshingly free from anglocentric clichés*. If it is a challenge to conventional wisdom it is probably controversial; its lack of clichés gives it an original and unique quality.

6 E *it might be objected that Ostler's argument ...*

7 D lines 40–52

- 8 C *always there is the resentment generated by dependence on a language which has to be learned*
 9 D *it is not true that English is universally loved*
 10 E *I do not think he is wrong to argue that English's position ... will not be maintained for ever*. If the writer does not think the book's author is wrong, then she agrees with him; it is a shared view.

5

a is supposed to have remarked

b dismissed

c exception

d a colossus bestriding the world

e if by 'global' we mean

f enjoyed comparable prestige

g conquest, commerce and conversion (alliteration is often used to show the words form a group and also to make them more memorable)

h divisive, unstable

i first ... second; Because of this

j compromising our linguistic loyalties in exchange for various rewards

k A situation where a very large number of different languages are used. (The Tower of Babel comes from the biblical story in which the people of Babel attempted to build a tower to reach heaven. Displeased with this act, God made them all speak in different languages so as to be unable to communicate with each other and thus fail in their plan to build the tower.)

l not the easiest of reads; this means the writer actually thinks it is quite difficult to read

6

POSSIBLE ANSWERS

(formal language: less formal words)

A remarked: said

preface: begin

contends: argues

B confined to: limited to

acquired: gained

retain: keep

status: position

C mighty: strong

adopt: start using

are not conducive to: do not encourage

outweigh: are greater than

conversely: on the other hand

generated by: caused by

D portrayed as: described as

differs from: is different from

coercion: force

suffer the fate of: end up like

underplays: doesn't see the importance of

enduring: long-lasting

millennia: thousands of years

gladly: happily

hegemony: dominance
withers: declines

- E premier medium: most important means
maintained: kept
uncluttered: clear
is apt to: tends to
capable of retaining: able to remember

7

uncultivated; unassailable; impermanent; uninhabited;
disconnected / unconnected / interconnected; unstable;
unrealistic; uncluttered; inapt; unconventional; overplay

8

As Anglo-American hegemony withers, the influence of English will decline; what succeeds it will not be any other single language.

The writer uses a *wh*-cleft structure to focus on the languages that will succeed English.

What he does offer, however, is a much-needed challenge to conventional wisdom: informative, thought-provoking and refreshingly free from anglocentric clichés.

The writer uses a *What*-cleft structure to focus on the 'much-needed challenge'; he also uses the auxiliary affirmative 'do' for contrast with the previous sentence.

9

- a As Anglo-American hegemony withers, the influence of English will decline; any other / another single language will not succeed it.
b However, he offers a much-needed challenge to conventional wisdom: informative, thought-provoking and refreshingly free from anglocentric clichés.

10

- a It
b What
c All
d arrange
e do my friends
f have I seen
g did my literary agent manage
h Only in Italy
i what I do like
j I mind

11

POSSIBLE ANSWERS

- a It is his style of acting that really irritates me. / What really irritates me is his style of acting.
b It was a better TV that my friends said I needed. / What my friends said I needed was a better TV.
c It was the bad reviews that put us off seeing the play. / What put us off seeing the play was the bad reviews.
d Why he hardly ever reads books is that he works all the time.
e Why he watched it on TV was that he knew he'd never be able to afford a ticket to the concert.

- f She doesn't like novels but autobiographies are what she likes.
g It was the programme on TV last night that she said upset her. / What she said upset her was the programme on TV last night.
h It wasn't because the train drivers were on strike that we were late for the play.

12

Students' own answers

13

POSSIBLE ANSWERS

- I have read most of Dickens' novels. (but not most of any other author's)
I have read *most* of Dickens' novels. (but not all of them)
I *have* read most of Dickens' novels. (even though you think I haven't)
I have read most of Dickens' *novels*. (but I haven't read anything else he wrote)
I have read most of Dickens' novels. (but I'm not sure that you or anybody else has)
I have *read* most of Dickens' novels. (but I'm not saying that I can remember/have understood them)

14

Students' own answers

15

- | | |
|--------------------|------------------|
| a whatsoever | f no wonder |
| b no way | g well and truly |
| c way beyond | h by far |
| d into the bargain | i not just any |
| e ever such a lot | j Why on earth |

Writing – Part 2, Review

1

- a Main points: why the book might appeal to both male and female readers; whether you would recommend it
b Target readers: likely to be general readers (both men and women). They will be reading the review in order to find out whether they would like to read the book, or to see whether they agree with the reviewer's opinion if they have already read the book. They will expect to gain an idea of what the book is about (the story/plot) and some sort of evaluation from the reviewer, i.e. whether the book is good or not.
c It should be relatively informal for a general readership.

2

- a Paragraph 1: evidence of the book's national and international popularity
Paragraph 2: the novel's structure and how this affects the story and reading experience
Paragraph 3: the appeal of the two main characters (and their relationship)
Paragraph 4: the appeal of the story to both sexes through romance and humour

Paragraph 5: a restatement of the book's popularity and a direct address to the reader of the review to buy it.

b In a newspaper or magazine

POSSIBLE ANSWERS

vivid snapshots: short descriptions which produce a clear picture in your mind

warts-and-all realism: all the bad or unpleasant features of real life

prone to stropiness: likely to be in a bad mood or easily annoyed

a match made in heaven: two people who are very well suited to being together romantically

will-they-won't-they relationship: a relationship about which you are not sure if the two people will ever become romantically involved or not

a publishing phenomenon: a book which is a huge commercial success

a dark side: an aspect which is negative, evil or tragic

gone viral: become incredibly popular, usually via the internet and word of mouth

d by starting with a rhetorical question to the reader; by finishing with a direct instruction to the reader; cleft constructions; vocabulary

3

See the version of the text on page 163 of the Student's Book.

4

Students' own answers

Speaking – Part 3

1

a Students' own answers

b Arabic: assassin; German: hamburger, kindergarten
Spanish: guitar, mosquito; Italian: zero, balcony, umbrella;
Hindi: shampoo, jungle

c Students' own answers

d **POSSIBLE ANSWERS**

a particular thing or idea may be little known or new in one language, so the speakers decide to borrow the word for it from another; 'borrowed' words may be more fashionable; using 'borrowed' words may indicate high social or educational status

2

POSSIBLE ANSWERS

A technology: 1) more information + material available in print, digitally and online, 2) online lessons + tutors available; travel: 1) easier + cheaper to travel to a country to learn the language, 2) easier to live + work there (freer movement); learning techniques: 1) variety of learning techniques available, grammar translation, communicative methodology, 2) more self-study material available, 3) distance learning programmes

B social life: 1) explosion of online social networking, e.g. Facebook, Twitter (virtual 'friends' or 'followers'),

2) smartphones and texting = easier to meet (or not!); education: 1) increase in computer use in schools + universities, 2) learning to type now more important than learning to write?; work: 1) computers and email = everything quicker + easier, 2) broadband + wireless mean more people can work from home/on the move

C body language: 1) different gestures/postures may be offensive; greetings: 1) different levels of formality for language, 2) different use of physical contact (handshake, kiss, hug) or other greetings, e.g. bowing; customs and habits: 1) giving gifts, 2) giving/accepting invitations, 3) dress code

3

- a terms of
- b are concerned
- c take for example
- d comes to
- e let me see
- f could say
- g mean
- h how can I put it

4, 5

Students' own answers

Unit 4

Introduction

1
Students' own answers

- 2
- a upfront / tactless
 - b non-confrontational
 - c hypocritical
 - d tactful
 - e non-confrontational / cooperative / passive
 - f passive
 - g passive / timid
 - h impetuous
 - i cooperative / sympathetic
 - j tolerant
 - k forceful / pugnacious

3, 4
Students' own answers

- 5
- a 150
 - b the number of people you can keep in mind at any one time is limited by the size of your brain
 - c relationships (with friends as opposed to acquaintances) are very deeply personalised
 - d they can express the nature of emotions and relationships in language (better than the rest of us)

6
Students' own answers

Reading & Use of English – Part 6

1
Students' own answers

2

POSSIBLE ANSWER

Lang Lang's relationship with his father has been close but sometimes difficult and stormy.

3
1 D 2 G 3 E 4 F 5 H 6 A 7 C

Paragraph B is not needed.

4

- a prestigious
- b take his own life
- c *off we went*: the particle is used before the verb for emphasis; *The way I see it is ...* : fronting for a more personal emphasis

- d home truths
- e *fired* meaning: dismiss someone from a job

5

- a became completely crazy (angry)
- b did better than his father had hoped
- c the available money was reduced
- d realizes or knows all about
- e doesn't manage to be exceptional (at something)
- f the lowest/worst point so far
- g made somebody do something by talking or behaving in an aggressive way
- h a printed version of a piece of music

6

Students' own answers

Listening – Part 4

1, 2

Students' own answers

3

1 H 2 D 3 F 4 C 5 E 6 C 7 G 8 A 9 H 10 F

4

- | | |
|-----------|---------|
| a say | f chest |
| b humble | g take |
| c message | h have |
| d teeth | i fall |
| e sense | j miss |

5

Students' own answers

Speaking – Part 3

1

POSSIBLE ANSWERS

- a the band: the members need to spend a lot of time together and work well to write music, play and perform; the doctor and patient: it's important they respect each other and communicate clearly since the information is important for the health of the patient; the open-plan office: the people need to respect their colleagues' needs
- b the band: certain members may get or want more attention (from the fans) than other members, they may feel they are doing more of the work or they may have habits which annoy each other when on tour; the doctor and patient: the patient may disagree with the doctor's advice or get frustrated if it doesn't seem to have any effect in making them better; the open-plan office: there may be personality clashes, disagreements about interruptions and noise levels

2

Students' own answers

3

POSSIBLE ANSWERS

- a How do you think life with siblings (brothers and sisters) is different from being an only child?
- b Student 1 gives a better answer because he gives his personal opinion, followed by contrastive reasons. He also tries to prompt or encourage Student 2 to answer the question. Student 2 only gives personal information about her siblings, and doesn't really answer the examiner's question about the two situations.
- c Students' own answers

4

a 3 b 4 c 5 d 1 e 6 f 2 g 8 h 7

The speakers in 3 use all of discourse markers a–h (except for *By the way*, *Let's see*, *Still*, *Besides*, *From my point of view*, *Because of this*).

5

Students' own answers

Reading & Use of English – Part 4

1

POSSIBLE ANSWER

changes from the following perspectives: social, familial, gender, work, education

2, 3

Students' own answers

4

- a present perfect
- b present perfect continuous
- c past perfect
- d past simple
- e future perfect

5

- a present perfect: has ... affected; has remained (ever since); have ... affected; have ... marked out (since then); has replaced (Consequently); has ... expanded
- b present perfect continuous: has been (steadily) declining
- c past perfect: had fallen (By the middle of the 20th century); had expected (until relatively recently)
- d past simple: emerged (in the mid-20th century), was, employed, paid (Before then); were brought up (in the second half of the 19th century); encountered (At one time); gave; made; allowed; were expected to (in the 19th century); was raised
- e future perfect: will have outlawed (within a very short time)

6

- 1 were
- 2 have actually led
- 3 have almost put
- 4 now travel / are now travelling
- 5 began
- 6 have sustained

- 7 have also created
- 8 were
- 9 emerged
- 10 have become

7

- 1 having written
- 2 have caused
- 3 Having lived

In these examples, the use of the perfect form emphasizes that the event happened before now, whereas the other options express the idea that the event is currently continuing (a, c) or is always true (b).

8

- a 1 The speaker is giving a reason why they felt exhausted at that time in the past by referring to the activity that led up to it.
- 2 The speaker is referring to one particular occasion that occurred at an unspecified time in the past which resulted in discovering Jim was a cheat.
- b 1 This sentence refers to an activity that has continued from an unspecified time in the past until now. The activity is not finished.
- 2 This refers to the result in the present of something completed in an unspecified time in the past.
- c 1 The speaker has phoned so many times (without success) that it feels like a continuous process.
- 2 The speaker has phoned on one or more separate occasions so that it feels like he/she is reporting the present result of an earlier action, or a repeated series of separate actions, at an unspecified time in the past.
- d 1 This sentence refers to an activity that continued up to an unspecified time in the past. At that time, Jack was still living with the speaker and had been since his arrival.
- 2 This sentence refers to an activity that was completed by an unspecified time in the past. At that time, Jack was no longer living with the speaker.

9

- a have had
- b had been damaged / was damaged
- c emptied, took, haven't had
- d had studied, had erased
- e had been sitting
- f have been meaning (non-stative use), am / have been
- g has been getting

10

POSSIBLE ANSWERS

- a have ever seen snow
- b I (must) have put on weight; They (must) have shrunk
- c ridiculous/exciting I've ever seen
- d haven't been trying very hard / haven't tried very hard; didn't try very hard / weren't trying very hard; weren't paying attention
- e have you been doing / have you been up to

f has been raining for weeks; won't stop raining

11

- 1 I've always held the view
- 2 My family and I have been living / have lived in the same area
- 3 I've made a lot of friends here
- 4 I was having / had a long chat
- 5 how important my friendships were / are to me
- 6 he was / is in complete agreement
- 7 my family have not been influential
- 8 I think what I've been trying / am trying to say
- 9 if it had not been / wasn't for my friends
- 10 I would have been / would be a different person

12

Students' own answers

13

- 1 a couple communicate, the happier
- 2 raise people's expectations that they will succeed in
- 3 the Taylors' marriage had run into difficulties/problems/trouble
- 4 at ease with/in the presence of
- 5 has come to be seen/regarded/thought of/considered
- 6 put the success of their marriage down to

Writing – Part 1

1

- a summarize and evaluate the key ideas contained in two texts of approximately 100 words each
- b There are two main ideas in the first text: 1) inheritance of physical characteristics from parents, 2) theory that both DNA and the environment play a role; there are two main ideas in the second text: 1) how twins provide an insight into the role of nature and nurture when raised together or apart, 2) the belief that genes and the environment both have an effect. Note that in the exam there will always be two main ideas in each input text.
- c complementary

2

- a
 - 1 it is commonly accepted
 - 2 are rooted in
 - 3 determine their development
 - 4 remarkably
 - 5 brought up
- b I personally feel; I would dispute this and argue that; In conclusion
- c by asking two rhetorical questions

3

followed by a cause: stem from, be rooted in
followed by an effect: make, create, develop, determine, account for

4

cause: due to, result from, since, as, on account of, as a result (of), because

effect: result in, hence, mean (that), thus, provoke, trigger, therefore, give rise to, consequently

5

POSSIBLE ANSWERS

- a Aspects of our adult behaviour often result from the environment we were brought up in as children. / Our childhood environment often accounts for aspects of our adult behaviour.
- b A strong personality can result in stereotyping on the part of others. / A strong personality is due to a range of natural influences and acquired behaviours.
- c The modern-day study of genetics means that we now know more about what determines people's physical characteristics. / We now know more about what determines people's physical characteristics on account of the modern-day study of genetics.

6

POSSIBLE ANSWER

One area of personality development that is frequently studied is that of criminality. Essentially, many of the studies are investigating whether a criminal is born or made, and as both texts point out, this issue is still very much under debate.

The first text begins by looking at genetic links to criminality, some of which have even claimed that body shape can determine criminality. Personally, I am surprised that such claims have ever been made and can only assume they were dispelled as a myth a significant time ago. However, as the first text also states, few would contend that our environment plays a role in shaping a criminal nature. Being surrounded by people of a criminal disposition in prison must surely exert a strong influence on someone.

I feel, however, that the inseparability of environment and genetics is a key issue. Ultimately, for most people, those responsible for the genetic code of an individual are also the ones that shape their environment, especially in formative years. As the second text points out, the children of criminals also often become criminals themselves, but is this due to environment or genetics? I feel it is not a question of either one or the other but the extent to which each plays a role and the interconnected influences.

In conclusion, I believe that whilst genetics are clearly part of who we are, it is the environment that shapes one's genetic inheritance that will play the most fundamental role in determining a person's path in life.

Unit 5

Introduction

1
See answers on page 164 of Student's Book

2
arachnophobia: fear of spiders
technophobia: fear of new technology
agoraphobia: fear of being in public places
acrophobia: fear of high places
claustrophobia: fear of being in a small confined space
hydrophobia: fear of water

3

POSSIBLE ANSWERS

- a baggage of attitudes + beliefs: 'can-do' messages or programmed for failure – neg statements do more harm than good
- b taking risks = nec part of accepting adult responsibility
- c best strategy: understand why feel fearful + learn how to deal with it, when succeed more confident next time
- d apparent confidence – others just as daunted, but don't let stand in way

4

- a grave
- b imminent
- c fraught
- d averse
- e calculated
- f inherent

5, 6

Students' own answers

Reading & Use of English – Part 1

1

POSSIBLE ANSWERS

- a good head for heights, physically strong, well-coordinated, technically competent
- b main risk is of falling, resulting in severe injury or death; exposure to all weather conditions
- c Students' own answers

2

The tourists went on a guided tour of Australia's Sydney Harbour Bridge, which involved climbing up it.

3

- 1 C *Up to this point* is a fixed expression; here, *point* means: moment
- 2 D *to break a fall* is a fixed expression meaning: to suddenly stop somebody or something falling
- 3 D one meaning of *prospect* is: an idea of what might or will

happen in the future, in this case it refers to the daunting task of climbing up the high ladder

- 4 B *reckless* collocates with *mission*, meaning: a task which shows a lack of care about danger and the possible results of your actions; *careless* is wrong because it means: not giving enough attention or thought to something, i.e. it is not strong enough in this context
- 5 A *acrophobia* means: a fear of high places; the other (wrong) answers are different phobias
- 6 B *drained* (out of) combines with nouns like *tension*, *energy*, *fear*, etc. to mean: flowed out of (often at a steady speed), i.e. reduced in intensity
- 7 C in this context, *dropped my gaze* means: looked steadily down for a long time; the differences in meaning between verbs to describe ways of looking are covered in Exercise 4 on page 53 of the Students' Book
- 8 A *flushed with excitement* is a fixed expression meaning: very excited; the implication is that he is experiencing the emotion so intensely that his face is red; other expressions with *flushed* include: *flushed with success/pride/anger*

4

- a glimpse
- b glance
- c peek/glance
- d glare
- e peek/peep
- f glance
- g gaze

5

tentative / cautious / sneaky peek
fleeting / brief / furtive glimpse
menacing / fierce / defiant / furious / steely / intimidating glare
tentative / cautious / sneaky peep
defiant / unflinching / dreamy / steely / intimidating / intent gaze
defiant / brief / surreptitious / curious / furtive glance

6

Students' own answers

7

- a might just as well have been
- b We ought to have found this out
- c needn't have worried
- d It must have been
- e couldn't have been

8

- 1 must have been
- 2 certainly can't/couldn't/wouldn't have been
- 3 could/may/might have taken
- 4 could/may/might have been taken
- 5 must have been doing
- 6 could possibly work/have worked
- 7 must/would/could give
- 8 must/ought to/should go

9

POSSIBLE ANSWERS

- a if they had advertised it at a lower price
- b if he'd known our new address
- c because he's not waiting on the platform like he usually is
- d but I can't say for certain
- e if she'd known I needed it
- f because I'm a great singer

10

POSSIBLE ANSWERS

- a must have been wonderful OR can't/couldn't have been so amazing
- b so it must have been someone else OR so it can't/couldn't have been him
- c must have been raining
- d must have been too absorbed OR can't/couldn't have been listening to me
- e must have been careless OR can't/couldn't have been paying attention during the lesson

11

- a 5/7 b 1/2/4 c 1/6 d 3/5 e 1/2/4/6

12

POSSIBLE ANSWERS

- a needn't have taken / didn't need to take
- b could borrow / didn't need to bring / needn't have brought
- c should have brought / ought to have brought / needed to have brought
- d didn't need / didn't need to get
- e shouldn't have driven / ought not to have driven
- f needed to get to / should be taken to / ought to be taken to
- g needn't have spent / shouldn't have spent / ought not to have spent
- h shouldn't drive / shouldn't be driving / shouldn't have been driving / mustn't drive / ought not to drive / ought not to be driving / ought not to have been driving

Listening – Part 3

1

- a storm (at sea); damage to or sinking of marine vessels and injury or death to sailors/passengers, damage to or destruction of coastal buildings
- b lightning; damage to property and injury or death to people, starting of fires
- c tornado (twister, NAmE); damage to property and natural environment (trees), injury or death to people, flooding

2

- 1 C She says she was *sort of unnerved* and the thunder sounded *ominous*, both of which suggest she was worried about what the storm might bring.
- 2 D She says *it's not a very wise thing to do ... or so I'm told*, which suggests she knew it was inadvisable.
- 3 B She says she reached a *kind of track* (another word for

path) and Rod and Mark were *on their way back home* after *driving around in the forest*. So they were in their car, travelling along a forest path.

- 4 A She says they didn't think there was a *grain of truth* in the story and that it was *far-fetched* (very difficult to believe), both of which suggest they were dubious about its authenticity.
- 5 C She says she's *not really a quitter* (someone who gives up) and she is *really determined to go on hiking*.

3

POSSIBLE ANSWERS

- a Cindy was struck by lightning while out hiking, but lived to tell the tale; students' own answers
- b Students' own answers
- c measures: educate people about how to recognize climatic conditions associated with lightning, e.g. the colour and appearance of clouds; issue storm warnings on local radio weather forecasts; educate people about the best course of action if caught in a storm, e.g. find appropriate shelter inside a substantial building

4

- a *the calm before the storm*: a calm time immediately before an unexpected period of violent activity or argument
- b *make heavy weather of sth*: to do sth in a way which suggests it is difficult or irksome
- c *ride the storm*: to manage to deal with a difficult situation or time
- d *under the weather*: slightly ill/sick and not as well as usual
- e *take sb/sth by storm*: to be extremely successful very quickly in a particular place or among particular people
- f *keep a weather eye on sb/sth*: to watch sb/sth carefully in case you need to take action
- g *a storm of protest*: a sudden and strong expression of disagreement or opposition to sth, often by a large number of people
- h *a storm in a teacup*: a lot of anger or worry about sth that is not important (Note: *a tempest in a teapot*, NAmE)

5

Students' own answers

Reading – Part 5

1, 2

Students' own answers

3

- 1 D The writer refers to a study which argues that *people die in emergencies not because they are competing but because they care for one another*.
- 2 C In paragraph B, he compares affiliation with the London terrorist bombings, where people were *among strangers*, i.e. others they do not know.
- 3 B The writer refers to researchers who have shown that *social norms were observed*, i.e. they acted as they normally would.

- 4 C The writer concludes that *the shared social identity of any group can be the basis for an efficient and orderly evacuation.*
- 5 A The writer describes how the *social solidarity* (i.e. behaving similarly or in a like-minded way in a situation) *played an essential role.*
- 6 B The writer says *the single biggest killer in emergencies is lack of information.* He goes on to say public address systems are *effective* because they provide *credible information*, i.e. information increases the chances of survival.

4

- a so-called
 b strikes
 c but for the fact that
 d the whole story
 e because the findings produced a good quantity and quality of evidence
 f hence
 g to show that the expression is a direct quote of what the miners called the system
 h their worst nightmare

Speaking – Part 3

1

Students' own answers

2

- 1 c Despite almost turning back to get personal possessions, the man made his way to the emergency stairs.
 2 d The woman went to the police station, cancelled her credit cards and, in the end, went to the Embassy.
 3 a The man abandoned his car and walked the rest of the way.
 4 f The woman decided not to panic.
 5 b The man decided to go back home and wait to see what would happen the next day.
 Situation e is not needed.

3–7

Students' own answers

Writing – Part 2, Letter

1

- a the newspaper's readers
 b strong opinions, both for and against the points that the writer of the article makes

2

- a Paragraph 1: purpose of letter and brief summary of main opinion
 Paragraph 2: positive aspects of government control
 Paragraph 3: negative effects of government control
 Paragraph 4: why some attempts at control don't work
 Paragraph 5: conclusion restating overall opinion and making

- a suggestion
 b It is likely to suit the readers of the newspaper because it clearly and strongly presents its opinions in support of the article, but it also refers to a different point of view in paragraph 2. Acknowledging the other side of an argument is an important feature of opinion writing.
 c The language is quite formal and strongly expresses the writer's opinions. It is probably similar to the language in the original newspaper article.
 d I would definitely agree that; it would be infinitely preferable; Having said that, it is also true; Of course, it is vitally important; which is a complete waste of time; it serves no purpose whatsoever; it will never be possible to; To sum up, I think; There is no evidence of; What we do need is; we should be

3

POSSIBLE ANSWERS

- infinitely preferable
 vitally important
 grossly offensive
 wildly inaccurate
 deeply / vehemently opposed to
 wholly unfounded
 deeply unpopular
 drastically improved
 gravely mistaken
 hopelessly inefficient
 frankly ludicrous
 fully justified

4

POSSIBLE ANSWERS

- a Apparently the bus crashed because of faulty brakes.
 b Admittedly there are still some lingering concerns about safety.
 c Ultimately, parents should decide what is best for their children and not the politicians.
 d Frankly, I'm not surprised he hurt himself.
 e If you use a mobile phone while driving, you are obviously a risk to other motorists.
 f They were driving incredibly fast when they crashed but, amazingly, no one was hurt.
 g Put simply, smoking is bad for you.
 h Realistically, we will never eliminate all risks.
 i He took us out for a spin and, typically, drove way too fast.
 j Theoretically, we will be able to rescue them before nightfall.
 k The new law will also logically lead to a reduction in fatalities on our roads.
 l Generally, drivers in my country don't buckle up when driving.

5, 6

Students' own answers

Unit 6

Introduction

1

POSSIBLE ANSWER

The content of the advice is sound, but the fact that it is presented as direct *Don't/Do* commands combined with a lack of specificity and examples don't make it particularly practical or useful. For example, *Don't watch TV* suggests people shouldn't watch it at all, rather than simply in moderation.

2

- a self-important; he says *people who ... are full of their own importance*
- b they feel bored by them; *they get a far-off look in their eyes, and their feet keep moving on the spot*
- c it gives people a false sense of security by making them feel 'immortal'; *exercising makes people think that they can live forever ... it seems to put off the awful moment when they realize that they're mere mortals*
- d he thinks it comes from within the individual, not from (group) exercise; *all that comes from inside you, not from running round a park with 2,000 other people*
- e he says it is *repetitive and unending*; you get fat (*the flab returns*) and your pulse slows down when you stop; it is *unbelievably expensive* with *club fees, equipment* and sports kit (*fancy outfits*)

3

If you ask me; what worries me ... is; My take on it is; In my opinion; Added to which; Just take, for example; for me

4

Students' own answers

5

POSSIBLE ANSWERS

- a to tell sb to stop being boring and to do sth more interesting
- b the most amusing and interesting person at the party
- c when it seems to move or function by itself without a person touching or working it
- d when you think it is not worth wasting time doing sth that you dislike or that is not important
- e to refuse very firmly to do sth
- f when you are disappointed about sth
- g Students' own answers (the last time they were very frightened by someone)
- h when you try hard but you still can't do, see, remember, etc. sth
- i Students' own answers (the person they love more than any other)

- j when they recover from serious illness or injury (the chance to live or last longer, or with a better quality of life)

6

Students' own answers

Reading & Use of English – Part 7

1

Students' own answers

2

- a *Male students eschew balanced diet for supplements*
eschew means: deliberately avoid or keep away from sth
- b Students' own answers

3

- 1 C *there was a lot of evidence about the dietary habits of children and adults, but very little in between*, i.e. there is a noticeable gap (young adult or student)
- 2 D *a susceptibility to the blandishments of men's magazines*; if you are susceptible to something, it means you are likely to succumb to it; *blandishments* are pleasant things often said to people to boost their confidence
- 3 E *parents' income and education have no apparent influence on students' dietary choices*, i.e. social status is unimportant in this context
- 4 D *liver and kidney failure, a deficiency in good-quality fats that can lead to cardiac problems, mental issues*
- 5 D *spending their money on dietary supplements such as protein powders and amino acids*; the implication in the following question *Any food to go with that?* is that these things are not considered to be food
- 6 B *we hope to apply for a grant*
- 7 D Dr Costa is quoted as saying *Posters don't seem to work*, which suggests that students are reluctant to take heed of advice presented in this way
- 8 E *students in the health professions*; students studying medicine, nursing, pharmacy, dentistry, etc. who would be expected to have an increased awareness of healthy eating
- 9 C *my diet changed when I first went to university and colleagues had told me that it was the same for them*
- 10 A *it has already unearthed a less predictable trend*; if something is *unearthed* it is revealed or discovered, *less predictable* means it was unforeseen (or less easily foreseen); *trend* has a similar meaning to: tendency

4

- a considerable, though not outstanding, in size or amount
- b to show that this a direct quote of what Dr Costa said
- c it encourages the reader to find out what conclusion the writer is drawing
- d to give the impression of a conversation with Dr Costa taking place
- e likely to be influenced by the flattering or pleasing statements used in men's magazines
- f phenomena (Greek origin)
- g a situation in which everyone has a fair and equal chance of succeeding

5

- a writer's cramp
- b a sprained ankle
- c a torn ligament
- d eye strain
- e a splitting headache
- f an ear infection
- g a slipped disc
- h tennis elbow

6

Students' own answers

Reading & Use of English – Part 2

1

POSSIBLE ANSWERS

- a motor racing: risk-taking, thrill-seeking; snowboarding: outdoorsy, fun-loving; squash: competitive, determined; hockey: competitive, sociable; yoga: alternative, relaxed
- b motor racing: quick reactions, good eyesight; snowboarding: good balance, lower-body strength; squash: good hand-eye coordination, stamina; hockey: good hand-eye coordination, good teamwork; yoga: suppleness, good balance
- c Students' own answers

2

training for sporting activities using music

3

- 1 whether (conjunction): used for a choice between two possibilities (*football crazy or keen on tennis*)
- 2 nothing (pronoun): not at all
- 3 on (preposition): fixed expression; have the stress on sth
- 4 kinds/forms (plural noun): not preceded by an article or determiner; forms of ... exercise
- 5 greater (comparative adjective): a more formal alternative to bigger/larger
- 6 any (adverb): at all
- 7 part (part of verb phrase): to participate or to be involved in sth
- 8 makes (verb, third person singular): causes or has an effect on, in this case *movements to be more fluid*

4

that are also pleasing to the eye
 both of which demand high standards of balance, co-ordination and suppleness
 which seem to demand muscular strength more than any other physical requirement
 who take part in weightlifting
 which demands enormous physical strength

5

- a 1 defining clause, giving essential information about the *celebrity*, in this case a professional golfer
- b The relative pronoun can be omitted in 2. This is because it is the object of the verb in the relative clauses. In this

case the subject is *spectators*. The relative pronoun cannot be omitted in 1 because it is the subject of the verb in the relative clause. This rule only applies to defining relative clauses. In non-defining relative clauses the relative pronoun can never be omitted.

- c 1 which (*that* is never used in a non-defining relative clause); 2 which (*that* cannot be used after a preposition in a relative clause; *whom* is used after a preposition when referring to people); 3 whose (possessive relative pronoun meaning 'of which' or 'belonging to' – it can be used for both people and things)
- d The relative pronoun *which* refers back to the whole of the previous clause: *He resigned as manager of the club.*

6

- a 1, 2
- b 3
- c 1, 4
- d 2
- e 2
- f 2, 4

7

- a Athletes **using** these techniques ...
- b correct
- c The stadium **being built** for the event ...
- d **Humiliated** by their defeat, ...
- e correct
- f ... downpour of rain **which/that** stopped the tennis match ...
- g ... several items **which/that need to be bought** before ...
- h The first person **to win** the Tour de France ...

8

c

9

- b With the reduced adverbial clause in the front position, it suggests that the person (*I*) should be looked after carefully rather than *my car*.
- d With the reduced adverbial clause in the front position, it suggests that the *T-shirt* rather than the person ran half of the race.

10

- a Dreaming of how their lives would be together, the couple were pronounced man and wife (by the priest). / As they were pronounced man and wife (by the priest), they were dreaming of how their lives would be together.
- b Looking through the binoculars, I saw that the distant eagle seemed to be preparing to swoop on its prey. / As I looked through the binoculars, the distant eagle seemed to be preparing to swoop on its prey. / Looked at through the binoculars, the distant eagle seemed to be preparing to swoop on its prey
- c Dressed in her new school uniform, Sally no longer seemed to me to be my baby girl. / I began to realize Sally was no longer my baby girl when I saw her dressed in her new school uniform.

11

- a play by the **rules**: deal fairly and honestly with people
- b back to **square** one: a return to the situation you were in at the beginning of a project, task, etc. because you

have made no real progress (originates from early radio commentary of football)

- c be thrown in at the deep **end**: be made to start a new and difficult activity that you are not prepared for (*the deep end* refers to a swimming pool, which sometimes has one end deeper than the other)
- d move the **goalposts**: change the rules for sth, or conditions under which it is done, so that the situation becomes more difficult for sb (from football)
- e be **stumped** for an idea: unable to come up with an idea (from cricket)
- f be a front **runner**: be the person, animal or organization that seems most likely to win a race or competition
- g be on the **ropes**: be very close to being defeated (from boxing)
- h deal someone a knock-out **blow**: utterly defeat sb (from boxing)
- i score an own **goal**: do something that is the opposite of what you wanted and that brings you a disadvantage (from football)
- j be neck and **neck**: be level with sb in a race or competition
- k throw in the **towel**: admit that you have been defeated and stop trying (from boxing)

Listening – Part 1

1

POSSIBLE ANSWERS

herbalism: the medical use of plants and plant extracts, especially as a form of alternative medicine; used to treat a variety of diseases

hypnotherapy: a form of treatment where the patient is put into an unconscious state in which they can still see and hear but can be influenced to follow commands or answer questions; used to treat physical and emotional problems, especially addictive behaviour, i.e. smoking

acupressure: a form of treatment where pressure is applied to particular parts of the body using the fingers; used to treat stress-related conditions, as well as boost the immune system, improve circulation and treat pain (often during pregnancy and childbirth)

acupuncture: a form of treatment where special thin needles are pushed into the skin in particular parts of the body; used to promote general health, relieve pain and treat and prevent disease.

2

- 1 A The woman says she was *very apprehensive*, which suggests she didn't trust the situation. She also says later: *I'm still a bit sceptical...*
- 2 C The man refers to the *creative possibilities of our subconscious*; the woman refers to the fact that *we only use ten per cent of our brain ... it's capable of things we haven't even got a clue about*. Both comments suggest they agree about the brain having hidden powers.
- 3 C The woman mentions the feeling that *you just know you are going to fail*, as well as a *cynical* feeling and then

endless *excuses* – all of which suggests that she thinks people fail because they lack motivation.

- 4 C She suggests that hypnotherapy can help with stage-fright and *fear of flying*, both of which are stressful and anxious situations. She also mentions a *semi-hypnotic state*, rather than a totally hypnotic state (B).
- 5 B The journalist talks about *everyone's biggest nightmare* being *suddenly falling ill on a long journey*.
- 6 C The journalist describes the fact that a patient can be monitored by doctors elsewhere as a *comforting thought*, which suggests patients will be reassured.

3

- a sceptical/apprehensive about
- b addicted to
- c fascinated by
- d craving for
- e suffering from

4

Students' own answers

Speaking – Part 2

1

POSSIBLE ANSWERS

- A beauty treatment, facial, cucumber slices, dressing gowns, relaxed, smiling
- B yoga class, participants, meditation, concentration, hypnotic, relaxed
- C jog, aerobic, fitness, relaxing, scenic, isolated
- D healthy food, customer, vitamins, nutrition, diet, variety, range, undecided, confused

2

Look at the pictures C and D; talk together (for about a minute) about what you think the people are doing and why they might be doing these things.

3

Students' own answers

4

- 1 b polite distancing with past continuous
- 2 b tentative question with negative *wouldn't*
- 3 a tentative question
- 4 b polite distancing with past continuous
- 5 b hedging with *sort of* and *really*
- 6 a hedging with *Well, yes*
- 7 b indication of own opinion (rather than accepted fact) with *I feel*
- 8 b tentative disagreement with *I suppose so*

5

Look at the pictures; imagine that a nationwide campaign to encourage young people to lead a healthy lifestyle is being organized and the pictures are to be included in the leaflet; talk together (for about three minutes) about how successful the pictures are; decide on two other pictures for the leaflet

6, 7

Students' own answers

Writing – Part 2, Article

1

- a people who are concerned about health issues but are not professionals in the field
- b perhaps to find out about changes to diet, exercise and daily routines that impact on health
- c informal style, including strong opinions
- d Students' own answers

2

- a a range of differences including: use of personal pronouns, contracted forms, informal vocabulary and strong opinions
- b yes, it is clear; they present an alternative perspective but their own view is given greater coverage
- c informal words or phrases: *shot up* (phrasal verb), *a couple* (approximate noun meaning: a few), *kids*, *juggle* (colloquialisms), *slogging ourselves into the ground* (idiomatic phrase), *McWorld* (humorous nickname), *True* (abbreviated phrase for *It is true that*), *Just* (adverb at beginning of sentence meaning: *simply*), *though* (adverb used at end of sentence to make previous statement less strong or less important; more formal word would be: *however*), *worth it* (more formal words would be: *worthwhile*, *viable*)
- d use of personal pronouns, rhetorical questions, multiple examples, direct quotes, language to express opinions strongly (e.g. *drastically*, *without doubt*, *minuscule*, *shockingly*), sensationalist and alliterative language (e.g. *a ticking time bomb*)

3

diets have changed; we all know that we live in a McWorld, hunting and gathering our food from fast food outlets and supermarket aisles
how many of us today spend twelve hours a day on our feet physically slogging ourselves into the ground?
Kids walking to school, parents going to half a dozen local shops, on foot, to buy the week's food, family holidays by bus to the nearest seaside town.
Take Tina Jameson ... She says 'I haven't got time to walk anywhere. But I'd have even less time without a washing machine or dishwasher.'
The number of people who suffer debilitating injuries at work is minuscule in comparison to the past. Fewer hours working and more efficient transport are all to our benefit in allowing us a greater amount of leisure time.

4

POSSIBLE ANSWERS

A number of the examples involve an element of personalisation. They involve the reader with the writer by the use of personal pronouns such as *our*, *we* and *us*. The examples are introduced by the following phrases: *True*, *I Just taking jobs as an example*, *I Take Tina Jameson*, ...

5

POSSIBLE ANSWERS

- a Modern technology means many people can now do a range of things at home that once required them to leave the house. For example, many of us can now enjoy the luxury of working from home in a part-time or full-time capacity. This is something made possible by super-fast broadband connections, wireless technology and compact computing, and means we are effectively 'at the office' even when we're sitting at home with our feet up.
- b Few jobs today require any physical exertion whatsoever. Take the countless numbers of us who spend all day at a computer, for example. True, we have to move our fingers when typing or one hand when moving a mouse, but it could hardly be described as 'energetic', could it? At least not when compared to the majority of jobs done by our grandparents' generation.
- c Shockingly, in Western countries this is the first generation that is expected to live a shorter life than their parents. How have we let this situation come about? Some would say by bingeing on fast foods and spending too much time watching TV or online, which has led to us becoming obese, immobile and positively unwell.

6

- a three-stage repetition of *the truth*
- b personal pronoun: *we*; question
- c personal pronoun: *you*; *I'm sure* + *will* expressing certainty
- d emphatic vocabulary: *pumping*; colloquial phrase: *goodness knows what else*; personal pronoun: *our*
- e maximizing phrase: *nothing less than*; three-part alliteration: *dirty / disgusting / despicable*
- f language to express opinions strongly: *despise*; three-stage repetition of *I despise*
- g idiomatic phrase, followed by humorous play on words: *on its knees, begging for forgiveness*
- h exaggeration: *a thousand reasons*
- i simile and two-part alliteration: *as flimsy as a philanderer's promise*
- j non-standard collocation: *pressurized happiness*; personal pronoun: *we*; hedging language: *seem to*
- k balanced phrase divided by semi-colon; double alliteration: *Fame/failure, makes/men/makes*

7

POSSIBLE ANSWERS

We seem to prefer trying a thousand faddy diets to eating just one balanced diet.
Healthy foods make you well, but your pocket poor.
The key to regular exercise is fun, fun, fun.
The suggestion that you can change your lifestyle overnight is as fruitless as an apple tree in winter.

POSSIBLE ANSWER

The stereotype of my country is big families, delightful food, amazing architecture and wonderful countryside. Unfortunately, two of these things are gradually changing. You might still be able to cast your eyes over some of the most spectacular landscapes and gaze in wonder at the vast array of historic buildings, but family life and home-cooked food are no longer the same.

We used to have huge families; I personally had more cousins than I could count and our entire existence revolved around our extended families. In recent times though, like many other countries across Europe and the rest of the world, family size has begun to drop significantly. Salaries have also fallen but the cost of living has increased; traditional roles have also changed and as a result both parents usually choose to work. People no longer take a family siesta together for three hours; companies intent on squeezing productivity out of their employees simply won't allow it.

The saddest part of this for me is the loss of the traditional family meal and the quality time we spend together. Our diet has changed so that we eat many more processed, convenience products. Most butchers, bakers and grocers have gone under to be replaced by large, bland, faceless, supermarket chains. Skimming through the list of my nephew's favourite foods, barely any are now created with loving care from freshly picked local produce. A drawer of the freezer is pulled open and a processed packet of something covered in breadcrumbs is hacked apart and shoved in the oven.

Sadly, I feel these times are here to stay. The only question is which will grow more quickly: children's waistlines or the range of nondescript processed 'food'?

Unit 7

Introduction

1

- a *digital native*: sb born during or after the general introduction of digital technology; because they have interacted with digital technology from an early age, digital natives have a greater understanding of how it works
digital immigrant: sb born before digital technology existed, and who has had to learn about it and use it later in life
 b Students' own answers

2, 3

- a T *digital technology ... is (also) profoundly altering our brains*
 b F *digital technology is altering how we feel and how we behave*
 c F *As the brain ... shifts its focus towards new technical skills, it drifts away from fundamental social skills*

4

alter: to become different (more formal register than *change*)
evolve: to develop gradually, especially from a simple to a more complicated form (often used about biological or technological things)

shift: to change in position or direction

Other synonyms: *adjust, amend, become, convert, develop, deviate, get, modify, transform, transfigure, turn into, vary*

5

Students' own answers

Reading & Use of English – Part 3

1

reallocate and *realign* should not be there – they feature the prefix *re* (meaning: again or back) rather than being connected with the word *real*

Other words to add the diagram include: *realism, (un)realizable, (un)realizability, surrealistic*

2

POSSIBLE ANSWERS

legal: legally, illegal, illegally, legalese, legality, illegality, legalistic, legalize, legalized, legalization

care: carer, cared, caring, careful, carefully, carefulness, careless, carelessly, carelessness, carefree, careworn

appear: appearance, apparent, apparently, disappear, disappearance, unapparent, apparition

3

a nonconformity: nonconform, conformity, conform

b disrespectfully: disrespect, respect, respectful, respectfully

- c disentangle: entangle, tangle
- d misrepresentation: misrepresent, represent, present, representation, presentation
- e proportionately: proportion, portion
- f uncoordinated: coordinated, coordinate, ordinate
- g reconstruction: reconstruct, construct, construction
- h differentiation: different, differentiate
- i interchangeable: change, changeable

4

POSSIBLE ANSWER

asteroid strikes

5

- 1 *unavoidably* adverb needed to modify verb *was heading*; prefix *un-* needed to give meaning: not avoidable
- 2 *catastrophic* adjective needed to modify noun *consequences*
- 3 *alarmingly* adverb needed to modify adjective *threatening*; *alarming* means: causing worry and fear
- 4 *significant* adjective needed to modify noun *risk*; *significant* means: large or important enough to have an effect or be noticed
- 5 *abundant* adjective needed to modify noun *evidence*; *abundant* means: existing in large quantities
- 6 *extraordinary* adjective needed to follow superlative phrase *one of the most: extraordinary* because the crater is the opposite of *ordinary*
- 7 *realization* noun needed after definite article/determiner *the*; *realization* because the meaning in context should be: awareness
- 8 *unfortunately* adverb needed to modify verb *are*; *unfortunately* because it means it is unfortunate that the scientists do not know about more asteroids

6

- a no, the verb *believe* is an example of a stative verb: a verb that is not normally used in the continuous
- b yes, the verb *worry* is not a stative verb; however, the continuous implies that scientists have more recently begun worrying
- c sound, seem, pose, loom, measure (linking verb), think, know

7

senses: *smell, taste* (others: *hear, sound, see*)
 possession: *contain, own, belong to* (others: *consist, have, include*)
 thinking: *believe, doubt, regard* (others: *imagine, know, realize, remember, suppose, understand*)
 emotional states: *dislike, mind* (others: *hate, prefer, want*)
 appearance: *seem* (others: *appear, be, exist*)
 others: *depend on, deserve, fit, involve, matter, measure, mean, promise, weigh*

8

- a have/'ve been thinking
- b feel OR am/'m feeling
- c are/'re being/have been

- d do not/don't imagine
- e have/'ve been meaning
- f appears
- g Do you need OR Will you be needing
- i like OR am/'m liking
- j remember OR am/'m remembering

9

No, after an article or possessive (determiners), we prefer to use a noun rather than an *-ing* form where one exists. However, sometimes nouns end in *-ing* so there is no alternative.

10

- a wrong: threat
- b correct
- c wrong: discovery
- d correct
- e wrong: increase
- f wrong: travel
- g correct
- h wrong: inspections

Reading & Use of English – Part 6

1

the place is in the desert in Chile; it is the home of a super-telescope which is used to observe the solar system

2, 3

- 1 G it is logical that the location (Paranal, in Chile's Atacama Desert) will be given early in the text; paragraph ii begins with *Getting to the place*, i.e. Paranal
- 2 D paragraph D begins with *As we drive further*; paragraph ii contains initial information about *the two-hour drive*
- 3 F paragraph iii gives *the reason* for the location; paragraph F gives the *other big consideration*, i.e. another reason
- 4 B paragraph v begins with *Once these have been completed*; paragraph B talks about *a series of tests*, i.e. those that have been completed
- 5 E paragraph v ends in an implied question with *one wonders what all this taxpayers' money buys*; paragraph E says *It is a question that many ... find difficult to answer*.
- 6 A paragraph vi ends with the suggestion that the scientists may be *cut off from reality*; paragraph A begins by contrasting this suggestion with *But talking further revealed a simple truth*
- 7 H paragraph vii gives *one of Paranal's greatest achievements*; paragraph H begins by saying what *another purpose* is, i.e. *to attempt to find out how old the universe is* Paragraph C is not needed.

4

- a personification: the writer compares them to people who *stand tall* and *imposing* and *they come alive*
- b the harsh light, the rocky, dusty desert, the complete absence of any form of life
- c the semicolon gives a further explanation to what has been said in the first part of the sentence

- d *Star Wars* was a popular science-fiction film; Stonehenge is an imposing, ancient circle of stones whose significance scientists are still trying to decide upon
- e he is referring to people in general, not just himself
- f the sentence refers to the whole of the previous paragraph: both *the work being done now* and what *it is aimed at*, so using *This is truly ...* might have been confusing; also it sounds impressive and poetic (as in a science-fiction story)
- g a Latin term for: unknown land
- h the Renaissance was a period of 'rebirth' when new discoveries were made; the writer is comparing the scientists to people who lived in that period of history
- i an established set of attitudes held by people
- j a nursery rhyme

5

a 7 b 6 c 4 d 3 e 8 f 1 g 5 h 2

6

a 7 b 3 c 5 d 4 e 2 f 1 g 6 h 8

7

- a glistening
- b sparkled
- c flickered
- d sparkled
- e flashed/ashes
- f shimmered/sparkled
- g gleam/flicker
- h glowing

8

- a the answer to the great question of Life, the Universe and Everything
- b the answer is 42
- c they've never known what the Ultimate Question is
- d Students' own answers

Listening – Part 2

1

POSSIBLE ANSWERS

- a set in the future or historical past that contradicts known historical or archeological facts; set in outer space, on other worlds or inside the earth; features spacecraft, aliens and alternative life forms (e.g. mutants, humanoid robots, etc.), futuristic technology, scientific principles that are new or that contradict known laws of nature, new and different political or social systems, paranormal abilities (e.g. mind control, teleportation, etc.)
- b, c Students' own answers

2

- 1 job/occupation
- 2 a person/place/thing
- 3 an incident/event
- 4 a suggestion / type of literary genre
- 5 a type of experience
- 6 a type of character/job/occupation
- 7 a person/thing
- 8 problems/(negative events)
- 9 a thing

3

- 1 feminist
- 2 grave
- 3 storm
- 4 ghost story
- 5 (waking) nightmare
- 6 (young) student
- 7 female
- 8 tragedies
- 9 the Great Exhibition

4

Students' own answers

5

- a a long distance or great amount; the distance light travels in a year
- b relating to or denoting (fictional or hypothetical) space travel by means of distorting space-time – here means: unusually fast development
- c forming a single or reducible unit or component in a larger system
- d a cosmic explosion marking the beginning of the universe – here means: sth momentous/explosive
- e a sudden large advance
- f a place where money or lost items apparently disappear without trace; a region of space where no matter or radiation can escape
- g a magical or charismatic quality or feeling, especially associated with famous people
- h the vertical take-off of a spaceship, rocket or helicopter – here means: start

Speaking – Part 3

1

g,h

2

iris recognition (third image)

3

It's led to ... / It has a rather negative effect. / That's been a (very) positive step.

4–9

Students' own answers

Writing – Part 1

1

See underlined section of the following texts.

The changing world of work

Technology has dramatically altered the world of work in the last century. Previously, many tasks that were undertaken by hand are now carried out by machine and many transactions are now fully automated. In recent years, many of these changes have resulted from improvements in telecommunications that allow for remote working. These mean that companies can save money as they do not need to accommodate so many staff in one location or pay their employees to travel around the country or abroad. In addition, companies can make savings by being more flexible about where their offices are based.

Work-life balance

Whilst technological changes have clearly had a number of benefits for companies the same could perhaps not be said for families. More and more people are working from home, which is causing a blur between the boundaries of the home environment and the work environment. It also means that people are starting to work longer and more irregular hours, especially as more and more business is done internationally. Consequently, many families are feeling an additional and unwelcome strain.

2

- a Paragraph 1: a summary of the main contrasting argument from each text
Paragraph 2: how technology has affected our lives positively
Paragraph 3: how technology has affected on our lives negatively
Paragraph 4: the writer's own view on the topic
- b See the underlined sections of the text below.
- c See the circled sections of the text below.

Both texts highlight how technology now plays a significant part in many people's lives at both home and work. The first text discusses how, for companies, technology has brought a number of cost-saving benefits. However, according to the second passage, the increasing number of people who work remotely is having a detrimental impact on family life that needs to be addressed.

The first text explains that technology has transformed the world of work over the last century. In recent times, telecommunications advances have helped companies to cut their costs, specifically by enabling staff to work off-site. Not only have these developments involved a reduction in office space, they also mean that people working for large companies do not have to travel so much.

However, whilst the benefits of these changes to firms are obvious, text two questions whether they benefit families. In my view, unless an individual working from home is fortunate enough to own a large property, their work space is often the same room where the family relax. Also, home workers are less likely to finish their work at a set time, meaning that the home and work environments are merged. As a result, employees may work more hours and at inconvenient times, placing pressure on themselves and their family.

In conclusion, like other periods such as the Industrial Revolution, I would argue that technological advances bring both positive and negative changes for everyone. In this case however, it could be said that the positives are firmly on the side of the employer and the negatives on that of the employee. I feel that until companies acknowledge the significance of this, the situation is likely to get worse.

3

POSSIBLE ANSWERS

- a rests
b agree; go
c claiming; take
d address
e support

4

- a different *to focus on a subject* means: to give attention to one particular subject; *to broach a subject* means: to begin talking about a subject that is difficult to discuss, especially because people disagree about it
- b different *to touch on* means: to mention or deal with a subject in only a few words, without going into detail; *to argue something*, in an academic context, means: to give reasons why you think that something is right/wrong, true/not true, especially to persuade people that you are right
- c different both are synonyms of *argue*, but slightly different in meaning; *to assert* means: to state clearly and firmly that something is true; *to maintain* means: to keep stating that something is true, even though other people do not agree or do not believe it
- d similar *to assert* means: to state clearly and firmly that something is true; *to claim* means: to say that something is true although it has not been proved and other people may not believe it
- e different *to state* means: to formally write or say something, especially in a careful and clear way; *to argue*, in an academic context, means: to give reasons why you think that something is right/wrong, true/not true, especially to persuade people that you are right
- f similar both verbs are used to give special importance to something
- g similar *to purport* means: to claim to be something or to have done something, when this may not be true; *to profess* means: to claim that something is true or correct, especially when it is not

Unit 8

- h different *to address* means: to think about a problem or a situation and decide how you are going to deal with it; *to explore* means: to examine completely or carefully in order to find out more about it
- i different *to contend* means: to say that something is true, especially in an argument; *to maintain* means: to keep stating that something is true, even though other people do not agree or do not believe it

5

- a The author of the first text's basic assumption that technology is inherently evil is wrong considering the positive impact it has had on technology. OR Considering the positive impact it has had on health care, the author of the first text's basic assumption that technology is inherently evil is wrong.
- b Having dismissed the positive impact of technology on our lives, the first text goes on to explain how technology is inherently evil.
- c The author argues that not only is technology corrupting our young, but also that its effects are now irreversible.
- d In reading the second text, one may well be convinced that technology will be the saviour of all society's ills.
- e What the writer of the first text fails to consider is the fact that a large number of people depend on science to save lives.

6

Model essay

Two things that have dramatically changed how the world operates, on both a business and personal level, are the improvements in transportation and communication. However, something that once improved lives can develop to be used in ways that are detrimental to society. Transportation has improved immensely in the last century, cutting journey times significantly. However, instead of saving time, people have now resorted to using these benefits in a manner that actually means they spend more time performing a particular activity. One result of the use of improved transportation is actually an increase in the amount of time required to travel to work, and this has placed pressure on many people. It is commonly argued that telecommunications advances will have a positive impact on this aspect of life by reducing the need to commute. Whilst this may be the case, the development of new technology raises another issue. Many people do not go to work solely to earn money. Other factors such as feeling part of a team and enjoying a positive working atmosphere can be equally important. By not being able to provide such an environment, companies run the risk of not being able to retain or recruit the best employees. This means that short-term financial gains could potentially result in long-term damage to the performance of the company. In conclusion, technological developments, when operated effectively, can benefit the quality of people's lives. Unfortunately, the temptation to push the limits in how these advances are applied can lead to short-term decisions having long-term consequences for all involved.

Introduction

1

- | | |
|------------|----------|
| 1 basic | 5 race |
| 2 freedoms | 6 status |
| 3 entitled | 7 virtue |
| 4 ethnic | 8 human |

2

Students' own answers

3

a T b F

4

in almost every country human rights abuses exist

5

Students' own answers

6

POSSIBLE ANSWERS

crime

verbs: combat, commit, crack down on, cut down, detect, encourage, fight, perpetrate, prevent, reduce, wipe out
adjectives: appalling, atrocious, petty, violent, widespread
punishment

verbs: administer, carry out, deserve, escape, impose, inflict, suffer

adjectives: appropriate, brutal, capital, corporal, harsh, mild, well-deserved

rights

verbs: have, stand up for your

rules

verbs: abide by, abolish, apply the, establish, lay down, observe, impose, relax the, stick to the
adjectives: basic, complicated, oppressive, severe, standard, unpopular

7

Students' own answers

Reading & Use of English – Part 4

1

Students' own answers

2

- a attempted murder
b Students' own answers
c Students' own answers and see page 164 of the Student's Book

3

gerunds

reaching a verdict (as subject)
 without reporting the accident; from driving; for reckless driving (after preposition)
 had not stopped driving (after verb)
 his shooting of Taylor (after determiner)
 understanding (as object)
 the shooting (after definite article/determiner)

bare infinitives (without to)

can be an extremely; could not get over; must feel sympathy (after modal)
 let the event take over (after verb + object)

infinitives

have to balance (after phrasal modal)
 only to discover; only to hear (after *only* to express result)
 to ensure (to express purpose)
 unable to lead a normal existence (after adjective)
 Owen claimed to have fired (perfect infinitive after verb)
 he warned the jury not to be swayed (negative passive infinitive after verb + object)
 advised them to concentrate on (after verb + object)
 any intent to kill (after noun)

participle clauses

after being knocked off (reduced adverbial clause of time with *after* as conjunction: *After he was knocked off*. OR gerund after preposition)
 becoming unable; hitting him (reduced adverbial clause of result; *so that he became unable*; *so that he hit him*)

4

Students' own answers

5

in sentence a, the structure *only to* + infinitive is used to mention that something happens immediately afterwards, and is surprising, disappointing, etc. (*Immediately after they tracked him down, the police were surprised to discover ...*); in sentence b, the infinitive *to ensure* is an infinitive of purpose (*He wrote to the Queen in order to ensure ...*)

6

POSSIBLE ANSWERS

- a only to find/discover
- b to inspect/examine
- c to give/allow
- d only to learn/discover/hear/be told/be informed
- e to ensure

7

- a 1 to say
2 b not studying/not having studied
(*regret to do* refers to the present; *regret doing* refers to the past)
- b 1 to play
2 to learn OR learning
(*try to do* and *try doing* have little difference in meaning but *try your best to do* is always followed by the infinitive)

- c 1 seeing
2 to fill in
(*remember to fill in* refers to the future; *remembered filling in* refers to the past)
- d 1 to outline
2 talking
(*went on to outline* means: the next thing he did was (to) outline; *went on talking* means: continued to talk)
- e 1 cycling
2 to enter
(the infinitive of *enter* is needed after the noun phrase; *cycling* is a gerund, and refers to the activity in general terms)
- f 1 to think
2 having to
(*dread* + gerund: be anxious about; *dread to think*: don't want to think)
- g 1 to put
2 working
(*I meant to put* means: I intended to put; *it'll mean working* means: the consequence will be that you have to work)
- h 1 smoking
2 to check
(*stopped to check* means: stopped in order to check);
checking (*stopped checking* means: stopped doing this)

8

Students' own answers

9

- a charged with, appear before/in front of
- b accused of, released on
- c found ... of
- d sentenced to
- e banned from
- f remanded in
- g lodge ... against
- h arrested ... for
- i acquitted ... of
- j cracking down on

10

- 1 is no point (in) appealing
- 2 it easy to get over
- 3 paid no attention to
- 4 prevented the jury from reaching
- 5 showed no remorse/regret for
- 6 put an end to the games the children

Listening – Part 3

1

POSSIBLE ANSWERS

the statue is Lady Justice; the symbolic significance of the sword is the power of Reason and Justice, which may be wielded either for or against any party, and the scales represent the strengths or 'weight' of a case's support and opposition

2

POSSIBLE ANSWER

forensic science: scientific tests used by the police when trying to solve a crime

3

- 1 B Dr Lafford says Holmes provides a good model in that the forensic scientist is *absolutely impartial*, i.e. unbiased
- 2 A the *basic principle* is that *material is transferred both ways*, i.e. the contact is mutual
- 3 A the broken headlight is mentioned as an example of how *painstaking* and *time-consuming* forensic science has become – also, *the range of tests has mushroomed* (compared to how it used to be)
- 4 C he says that the electron microscope can *give the chemical composition of a sample*
- 5 D he talks about how forensic science can reduce the number of suspects to *one person in twenty* and then to *one person in 500,000 or a million*

4

- a a law unto herself (yourself/himself, etc.): to behave in an independent way and ignore rules or what other people want you to do
- b above the law: exempt from the laws that apply to everybody else
- c the letter of the law: the exact words of a law or rule rather than its general meaning
- d the law of the jungle: a situation in which people are prepared to harm other people in order to succeed
- e lay down the law: to tell sb with force what they should or should not do
- f take the law into our (your/his/her, etc.) own hands: to do sth illegal in order to punish sb for doing sth wrong, instead of letting the police deal with them

5

Students' own answers

Reading & Use of English – Part 7

1

- a Students' own answers
- b

POSSIBLE ANSWERS

information about: some early history as well as more modern history, key texts or documents drawn up on human rights, situations in different countries or parts of the world, organizations which promote or protect human rights

2

Students' own answers

3

- 1 F the quote in lines 72–75 of the text (particularly its use of the phrase *scourge of war, which twice in our lifetime has brought untold sorrow*) is the view that a situation which had wreaked widespread havoc (itself outlined in lines

66–68) could not be repeated

- 2 A *the event of recording the decrees on the Cyrus Cylinder, which has now been recognized as the world's first charter of human rights* suggests a recent consensus that an event had far-reaching global repercussions
- 3 E *extend care without discrimination to wounded and sick military personnel*; if people are treated without discrimination, it means they (in this case soldiers from all sides) are treated equally
- 4 B *the protest against the flagrant injustice of a despotic monarch* was the forcing of King John to sign the Magna Carta; *injustice* and *despotic* are used because he was considered to have violated a number of ancient laws; *far-reaching consequences* because *it was arguably the most significant early influence on the extensive historical process*
- 5 D the two phrases *Just six weeks* and *barely three weeks* convey the surprise that widespread change came about in a relatively short space of time
- 6 A *actions that a major advance for the human race on the part of Cyrus the Great* suggests that they were unusual and ahead of their time
- 7 C Thomas Jefferson's writing of a *formal explanation, which was published and widely distributed and read to the public*, suggests an acknowledgement that he was prepared to justify his actions
- 8 F the quote in lines 72–75 of the text (particularly with its use of *we/our* and the phrase *untold sorrow*) is an expression of regret for mistakes made in the past
- 9 B the Magna Carta, which *established the rights of widows who owned property to choose not to remarry*, officially tried to prevent a certain kind of gender discrimination, i.e. against women whose husbands had died
- 10 D the idea that everyone should have the same opportunities for advancement is contained in the phrase in lines 51–54 (*All citizens, being equal ... virtues and talents.*)

4

- a *it was his next actions that marked a major advance for the human race* to emphasise the important of these actions
- b *subjects forced* normally a *subject* would not be in a position to force a monarch to do anything
- c to introduce a list and expand on the previous idea
- d *set the stage*: to make it possible for sth to happen
- e *raged*: continued violently or with great force; *smouldering ruins*: still burning or with smoke rising from them; *the scourge of war*: terror/torment/punishment of war; *untold sorrow*: indescribable or unimaginable sadness because sth very bad has happened

5

Students' own answers

Speaking – Part 2

1

Students' own answers

2

I would say that this is / it certainly looks like it – they might be / that kind of thing / Can't quite make out exactly what it is / seems / They look as if / Perhaps / probably

3

Students' own answers

4

look at all the pictures; imagine you are putting together a report on civil liberties for a student magazine; talk together (for about three minutes) about how effective the pictures are in illustrating the issues related to civil liberties; suggest two other images which could be included in the magazine report

5

Students' own answers

6

Students' own answers

Writing – Part 2

1

- a programme of voluntary education and training courses
- b Students' own answers
- c formal

2

- a Students' own answers
- b introduction; strengths; weaknesses; conclusions; recommendations
- c lexical variation: teenagers, participants, attendees, of those surveyed, candidates; a number of, 87% of, a minority, the majority, 5% of
- d to hedge/soften their opinions
- e notwithstanding; albeit

3

- a the use of *could* makes it more remote and more hypothetical; *would* is more definite that this would be the result
- b the use of *could* makes it more tentative
- c the use of *could* makes it more remote
- d there is little difference in meaning
- e the use of *can* makes it more tentative

4

- a rule
- b way/sense
- c respects
- d said/assumed/thought/; can
- e assumed

5

- a insurmountable
- b shortcomings
- c underlying; touches
- d alleviate
- e exacerbate; discourage
- f grips
- g viable; grapple; ongoing

6

Students' own answers

Unit 9

Introduction

1

POSSIBLE ANSWERS

airline pilot: technical ability, health (particularly eyesight and coordination), leadership skills, decision-making, performance under pressure

nurse: medical knowledge, interpersonal skills, teamworking skills, organization, performance under pressure

TV newsreader: clarity and comprehensibility of speech, knowledge of current affairs, time management skills, flexibility/adaptability, personal appearance

architect: technical ability, creativity, drive, project management skills, teamworking skills

2

- a convergent thinkers
- b divergent thinkers

3, 4

Students' own answers

5, 6

- a squiggle
- b rectangle
- c circle
- d square
- e triangle

7

POSSIBLE ANSWERS

- b – pilot
- d – nurse
- c – presenter
- e – architect

8

Students' own answers

Reading & Use of English – Part 3

1

POSSIBLE ANSWERS

Unfair dismissal laws spur claims: new laws relating to dismissal procedures have generated an increase in claims from people who consider themselves to have been unfairly dismissed

Computer sacks 'star' employee over quiz failure: the best employee in a company is sacked, possibly unfairly, for failing some kind of computerized test

Overlooked executive gets compensation: an executive wins compensation for not being given a new job or position

2

Mr Filer was sacked after failing a computerized test; best headline: *Computer sacks 'star' employee over quiz failure*

3

modification, development, assistance, dismissal, indication, assailant, employment, employee, announcement, legislation, presidency, procedure, nomination (nominee), gratification, reiteration, resemblance, embarrassment, renewal

4

- 1 noun: applicants
- 2 noun: productivity
- 3 noun: notification
- 4 noun: assurances
- 5 passive participle of verb: overruled
- 6 past simple of verb: ensured
- 7 noun: objectivity
- 8 adverb: extraordinarily

5

Students' own answers

6

POSSIBLE ANSWERS

- a enthusiasts argue that there is plenty of predictive validity; the tests predict rates of absenteeism and productivity; they are widely used by companies in Britain; they were adopted because they were cheap, reliable and sensible
- b employers want to believe the tests because they have paid a lot of money for them; applicants can lie; they are thought by many people to be invalid; it is undecided whether they are a reliable way of measuring personality

7

- 1 sentences C and D describe what is caused by the subject (in c *Our company*; in d *We*); sentences A and B describe what is experienced by the subject (in a *the applicants*; in b *the US army*)
- 2 sentence C, which uses *have* + object + base form of verb, means: get somebody else to do something; sentence D, which uses *have* + object + past participle, means: get something done to somebody by somebody else

8

- a *had* + *the office* (object) + *broken* (past participle): subject (*We*) experiences the action
- b *got* + *asked* (past participle): subject (*she*) experiences the action
- c *got* + *myself* (object) + *invited* (past participle): reflexive pronoun (*myself*) when object is same as subject
- d *got* + *himself* (object) + *fired* (past participle): reflexive pronoun (*himself*) when object is same as subject
- e *got* + *lost* (past participle): subject (*your application form*) experiences the action
- f *get* + *you* (object) + *invited* (past participle): subject (*I*) causes the action
- g *had* + *the recruitment agency* (object) + *check* (base form of

verb): subject (*I*) causes or arranges for the action

h *got + myself* (object) + *locked* (past participle); reflexive pronoun (*myself*) when object is same as subject

i *had + everyone* (object) + *dancing* (present participle); subject (*We*) causes or arranges for the action

9

The passive is used in order to keep the focus on the concept, which is the main topic of the previous sentence.

10

Students' own answers

Listening – Part 4

1

Students' own answers

2

1 **G** *I tend not to look at people when I'm listening to them*, i.e. she doesn't maintain eye contact

2 **C** *if I have no real contact with the person I'm talking to, I'm afraid I tend to just switch off*, i.e. he needs to be able to relate to them

3 **E** *If somebody says something sarcastic ... I'll definitely remember how I felt when they said it*, i.e. she is sensitive to the tone or emotion

4 **D** *I pick up much more rapidly ... ; I do have a tendency to cut in ... ; It's extremely frustrating for me to have to wait*, i.e. all of which show he is quick on the uptake

5 **B** *I can only really give things my full attention when what someone is saying has a direct impact on me*, i.e. unless the content is relevant, her *mind starts to wander* or switches off

6 **D** *it doesn't look as if I'm ... not paying attention*, i.e. it gives the impression she's interested in listening

7 **H** *trying to draw or doodle what people are saying ... creating a sort of picture in my mind*, i.e. he tries to visualize

8 **A** *what point the person I'm listening to is trying to make*, i.e. exactly what the speaker is trying to say

9 **C** *I know I react more positively when people give me a brief idea ... then let me give some sort of immediate response*, i.e. initial interaction with the speaker

10 **F** *a way of trying to link things directly to my own life and circumstances*, i.e. making a connection with their own circumstances

3

Students' own answers

4

a *in* (*listen in* (*on sb/sth*): to listen to a conversation that you are not supposed to hear)

b *last/end* (*never hear the last/end of sth*: to be reminded of sth by sb repeatedly over time)

c *all* (*hear it all before*: to be very familiar with what sb is saying)

d *out* (*hear sb out*: to listen until sb has finished saying what they want to say)

e *play* (*play sth by ear*: to decide how to deal with a situation as it develops rather than by having a plan to follow)

f *coming* (*coming out of your ears*: to have too many or too much of sth)

g *up* (*up to my ears* (*in sth*): to have a lot of sth to deal with)

h *prick* (*make your ears prick up*: to listen carefully, especially because you have just heard sth interesting)

i *gave* (*give sb an earful*: to tell sb for a long time how angry they are about sth)

Speaking – Part 3

1

POSSIBLE ANSWER

'good speaker' of another language: sb who can express themselves clearly and confidently in a wide range of situations, and speak about a wide range of concrete and abstract topics using accurate and appropriate vocabulary and grammar

2

a *Firstly, with the result that, in addition*

b he begins with the first point and expands his long turn by using the prompts available

c *I think, what's even more important perhaps, I suppose, I'm convinced that, I actually believe, in my opinion, maybe, possibly*

d by using different structures, e.g. *many years ago, in the past, many people, more and more people*

e yes, a good range and accuracy of vocabulary, e.g. *dominated, commute, decades, attitudes, work patterns, resulted in*

f yes, a good range and accuracy of grammatical forms, e.g. *with the result that it's had a huge effect on; what's even more important; if it hadn't been for computers and the internet, work patterns wouldn't have changed half as much as they have done*

g he uses discourse markers and fillers sparingly to give himself time to think or reformulate, e.g. *er, well*

3, 4

Students' own answers

Reading & Use of English – Part 5

1

Students' own answers

2

POSSIBLE ANSWER

New findings on how rivalry affects competition

3

1 **D** the writer says rivalry *differs from other kinds of competition*, i.e. normal competition, in that it offers a *psychological prize* and can *boost motivation*

2 **B** *Kilduff found that runners consistently ran faster when competing against rivals*; the fact that the rivals had

comparable abilities is shown by the phrase *evenly matched*

- 3 A *Participants facing a single bidder ... were far more likely to exceed the preset bidding limit*, i.e. they became more determined to succeed
- 4 D *fans remembered outcomes that favoured their team far more accurately*
- 5 A *rivalries may alter our motivation and moral code and influence your behaviour and decisions*; the writer lists a number of disorientating actions in lines 61–64 which are the result of being made aware of the achievements of others
- 6 C *students who faced a rival later scored higher on a test of Machiavellian attitudes ... selfish, devious and manipulative behaviour*, i.e. they showed more unscrupulous character traits

4

- a obnoxiously, frustratingly
- b to lead from cause to effect, i.e. the prize is to beat someone familiar
- c inversion: only recently have scientists looked at
- d it conveys the idea of cutting a relatively small amount of something, as well as the idea of cutting something in order to improve it
- e that this has happened unexpectedly and not deliberately
- f that the margins are uneven
- g the word *inner* suggests that people might not previously have known that they had this Machiavellian ability, but in fact it was always there

5

Students' own answers

6

- 1 to persuade sb to believe sth or do sth
- 2 to make sth increase, or become better or more successful
- 3 to make it difficult for sth to continue in the normal way
- 4 to unfairly influence sb's opinions or decisions
- 5 to prevent sb from easily doing or achieving sth
- 6 to place sb/sth in a particular position on a scale in relation to similar people or things
- 7 to damage sth or make sth worse
- 8 to meet sb, or discover or experience sth, especially sb/sth new, unusual or unexpected
- 9 to say publicly that you support a person, statement or course of action
- 10 to treat a person or situation as an opportunity to gain an advantage for yourself
- a those used to describe something positive: *boost*
- b those used to describe something negative: *disrupt, bias, hamper, impair, exploit*
- c those used to describe something neutral: *sway, rate, encounter, endorse*

7

- a On the face of it
- b face facts
- c put a brave face on it
- d face the music
- e save face
- f throw it back in my face
- g lost face

Writing – Part 2, Letter

1

- a your friend
- b your friend's characteristics that would make him/her suitable for the role; describe any relevant experience your friend has
- c formal

2

- a by giving examples
- b uses tact: *whilst being highly adept ...; she occasionally ...; on account of; without doubt*
- d Students' own answers; it is mostly positive

3

- a due to/because of/on account of/thanks to
- b due to/because of/on account of/thanks to
- c because
- d for this reason/thus/consequently
- e so/and for this reason
- f due to/because of/on account of/thanks to

4

Students' own answers

5

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

6

get carried away – get overexcited/overdo
jump down someone's throat – be irritable/petulant
throw something together – cobble together/assemble roughly
not give an inch – inflexible/obstinate/dig your heels in
get up someone's nose – irritate/irk/antagonize
make a meal of something – spend a lot of time doing something in an annoying way
too big for your boots – big-headed/arrogant/conceited
wriggle out of something – avoid doing something
pull your socks up – knuckle down/work hard
throw your weight around – be bossy/overbearing/bully

7

Students' own answers

8

Students' own answers

Unit 10

Introduction

1, 2

See also page 164 of the Student's Book

sport: 7%

film: 11%

eating out: 40%

mobile: 21%

music: 16%

video games: 5 %

3

Students' own answers

4

a we have adopted more forms of passive entertainment; the expectation to be passively entertained has spilled into other areas of our society as well

b **POSSIBLE ANSWERS**

active forms of entertainment include: playing sport, socializing with friends, shopping, eating out, walking, going to museums or galleries; passive forms of entertainment include: social networking, online shopping, playing video games, watching TV or films, listening to music or the radio

c Students' own answers

5

reams: a large quantity of writing

ubiquitous: seeming to be everywhere or in several places at the same time; very common

fallout: the bad results of a situation

spilled into: accidentally

deficit: the amount by which sth is too small or smaller than sth else

6

Students' own answers

Reading & Use of English – Part 1

1

a **POSSIBLE ANSWERS**

celebrities often embody beauty, fame and wealth, which are particularly attractive qualities to young people

b Students' own answers

c advantages: can give people direction, can encourage good behaviour (e.g. sportsmanship, dedication, etc.); dangers: can encourage bad behaviour (e.g. drinking to excess, drugs, etc.), can cause depressive illnesses or body-related illnesses (e.g. eating disorders) if success or celebrity lifestyle does not materialize

2

celebrities are important to both young and old people, but for quite different reasons

3

1 B *avoid unsuccessful actions* is the opposite to *mimic what makes others successful*; *evade* is usually used when you escape sth which is following or pursuing you

2 C *broad ranges* is a fixed expression meaning: large varieties; *spheres* usually collocates with *wide* rather than *broad*

3 A *In this case* is a fixed expression meaning: in this situation; *in this instance* is wrong because it is usually used for a narrower or more particular example

4 C *display emotions towards sb* means: to show feelings for sb; *exhibit emotions* is wrong because it is more formal, and not often used with an object

5 D *confirmed* means: proved a fact to be definitely correct or true; it also fits the sentence structure where it is followed by *that*

6 C *internationally known celebrities* are prestigious because they are respected or admired and have high status; *illustrious* is wrong because it is more formal and relates more to what a person has achieved than their status

7 A if you feel *befriended* by sb, they feel like your friend or that you know them well, so this fits the context of the sentence which goes on to mention *real-life friends*

8 D *bond* combines with the preposition *with* to mean: to develop or create a relationship of trust with sb

4

Students' own answers

5

the contrast clauses are introduced by *even if* and *even when*; you might expect to find information that contrasts in an unexpected or surprising way with information in the main clause or another clause

6

a 3 f 1, 4

b 1, 2, 4 g 1, 3

c 1, 3 h 1, 2

d 2 i 1

e 1, 4 j 4

7

Because, Since, Now (that)

8

a now

b as, since

c As, Since

d in; now (grammatically correct even with *now* already in the clause)

e As, Since, While

f as, since, for

9

- a as if
- b as
- c just as
- d as if
- e like
- f as
- g as though

10

Students' own answers

11

- a for (*make for*: to move towards sth)
- b do with (*make do with*: to manage with sth that is not really good enough)
- c good (*make good*: to pay for, replace or repair sth that has been lost or damaged)
- d break (*make or break*: complete success or total failure)
- e up for (*make up for*: to do sth that corrects a bad situation)
- f on the (*on the make*: trying to get money or an advantage for yourself)
- g of ((*all*) the *makings of*: to have the qualities that are necessary to become sth)
- h out (*make out*: to understand sb's character)
- i like (*make like*: to pretend to be, know or have sth in order to impress people)
- j off with (*make off with*: to steal sth and hurry away with it)

Writing – Part 1

1

Text 1: *It is a poor reflection on the development and progress of our society when the primary aim of many people is simply to get rich; even more shockingly is the path most kids believe that they can choose to attain this goal. Not through determination and perseverance, but through becoming famous.*

Text 2: *Not so long ago, the aspirations of youngsters were directed at admirable, or at least achievable, careers; How sad then that today most ambitions are purely self-serving.*

2

- a Both texts focus on; with both focusing on; both seem to feel
- b this suggests a claim that the writer of the original text is not clearly and fully stating their view

3

POSSIBLE ANSWERS

Set 1: Although traditional professions such as fireman and teacher, which remain admirable in many people's eyes and are realistically obtainable, few children aspire to them.

Set 2: Fame, which is seen as a career by many young children, is seen as a realistic way of making vast sums of money.

Set 3: Popular reality television shows, which now take up much more airtime on TV than dramas, have given ordinary people aspirations to simply be famous for the sake of it and have thus reduced the number of acting roles available to many aspiring actors.

Set 4: In a relatively short period of time, the food industry has not only helped to transform our diet, but also our

workforce, landscape, economy and popular culture.

4

POSSIBLE ANSWER

The position and influence of celebrities as role models is the focus of both texts; however, both differ in their take on the matter. The first text takes the stance that all celebrities are poor role models whereas the second text argues that their positive or negative influence depends on the individual concerned.

As the first text points out, our chosen role models are integral to shaping many aspects of who we are and who we aspire to be. With reference to celebrities in particular, the author is scathing about the scope of celebrities to be inspirational figures. I feel that it is an over-reaction to dismiss all celebrities in this way because of the behaviour of a limited number of individuals.

The second text makes the point that the media builds and destroys celebrities at will. I am inclined to agree with this argument as it is sensationalism that sells newspapers and fuels online chat. As I argued above, to apply one label to an entire group is inaccurate and unfair. There are without doubt a number of positive celebrity role models and blanket condemnation is inappropriate.

In conclusion, I feel that celebrities should be judged as individuals, in the same way as any other people who are grouped together because of a particular job or status.

After all, it would be equally inaccurate to say that all political leaders or parents are positive role models.

Speaking – Part 3

1

Students' own answers

2

- a whether it's true that TV has robbed us of the ability to communicate with each other
- b repeat the question
- c he disagrees then reinforces his argument
- d the examiner asks if she agrees
- e yes, because she agrees with what he said then puts forward another supporting point of view to back up his opinion
- f politely by saying: *Yes, sorry to interrupt, but ...*
- g tactfully by saying: *But don't you think that ...*
- h politely but she points out that she thinks that what Jan has said is *highly debatable*

3

a **Asking sb's opinion**

What do you reckon? (informal)

What are your thoughts on this? (formal)

further examples: *Any ideas?* / *Well?* (informal); *Would you care to tell me what you think?* (formal)

b **Interrupting**

If I could just come in here ... (formal)

I'm sorry but ... (formal/quick)

Can I just add ... (formal)

further examples: *Hold/Hang on a minute.* (informal); *Sorry to interrupt but ...* (neutral)

c Resisting interruptions / Keeping the turn

Just a moment, please. (formal)

Don't butt in! (informal/rude)

Let me finish! (neutral/strong)

further examples: *Hear me out.* / *Wait your turn.* (informal); *If I could just finish ...* / *If you'll let me finish ...* (formal/neutral)

c shaking foundations; prestige pictures

d up in arms

e held sway

f lit up the screen; surged into the market

g blow

h the fact that people had moved away from city centres to the suburbs

i record numbers

j go one step further

k an event or a period of time that marks an important change

5

Students' own answers

Listening – Part 2

1

Students' own answers

2

1 nation of shopkeepers

2 national obsession

3 (chronic) labour shortage

4 spices and foodstuffs

5 affordable

6 Indian

7 hours of cooking

8 flavourings

9 (different) specialist

3

oven-roasted a, c, f

pan-fried a, c, d, f

hand-picked b, c

organically grown b, c

charcoal grilled a, c, d, f

heavily-spiced a, d, e, f

corn-fed f

line-caught d

oak-aged g

freshly squeezed b

4

Students' own answers

Reading & Use of English – Part 6

1

Students' own answers

2

POSSIBLE ANSWER

for Hitchcock, films were less a case of showing life as it really is (*a slice of life*) than an enjoyable and easy pastime (*a piece of cake*)

3

1 G *watershed* picks up on the idea of *profound change* at the end of paragraph i; *This phenomenon*, at the start of paragraph ii, refers to the closing of *thousands of flourishing theatres* at the end of paragraph G

2 C this paragraph contains information about the process of *suburbanization*, which is part of the *demographic ... shift* mentioned in paragraph ii and *the population shifts* in paragraph iii

3 D this paragraph contains information about the next stage in the development of movie houses/theatres, specifically the *acres of free parking and ideal access for the car* of shopping centre theatres

4 A paragraph iv contains information about *the shaking foundations of the Hollywood studios*; paragraph A mentions *a further blow to the stability of the studio system* and *the war* mentioned at the end is picked up at the start of paragraph v

5 H paragraph v contains information about the '*Paramount decision*' to divorce production and exhibition; paragraph H restates this situation, contrasting the previous '*golden age*' with now

6 B paragraph B starts with *So*, indicating the reason for sth (the major companies' desire to hold *sway* mentioned in paragraph vi)

7 E paragraph vii contains information about technical developments; paragraph E mentions *spectacular widescreen effects by melding images from three synchronized projectors*; paragraph viii mentions how the new process needed *three full-time projectionists* and *new equipment*

Paragraph F is not needed.

4

a attacks, crippled

b phenomenon

Unit 11

Introduction

1, 2

There's no such thing as a free lunch: it is not possible to get sth for nothing; could be said by sb who has to work hard in order to get what they want

Money makes the world go round: money makes everything function; could be said by someone who believes commerce is important

Money doesn't grow on trees: money isn't free or available everywhere; could be said by sb to a young person who is careless with their money

Neither a borrower nor a lender be: don't lend money to people or borrow it from them; could be said as advice to sb with little or no financial experience

You get what you pay for: the quality of a product is equivalent to its price; could be said to someone who has bought a low-quality product which doesn't work

Money is the root of all evil: money is the cause of all problems and bad behaviour; could be said by someone who believes commerce is unimportant

Money's no object: the cost of sth is not important; could be about sth which is worth paying a lot of money for, e.g. good healthcare or education

A fool and his money are soon parted: it's easy to take money from a stupid person; could be said about sb who has lost a lot of money by gambling

3

Students' own answers

4

splash out: to spend a lot of money on sth

fritter away: waste money

not have a penny to rub together: having no money

5, 6

a *hard up:* (adj, informal) having very little money, especially for a short period of time

be on the breadline: (phr) very poor

be strapped for cash: (phr, informal) having little or not enough money

deprived: (adj) without enough food, education and all the things that are necessary for people to live a happy and comfortable life

broke: (adj but not before n, informal) having no money

penniless: (adj) having no money; very poor

needy: (adj, n with *the*) not having enough money, food, clothes, etc.

b *prosperous:* (adj, formal) rich and successful

loaded: (adj but not before n, informal) very rich

be rolling in it: (phr, informal) extremely rich

well off: (adj) having a lot of money

affluent: (adj, formal) having a lot of money and a good standard of living

privileged: (adj, sometimes disapproving) having special rights or advantages that most people do not have

c *fork out:* (v, informal) to spend a lot of money on sth, especially unwillingly

squander: (v) to waste money, time, etc. in a stupid or careless way

sink (into): (v) to go gradually into a less active, happy or pleasant state, e.g. sink into debt; to spend a lot of money on a business or an activity in order to make money from it in future, e.g. sink your savings into a venture

shell out: (v, informal) to pay a lot of money for sth

funnel: (v) to move or make sth move through a narrow space as if through a funnel; used figuratively, it can refer to money, e.g. \$10 million was funnelled into the country

siphon off: (v, informal) to remove money from one place and move it to another, especially dishonestly or illegally

hoard: (v, n) to collect and keep large amounts of food, money, etc. especially secretly; a collection (especially a secret one) of money, food, valuable objects, etc.

7

Students' own answers

Reading & Use of English – Part 2

1

Students' own answers

2

a that shopping makes you happy

b retailers should tailor their marketing more carefully so that shoppers don't feel that they are being tricked

3

1 no (*no longer* is an adverb used to express the idea of actions and situations stopping)

2 If (used after a negative statement, *if anything* suggests that the opposite is true)

3 carried (*carry out* is a phrasal verb meaning: to do and complete a task)

4 as (used to describe the fact that sb/sth has a particular function or capacity)

5 up (*fed up* is a phrasal adjective meaning: bored or unhappy, especially with a situation that has continued for too long)

6 into (if you are *tricked into (doing) sth*, you are made to do sth by means of a trick)

7 turned (*turn out* is a phrasal verb meaning: to prove to be or to be discovered to be)

8 how (used before an adjective this indicates any amount, degree, etc. of sth)

4

Students' own answers

5

- a both options are possible; we can use the present simple (especially in informal speech) to report something that is still current
- b was / recognized OR is / recognize OR was / recognize; we can use the present simple (especially in informal speech) to report something that is still current
- c are / has / is OR were / had / was; we can use the present simple to report something that is still current

6

- a Bella asked me if/whether I had/I'd ever bought something and then regretted it. She asked me if I'd ever regretted anything I'd bought.
- b Tom asked me how many T-shirts I had bought/'d bought the day before/the previous day.
- c Paul asked me who the man in the grey suit was/is. He asked/wanted to know if he was/is my bank manager. (The expression *wanted to know* is used in order to avoid repeating *asked*.)
- d I asked the bank manager when I should start / to start a savings account at his bank and why I should do it. (NOT ~~why to do it~~)
- e I asked Pat whether (or not) he had/he'd been given a pay rise. OR I asked Pat whether/if he had/he'd been given a pay rise (or not). (NOT ~~if or not~~) OR I asked him when and why I should start a savings account at his bank.

7

- a promise, agree, refuse
- b encourage, tell, ask
- c explain, promise, agree, suggest, boast
- d suggest
- e explain, whisper, suggest, boast

8

- acquiesce* (agree): (formal) to accept sth without arguing, even if you do not really agree with it
- blab* (tell): (informal) to tell sb information that should be kept secret
- brag* (boast): (informal – disapproving) to talk too proudly about sth you own or sth you have done
- clamour* (ask): (formal) to demand sth loudly; (of many people) to shout loudly, especially in a confused way
- clarify* (explain): (formal) to make sth clearer or easier to understand
- demand* (ask): to ask for sth very firmly
- egg on* (encourage): (informal) to encourage sb to do sth, especially sth that they should not do
- fill in* (explain): (informal) to tell sb about sth that has happened
- go along with* (agree): (informal) to agree with sb/sth
- gloat* (boast): to show that you are happy about your own success or sb else's failure, in an unpleasant way
- moot* (suggest): (usually passive) to suggest an idea for people to discuss
- mouth* (whisper): to move your lips as if you were saying sth, but without making a sound

- mumble* (whisper): to speak or say sth in a quiet voice in a way that is not clear
- pledge* (promise): to formally promise to give or do sth
- propose* (suggest): (formal) to suggest a plan, an idea, etc. for people to think about and decide on
- rebuff* (refuse): (formal) to make an unkind refusal of a friendly offer, request or suggestion
- spell out* (explain): (informal) to explain sth in a simple, clear way
- swear* (promise): to make a serious promise to do sth; to promise that you are telling the truth
- turn down* (refuse): to reject or refuse to consider an offer, proposal, etc. or the person who makes it
- urge* (encourage): to advise or try hard to persuade sb to do sth

9**POSSIBLE ANSWERS**

- a She boasted that she'd always had a head for business.
- b She suggested investing some of the surplus money in shares.
- c He mumbled that he didn't quite know how to tell her.
- d He refused by saying he wasn't in the mood that night.
- e She swore she had never ever told a lie.
- f He clarified what he meant by CEO.
- g She pledged to stand by Mark whatever happened, and that he could count on her.
- h She demanded to see his driving licence.
- i They clamoured to see the film star.
- j She gloated that he'd never been on a holiday like that.
- k He blabbed about who had won the competition.

10

- quality: *husky, gravelly, shrill, slurred, velvety, grating, high-pitched, booming, hushed, mellifluous, tremulous, gruff, plummy*
- emotion: *stern, whiny, matter-of-fact, tremulous, taut*

11**POSSIBLE ANSWERS**

- a shrill, whiny voice
- a husky/booming, matter-of-fact voice
- a tremulous, high-pitched voice
- a grating, plummy/taut voice
- a hushed, velvety voice

Reading & Use of English – Part 5**1****POSSIBLE ANSWERS**

- a energy, focus, vision, determination, willingness to take financial risks
- b Students' own answers

2

- a pill-peddling, i.e. selling patent medicines that he made himself which he claimed cured a variety of complaints
- b advertising in newspapers and on billboards, touring in person
- c very – he became a multi-millionaire

3

- 1 C his father was a Catholic, his mother was a Quaker and married a second time; Brandreth was brought up using his stepfather's surname but spent part of his childhood with his maternal grandfather
- 2 D *The British medical establishment ... regarded the unqualified patent pill-men as quacks*; as far as the establishment is concerned, they are outsiders because they are unqualified
- 3 C *Liverpool was notorious for its 'sharpers' – undesirables who tried to rip the tens of thousands of passengers off before they even boarded*
- 4 B as the glossary says, alphabet soup contains a number of letters, i.e. multiple 'qualifications', so the inference is that these were both easy to hand out and obtain
- 5 B Brandreth's advertising is described as forceful; he was a pioneer in this field who took to the road and *even taught the greatest showman of his day a thing or two*
- 6 C the owners of one of the newspapers is described as keen to take Brandreth's money but, when this is withdrawn, they immediately exposed him as a charlatan; their amazing show of principle is described ironically

4

- a So was he a confidence trickster? (used to engage the reader)
- b disappeared from the scene; the writer could have used: left/died, but using this euphemism implies that his father left in dishonourable circumstances
- c *fruitful* (refers both to his fertility and his financial success)
- d wasn't a pushover; the writer really means it was extremely difficult – understatement is often used as a satirical device
- e that the pill men were regarded as frauds who were fooling the public with their useless medicines
- f learned elders
- g he is emphasizing the all-embracing claims put forward for the medicine
- h he went travelling with his products; the expression makes him sound spontaneous and adventurous
- i the use of alliteration in *proof positive* and *potent little pills* emphasizes the point the writer is making and has a more dynamic effect on the reader
- j a little advertising is a dangerous thing; from the expression: a little learning/knowledge is a dangerous thing
- k up turned; the sentence would otherwise read *and Doctor Brandreth turned up with his pills*, which is less dramatic
- l afloat, birth
- m with an amazing show of principle
- n repetition of *the right*

5

- a a confidence trickster
- b a nose for business
- c peddling
- d rip off
- e poured money into
- f to the tune of
- g marketeers
- h a household name

6

- a research e in
- b force f on
- c leader g forces
- d flood

7

Students' own answers

Listening – Part 1

1

Students' own answers

2

- 1 C the woman says *you can almost guarantee a sale in an hour*
- 2 B she says *this greeting stage is crucial*
- 3 C the speaker describes how *men want an essential style that fits in across the board, from casual to formal*, which suggests versatility
- 4 A she says *the top sports brands might just have reason to worry*
- 5 B the man says *I started my own studio ... Almost immediately, things started to look up*, i.e. he was successful
- 6 C he says *my feet are still very much on the ground*, an expression used to mean: have a sensible and realistic attitude to life, i.e. he won't let his potential wealth change him

3

Students' own answers

4

success: take off, go down a storm (informal), breakthrough, buoyant, sail through (informal)

failure: flunk (informal), bomb (informal), go to pieces (informal), lapse, on the rocks (informal), out of your depth, go under, blow it (informal), come unstuck (informal), flop, miss the boat (informal), cut your losses, rest on your laurels

possible applications:

take off (a new product), *go down a storm* (a good idea well received), *breakthrough* (a piece of new research), *buoyant* (a company's positive financial position), *sail through* (pass a test or exam); *flunk* (fail a test or exam), *bomb* (a bad idea poorly received), *go to pieces* (a nervous singer who can't perform), *lapse* (sb who starts smoking again after trying to quit), *on the rocks* (a marriage going badly), *out of your depth* (sb doing a job for which they're unqualified), *go under* (a company becoming insolvent), *blow it* (a footballer missing an easy goal), *come unstuck* (a person who bets all their money and loses), *flop* (a film which no one goes to see), *miss the boat* (being unable to take advantage of sth because of being too late), *cut your losses* (withdraw funding for an unsuccessful project), *rest on your laurels* (take advantage of success without making any effort to continue the success)

5

Students' own answers

Speaking – Part 2

1

Students' own answers

2

POSSIBLE ANSWERS

Student 1 introduces his response with *Actually*, and uses the back reference *Sweeping statements like that* to refer to what he has already said. The phrase *sweeping statements* shows he has a range of vocabulary. However, he ignores anything other than his own point of view, which would give him more scope for extending his answer, and he uses the word *sensitive* instead of *sensible*.

Student 2 uses *Well, on the one hand and on the other hand* to express her differing points of view. Her responses are extended and well thought out, with evidence to back up her opinions. She shows she has a range of correct grammar and appropriate vocabulary, e.g. *to run up debts, go bankrupt, have a market for their goods, controlled*.

Student 3 uses *On reflection* to give himself time to think and introduce his opinions, and *But I have to say* to introduce a counter argument. He has a range of correct grammar and appropriate vocabulary, e.g. *can have a negative effect on, people's spending habits, entertaining, amusing, how can I put it, childish, hold your interest*.

3

Students' own answers

4

POSSIBLE ANSWERS

look at all the pictures; imagine that you work for a company which sells wristwatches and you are looking for a new advertising image; talk together about how successful each of the ideas might be in promoting your corporate image; decide which image would be the most appealing to customers

5

Students' own answers

6

POSSIBLE ANSWERS

Time flies! Time moves fast

The time has come! Now is the moment for sth to happen

The time is ripe! Now is the moment for sth to happen

Time is on your side! You have enough time / You are young enough to do what you want

Time for a change. Now is the moment for sth new

Time and tide wait for no man. No one is so powerful that they can stop time

Times are changing. Fashions and attitudes are becoming different

7

Students' own answers

Writing – Part 2, Report

1

- a advantages and disadvantages (of the employees' suggestions for cost cutting); your evaluation (of the employees' suggestions)

POSSIBLE ANSWERS

- b cutting money allocated to certain areas, e.g. advertising, training, outsourcing, relocating, renegotiating existing deals, changing suppliers
- c the report is likely to be for the manager(s) or CEO of the company; it should be in a formal style

2

- a the report states several areas for possible cuts and gives advantages and disadvantages for each suggestion; students might feel that better reasons could be given for the main recommendation, which is to cut the training budget
- b in short paragraphs with relevant headings
- c personal opinion is included using a variety of evaluative and speculative language: *obvious area to cut, may allow resources to be allocated elsewhere, obviously a decision, could have negative consequences, there is the potential that, could be raised, there is a danger that, could be attracted, potentially the best path to follow*; students should note that the personal opinion does not come across as strong

3

- a1 + a2: the use of the nominalized form in the first sentence creates a more formal style and avoids using a personal pronoun
- b1 + b2: the use of the nominalized form allows the writer to join two sentences together to make one complex sentence

4

- a avoids mentioning the subject
- b it keeps the 'old information' at the beginning of the sentence
- c avoids mentioning the subject
- d more formal than *we fly*
- e the nominalized form is used to replace a more informal equivalent.
- f avoids mentioning the subject

5

- a Expansion of the tax-relief scheme will include small businesses.
- b There is demand for lower taxes.
- c Restructuring of the organization has resulted in an increase in profits.
- d There was/has been condemnation of the banks for reckless practices.
- e The CEO's announcement of the planned relocation was a shock.
- f A reduction in budgetary spending is of great importance.
- g The slow-down in the rise of the cost of living has been welcomed by investment banks.
- h There has been a rise in oil prices in recent weeks.

Unit 12

6

- a ballot/election
- b economic/fiscal/financial; redundancy
- c laid
- d under/bust/bankrupt
- e strike
- f tribunal; dismissal

7

Students' own answers

Introduction

1

Students' own answers

2

- | | |
|-------------------|----------------------|
| 1 ultimate | 5 overwhelmed |
| 2 vibrant/extreme | 6 improvised/vibrant |
| 3 hooked | 7 extreme/improvised |
| 4 abominable | |

3

Students' own answers

4

alliteration (*big, brash*); repetition (*its*); simile (*taxis, which buzz up and down like bees*)

5

words used to describe sights, sounds, smells and tastes: mountainous, completely different, smell of (real coffee), thick, stunning, striking, sound of people talking, delicious, mouth-watering, exotic, wonderful

a the person is describing Sicily, the Mediterranean island which is part of Italy

b **POSSIBLE ANSWERS**

the unspoilt landscape and natural features (e.g. volcano), the cuisine, the people

6

smell: acrid, fragrant, odorous, musty, stench
taste: spicy, delectable, bitter, tart, creamy, sharp, crisp
sound: clatter, hum, buzz, roar, rumble, screech, heaving
feeling: fascinating, impressive, heady, tender, thriving, sweltering, clammy, nippy
sight: rugged, imposing

7

Students' own answers

Reading & Use of English – Part 7

1

POSSIBLE ANSWERS

- a love of travel; love of different climates and cultures; a desire to see new places and meet new people for themselves (instead of just reading about it); a desire to inform fellow travellers about other places
- b writing talent; adventurousness; stamina; patience; resourcefulness; sociability; a number of languages; an eye for detail or the unusual; a desire to take risks; good knowledge of international, national and local history and geography; good research abilities

- c travel can sometimes require a lot of stamina or physical strength; it can also be dangerous; possibly men are more comfortable taking risks in certain situations

2

POSSIBLE ANSWERS

Paragraph A: Don't create too glamorous a picture

Paragraph B: Go somewhere different

Paragraph C: Always keep a record of your experiences

Paragraph D: Don't pretend you know all the answers

Paragraph E: Be adventurous

3

1 D *your awkward moments, your embarrassments, and your mishaps ... it makes you seem more human*

2 A *any reader ... is going to see right through your prose*

3 E *you will be waiting a long time for anything interesting to happen*

4 B *stuck to the biggest attractions by assignment*

5 E *you should be willing to take risks*

6 C *you never know when good fodder for a story will jump out of nowhere*

7 A *caught up in the magic of the road*

8 B *head in the opposite direction to everyone else*

9 C *grasp the best details*

10 D *you will never be the complete authority on anything*

4

a the job of travel writing

b he means seeing everything from an unrealistically optimistic or cheerful point of view

c high-flown, elaborate, exaggerated or ornate

d lose its lustre

e mundane

f type of writing (in this case, travel writing)

g fodder

h the middle of nowhere

5

a track *on the right track*: thinking or behaving in the right way

b road *the end of the road*: the point at which sth can no longer continue in the same way

c paths *our paths crossed*: we met by chance

d road *on the road*: travelling, especially for long distances or periods of time

e road *further down the road*: at some time in the future

f tracks *make tracks*: (informal) to leave a place, especially to go home

g track *off the beaten track*: far away from other people, houses, etc.

h road *hit the road*: (informal) to start a journey/trip

i track *lose track*: to not have information about what is happening or where sb/sth is

j tracks *dead in your tracks*: suddenly, usually because frightened or surprised

6

Students' own answers

Writing – Part 2, Article

1

a people who are interested in travel and read travel magazines

b an informal, personalized style

c that it was spoiled by a travelling companion

d **POSSIBLE ANSWER**

introduction to the location of the journey, the reason why you (and the companion) made it, what made it memorable, how it was spoiled by the companion

2

a only the final paragraph mentions how the journey was spoiled by a travelling companion; it doesn't connect with the rest of the description and seems to have been added on as an afterthought

b by describing how irritating Emma's voice was and making it part of the description of the journey itself

c it uses a range of descriptive language to make the journey more vivid and interesting to the reader and includes the writer's feelings and reactions; it has a clear beginning and end

d *The train started on the long twelve-hour haul to; City buildings drifted past the window; the train soon reached; the train began to move slowly uphill; The train clanked on up to; the train finally came to a halt*

3

the verbs *went* and *got* are repeated too many times (eight and three respectively), which makes the description less vivid and interesting to read

4

POSSIBLE ANSWER

We **drove** down the rough track towards the jungle until we reached the river that **cut** across the road. We parked the Land Rover in the shade of some rubber trees and got out. We **waded** across the river, which fortunately was not too deep, and then, as we were in no hurry, **walked** through the rice fields on the other side towards the forest. The path that **led** through the trees was entirely overgrown, so we **hacked our way** through it with considerable difficulty. It was nearly mid-afternoon when we finally **emerged** from the thick undergrowth and **reached** the bottom of the mountain. Although we were all by now feeling exhausted, we **clambered** up the steep slope and **arrived** at the rendezvous point just as the sun was going down.

5

a out

e above

b in

f up

c off

g dried

d up

h in

6

Students' own answers

Reading & Use of English – Part 4

1

Students' own answers

2

a there are few places a bus doesn't go; the bus stations give a flavour of the country/continent; *cultural immersion*

b Students' own answers

3

a flown

b I would

c neither of these events actually happened

4

a If you had/'d travelled by train, it might have been much cheaper than flying.

b I've never been backpacking, but if I had, I'm sure I'd/I would have enjoyed the experience.

c I'm sure if you'd/you had tried a bit harder, you could have learned to speak a little of the local language.

d If you'd/you had really been interested in seeing more of the country, you should have/should've arranged to stay an extra few days.

e I would/'d have stayed to listen to the guide instead of wandering around on my own if the tour had been a bit more interesting.

5

In sentence a1), an imaginary event is connected to a possible present or future event; in sentence a2), an imaginary event is connected to a past event

In sentence b1), an imaginary past event is connected to another past event; in sentence b2), an imaginary past event is connected to a present event or situation

6

a b2 b a2 c a1 e b1

Sentences d and f are not needed

7

a had not/hadn't spent, would/'d be

b had not/hadn't lost, would not/wouldn't have had

c did not/didn't get, would have/would've crossed

d had not/hadn't met; would not/wouldn't be

8

1 a, b, c

2 d, e, f, g

3 e, f, g

4 a, d, g; this makes them more formal

5 b, c, e

6 h Provided/providing that; so long as, on condition that

7 i Unless

8 j Supposing

9 k whether (it's not possible to replace the phrase with *if* here because it's used before an infinitive + *to*)

10 a = formal; written or spoken

b = informal; spoken

c = neutral; spoken but *were* is more formal than *was*, which is often used in spoken English

d = formal; written or spoken

e = informal, though the first clause could also contain a contraction (*If it hadn't been*), which would be common in spoken English

f = formal; written or spoken

g = formal; written or spoken

h = formal, but *providing* is more often used in spoken English

i = neutral; written or spoken

j = neutral; written or spoken

k = neutral; written or spoken

11 Suppose, Say, What if

9

a Even if

e If so

b If only

f If not

c only if

g If and when

d What if

10

Students' own answers

11

1 had it not been for the generosity

2 was more to the trip than

3 would have been subjected to

4 couldn't wait to arrive

5 of missing out on driving

6 looked on/upon the trip as

Speaking – Part 2

1, 2

Students' own answers

3, 4

Discourse markers used:

I see where you're coming from but ... (d)

You do have a point there but ... (d)

Well, let's see ... (c)

say (e)

Anyhow ... (a)

For one thing ... (i)

Then there are ... (g)

In any case ... (a)

I mean ... (f)

On top of that ... (g)

Whereas ... (b)

At the same time ... (b)

To be honest ... (f)

There is some truth in that, of course, but ... (d)

Discourse markers not used:

However ... (b)

As a matter of fact ... (c, h or e)

At least ... (h)

All the same ... (b)

I guess ... (c)

5

Students' own answers

Reading & Use of English – Part 6

1

POSSIBLE ANSWERS

Cape Horn, the southernmost point on earth
solitary, cold, peaceful, challenging

2

the writer went on an expedition cruise around Cape Horn

3

(Refer to the questions in brackets in the missing paragraphs and the words in italics in the main text.)

1 C 'that tube' refers to the *nautical chart of Cape Horn*

2 H more common than *expedition cruises*

3 F he might be explaining this to the writer because *he was on his honeymoon* and *it is his reason for wanting the map*

4 E the voyage being referred to is *the first expedition to reach Cape Horn*

5 G the temporary position is that of *lighthouse traffic controller*

6 D the son is *Yamana Jeremy Button*

7 B you might hear the opening words of this missing paragraph at an *auction*

Paragraph A is not needed

4

a she was not that impressed and would much rather have gone to Madagascar

b he joined out of necessity as he needed money from his father and this was the condition his father laid down

c she would have been horrified to find out that her husband had paid \$100 more than the original price paid for it

d *in a fit of obsession*: Francois was carried away by his desire to own the chart and was prepared to pay any price to own it; *Valentine snorts*: she thoroughly disapproved of the over-inflated price he had paid for it and couldn't understand why he wanted it so much

e everyone had come to the conclusion that to really appreciate the trip, they needed to follow the course they were taking; the only way they thought they could do this was by owning the chart of the original voyage

f it captures the rhythm of the auctioneer's sales patter as it makes his words sound like a kind of song

Listening – Part 4

1

Students' own answers

2

1 D *we were lucky enough to come into some money*

2 H *I'd read an article about what a doddle climbing Mount Kilimanjaro was*; *doddle* is an informal word which means: a

task or activity that is very easy

3 G both the phrases *throw caution to the wind* and *do something reckless* suggest it was a decision made on the spur of the moment

4 E *I had to find out if they lived up to their (and my) expectations*, i.e. he had to experience it first-hand

5 B *a friend pointed out*; *point out* in this context means: make a recommendation

6 F *nothing could have prepared me for my own reactions ... absolutely awesome*

7 D *no one had bothered to explain* about feeling *sick and disorientated*; the man's amazement at how hard it was is also suggested by the phrases *I could hardly walk* and *there's no way I'd take anything like that on again*

8 B *it made me realize that if you really put your mind to something, you do find the hidden energy and determination*; this suggests the woman would be prepared (and have the energy and determination) to tackle a similar challenge again

9 H *the downside ... was the midge season*; the man says he *wasn't disappointed* by the scenery, and the implication is that he was disappointed or irritated by the midges

10 A *Cuba isn't just a carbon copy ... There really is something quite unique and irresistible about the place*; *carbon copy* means: sth that is very similar to sth else

3

POSSIBLE ANSWERS

a pleasantly surprised

b perhaps because up to that point she had only seen animals in zoos/reserves rather than their *natural habitat*

c because he had experience of trekking (he describes himself as a *fanatic*), and he believed the article

d very pleased

e understatement; she means she's a bad sailor

f violent movement of the boat, feeling that the boat might sink or that she might be thrown overboard

g in a very positive way, he would have been impressed

h you won't have a good night's sleep

i perhaps because she didn't know much about it and had never met anyone who'd been there on holiday

j because it has *old-world charm* (*like travelling back in time*) and lots of *culture*; the people are also *easy-going* and have *charm*

Review

Unit 1

1

- | | |
|-------------|----------------|
| a traumatic | f eccentric |
| b fleeting | g unconvincing |
| c treasured | h atrocious |
| d blot out | i mundane |
| e hackneyed | |

2

- 1 B *make a din* is a fixed expression meaning: make a loud, unpleasant noise for a long time
- 2 D *get through* means: drive through and refers to the streets; *along* is possible but only in combination with *drive* (not *get*)
- 3 C *smell* combines with the preposition *of* to mean: to have a particular smell
- 4 B *rancid* is used to describe food containing fat/oil which is no longer fresh; *stale* is wrong because it is usually used to describe food which doesn't contain fat/oil which is no longer fresh, e.g. bread
- 5 D if you listen *intently*, you show strong interest or attention; *listen fully* would seem to suggest you listen to everything that somebody has to say, but it is not a common or fixed expression
- 6 A *give off* (a scent) means: to produce a scent
- 7 C *steer clear* (of) is a fixed expression meaning: to avoid a person or thing because it may cause problems; *stay clear* is also possible but it is not as strong a collocation
- 8 C if food is washed down with a drink, the drink is consumed after, or at the same time as the food

3

- | | |
|-----------|--------|
| a 2 | e 1, 3 |
| b 1, 2, 3 | f 2 |
| c 2, 3 | g 1, 2 |
| d 1, 2 | h 1, 3 |

4

- | | |
|-----------------|--------------|
| a setting | f summary |
| b attitudes | g characters |
| c personality | h Suspense |
| d relationships | i quotes |
| e version | j relevance |

5

Students' own answers

6

- | | |
|-----------------|----------------------|
| a Well, | d Actually, |
| b so | e On the other hand, |
| c I must admit, | f so that |

Unit 2

1

- | | |
|-----------------|-----------------|
| a global impact | f radioactivity |
| b green spaces | g catastrophic |
| c renewable | h dying out |
| d influential | i Sustainable |
| e species | j impact on |

2

- 1 *far* (if sth is far from sth else, it is almost the opposite of it)
- 2 *address/take* (if you address/take a problem seriously, you are seriously about dealing with it)
- 3 *not* (if a situation/moment is not the time to do sth, it means it is a bad situation/moment to do sth)
- 4 *unless* (*unless* means: *if ... not*; the clause with *unless* means: if radical practical measure are not put in place ... the situation will only get worse)
- 5 *come* (*to come* used after a noun means: in the future, e.g. for years/some time to come)
- 6 *Unlike* (*unlike* means: in a different way to)
- 7 *by* (*get by* means: to manage to live or do a particular thing)
- 8 *elsewhere* (*elsewhere* means: in, at or to another place; (it has the same meaning as somewhere else but is only one word, as required by the exercise))

3

- a run out / have run out
- b is due to make / will make / is going to make / is to make
- d we'll still be relying
- e starts / will start
- f is certain to be / is certainly going to be / will certainly be
- h if it isn't
- i There's likely to be / It's likely (that) there will be
- j if more people are going to agree / if more people are to agree / if more people agree

Correct sentences: c and g

4

- a There are serious advantages to be had if we invest more in green technology.
- b We don't have the necessary systems in place to warn future generations of the location of nuclear waste.
- c The role of elephants in protecting their ecosystems is fundamental.
- d The government needs to ban the use of wild animals in circuses.

5

Students' own answers

6

- | | |
|----------------|--------------------|
| a On the whole | d Broadly speaking |
|----------------|--------------------|

4

- a It is widely believed that a crackdown on illegal firearms would go some way in addressing the spiralling crime rates in our urban areas.
- b It has been shown that raising the school-leaving age should, in principle, reduce crime levels.
- c It would seem that punishments meted out by friends and family members have more bearing on criminal behaviour than those handed down by some remote legal authority.
- d It might be possible to limit the harm caused to society by the operation of illegal drug markets if they are kept out of sight.
- e The internet is, in a sense, reminiscent of the Wild West frontier where the establishment of law and order has yet to be fully implemented.

5

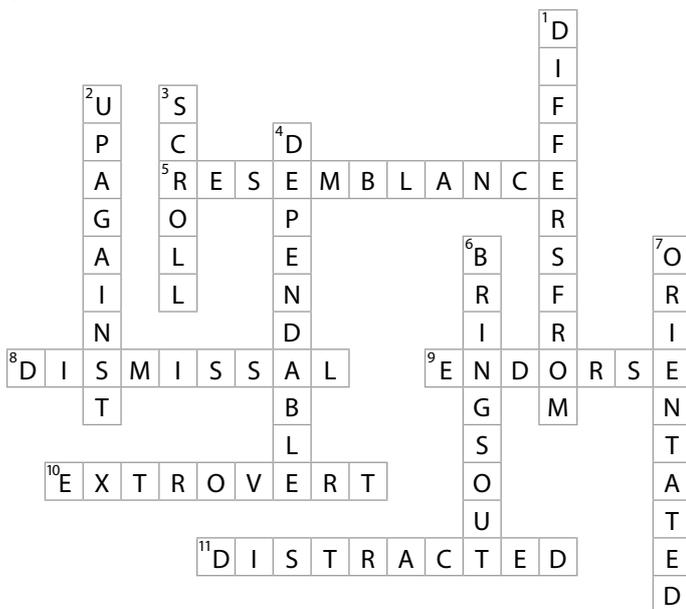
Students' own answers

6

a 5 b 4 c 1 d 2 e 7 f 3 g 8 h 6

Unit 9

1



2

- 1 *relationship*: noun after indefinite article *a*; modified by the adjective *close*
- 2 *therapeutic*: adjective needed to modify noun phrase *frame of reference*
- 3 *psychological*: adjective needed as part of noun phrase *human psychological development*
- 4 *manifestations*: plural noun needed after definite article/determiner *the*; plurality necessitated by adjective *multiple*, meaning: many in number
- 5 *innovative*: adjective needed to modify noun *treatment*
- 6 *symbolic*: adjective needed to modify noun *significance*; preceded by another adjective *implicit*

- 7 *extraordinarily*: adverb needed to modify adjective *fecund*; prefix *extra-* needed to mean: greater or better than usual/normal
- 8 *creativity*: noun modified by the adjective *artistic*; one of the fields suggested in the previous part of the sentence

3

- a was rumoured; had been forced
- b be serviced; had
- c have got; held
- d will be asked
- e got; invited
- f had; broken
- g have; fill/get; to fill
- h got; fired

4

- a as
- b due to
- c on account of
- d owing to
- e as a result

5

POSSIBLE ANSWERS

- a He is not exactly the politest/most polite of people.
- b He has a tendency to voice his opinions rather loudly.
- c She can be a little too determined at times.
- d He tends to take things at his own pace.
- e I wouldn't say he is the smartest person I've ever met.

6

- a repetition
 - b range
 - c synonyms
 - d idea
 - e pauses
 - f precise
 - g accurately
 - h opinion
 - i In
 - j confess
- Not needed: *according to, consider, waits*

Unit 10

1

- a mimic
- b tendency
- c role model
- d bonded
- e acquaintance
- f prohibitive
- g watershed
- h crippled
- i prestigious
- j outlay

2

- 1 B if you are obliged to do sth, you are forced to do sth out of duty; *constrained* is wrong because it usually has the notion of unwillingness on the part of the person being constrained
- 2 D *undergo/underwent a change* is a fixed expression meaning: experience(d) a change; *subjected* is wrong because it is usually used in the passive and requires the preposition *to*, e.g. *were subjected to*
- 3 C *shift (their) emphasis on (sth) to* is a fixed expression meaning: change (their) emphasis on (sth) to
- 4 A *spectacles* are performances or events (usually a variety) that are very exciting to look at

- 5 B if something is temporarily halted, it is stopped for a short time; *terminated* is wrong because it means: ended completely; *checked* is wrong because it means: controlled or stopped from increasing / getting worse
- 6 A *retain* means: to continue to have sth
- 7 D *proved* is the only option which fits the grammatical structure (+ *to be*) and has the meaning: was discovered to be over a period of time
- 8 C *to deal a blow to sth/sb* (passive: a blow is/was dealt to sth) is a fixed expression meaning: to be very shocking or harmful to sth/sb

3

- a like
- b Despite
- c While / Even though
- d as if / as though / like (idiomatic)
- e as
- f While / Even though
- g in spite
- h Now that / Since / As
- i since / as
- j Even if
- k though

4

POSSIBLE ANSWERS

- a despite the fact that it may ultimately be OR although/ though it may ultimately be
- b ... for which they should be praised OR which they should be praised for OR hence/therefore they should be praised
- c Correct
- d agenda, which explains
- e Furthermore (no space)
- f simply through appearing
- g footballers, who are all remunerated very handsomely, are often (commas needed)

5

Students' own answers

6

- a 3, 4
- b 1, 2, 3
- c all
- d 2, 3, 4
- e 2, 3, 4

Unit 11

1



2

- 1 until/till: *until* means up to the point in time or the event mentioned, i.e. Dad's coughing and death; *till* is less formal
- 2 how: used before a verb this indicates in what way or manner
- 3 fall: *fall open* is a verb phrase which means a book opens (or seems to open) on its own at a particular place or page
- 4 anything: *if anything* suggests that the opposite (of the previous statement) is true
- 5 would: *would* is used to describe a regular past action; (it has a similar meaning to *used to* but is only one word, as required by the exercise)
- 6 worth: used as a noun, *worth* means an amount of sth that has the value mentioned, i.e. twenty-six letters/volumes
- 7 into: if you trick sb into (doing) sth, you make sb do sth by means of a trick
- 8 all: *all along* means *all the time; from the beginning*

3

- a 1 b 3 c 2 d 4 e 2 f 2

POSSIBLE ANSWERS

- a Are you interested in opening a business account?
- b Why don't we hold a sponsored walk ...
- c I guarantee that I will refund the difference if you find that ...
- d I swear that I'll pay you back everything I owe you by ...
- e I insist on buying/I am definitely going to buy you a new umbrella to replace the one I lost.
- f Please don't/I urge you not to invest your money in ...

4

- a The merger of the two companies is an important milestone.
- b The discovery of insider trading (at the bank) has affected share values.
- c The (government's) decision to attract new investment has been welcomed by the private sector.
- d Faster growth in the industry sector during March indicates that the economy is on the up.
- e The withdrawal of support for the revised tax laws is causing/has caused unrest in markets.

5

- a say
- b on reflection
- c suppose
- d the one hand
- e just
- f put it
- g on balance

Not needed: *already, one hand, say it*

Unit 12

1



2

- 1 we had not/hadn't opted for
- 2 by the total/complete lack/absence of
- 3 not/have missed out on
- 4 was a high probability of getting
- 5 got under the skin of
- 6 nothing was said OR nobody/no-one said anything

3

POSSIBLE ANSWERS

- a if I had
- b would/'d save
- c But for / Had it not been for / Were it not for
- d If / Supposing
- e Unless
- f Even if
- g were to
- h whether / if
- i Had I known / If I had/'d known
- j provided / providing

4

- a clambered
 - b wangled
 - c accessed
 - d fetched
 - e gleaned
- Not needed: *prevailed, gained, transported*

5

- a drifted
 - b swept
 - c a desolate
 - d an oasis
 - e stretch
- Not needed: *squeezed, a respite, brushed*

6

Students' own answers

7

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