UNIT 1 ONE

OPENER

Vocabulary: Phrasal verbs

1

Students' own answers

2

They may have been misquoted. They don't carry the meaning Armstrong intended, and suggest humans made only a small amount of progress and a large amount at the same time.

3

Suggested answers:
communication: camera phone, laptop and mouse
health / medicine: scratch-resistant lenses (specs), CAT scans, X-rays, foil blankets, water-purification systems, ear thermometers, artificial limbs
food: freeze-dried food, baby formula
exercise: athletic shoes
technology in the home: LEDs, satellite TV, GPS, hand-held vacuum, home insulation, wireless headset, memory foam, adjustable smoke detectors

4

She mentions satellites (imagery / TV), camera phones, water-purification systems, freeze-dried foods and trainers.

5

1 come out with **2** associate with **3** move on **4** devote yourself to **5** throw yourself into **6** catch on **7** put forward **8** spring up

6

1 thrown themselves **2** moved on **3** put forward
4 associated with **5** throw yourself into
6 springing up (also possible: catching on)

7

Students' own answers

READING AND USE OF ENGLISH

Part 5 Multiple choice

1

Students' own answers

2

1 fun-filled break; skiing holiday; city break; beach holiday
2 different fitness levels; preference for different temperatures; preference for relaxing holiday; family relationships

3

Students' own answers

4

B ('The dream road trip with a college friend proves to be a step too far for a relationship …')
D ('He disagreed with every suggestion I made.')
F ('… after a night in the tent …')
G ('I really wished I'd gone on my own!')

EXAM BOOST

Section A

1

1 a it was windy ('The clouds were hurtling across the sky …')
b it rained a lot ('… the ground was damp underfoot …')
2 They don't have a lot of money ('hand-me-down boots')
3 He's young ('boots that were too big for him'), and he likes thrills ('his parents had promised him a trip … the attraction of riding the big wheel had kept him awake'.)

5

Her friends decided not to go on the trip and although she was nervous, the holiday went well.

6

1 B ('I was feeling let down … My reaction was a grumpy 'Well, I'll go on my own!' And I did.') A is incorrect as reluctance is not mentioned – in fact, the opposite. C is incorrect as the writer mentions that they backed down from 'the reality' but doesn't comment on this. D is incorrect as the writer only mentions her 'grumpy' reaction.
2 C ('However, my friends' conviction that I would back down and a weird sense of elation combined to boost my determination to see it through.') A is incorrect as she was apprehensive and had second thoughts. B is incorrect as it is not mentioned. D is incorrect as this would be new for her.
3 A ('The website I found was littered with similarly useful little tips that a potential adventurous solo traveller might hoard away for future reference.') B is incorrect as 'dutifully' might suggest it was expected but not interesting, but the later sentence shows this is untrue. C is incorrect as it is broadened to include 'solo travellers' in general. D is incorrect as the examples she gives imply the information is important, i.e. not optional.
4 B ('the second, third and fourth thoughts were coming thick and fast'.) A is incorrect as her apprehension and panic were not about flying, but going solo. C is incorrect as she is not concerned about their attitude but what they might be like when she met them. D is incorrect as she mentions the 'possibility of missing a connection', but it didn't happen.
5 C ('Inevitably there have been the mistakes; getting stung by taxi drivers when I didn't know the language well; having to ditch half my clothes because I couldn't carry my backpack and more … But I've learned from them'.) A is incorrect as it serves as an example of a mistake she made, not as a warning. B is incorrect as she implies that knowing the language well can help avoid this problem. D is incorrect as the example just shows what happened to her: it doesn't imply that everyone should learn the languages of all the countries they get taxis in.
6 D ('The stigma that used to be attached to people travelling alone has gone. We are no longer seen as people with no friends, or easy targets for the unscrupulous.') A is incorrect as this is how solo travellers used to be considered. B is incorrect – she mentions both, but does not favour one over the other. C is incorrect as no preference is given.

7–8

Students' own answers

READING AND USE OF ENGLISH

Part 1 Multiple-choice cloze

1

A group or singer that only has one hit song.
Students' own answers

2

She was recognised everywhere she went, she could always get a table at a restaurant, she got lots of free stuff from fashion labels, she recorded her first album. She didn't become a successful singer because things went cold once the new series came out and her fans abandoned her.

3

1 capture **2** exceeded **3** suited **4** regardless **5** incapable
6 inclined **7** considered **8** realise

4

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

EXAM BOOST

Section A

1

1 matter **2** event **3** light **4** question

2

1 C **2** B **3** A **4** D

5

1 C ('exceed your expectations')
2 B ('convinced' fits the context, meaning 'certain')
3 D ('incapable of' followed by the *-ing* form of the verb)
4 B ('realise an ambition')
5 C ('regardless of')
6 B ('aspire to' fits the context, meaning 'hope to')
7 D ('happen to' fits the context, meaning 'do by chance')
8 A ('coincide with' fits the context, meaning 'happen at the same time as')

6–7

Students' own answers

LISTENING

Part 1 Multiple choice

1

It is an old custom in some countries for people to play tricks on others on this day. Its origin is unknown.
Students' own answers

2

They ease social situations and relationships, and release tension, making light of awkward situations.

3

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

EXAM BOOST

Section A

1a

Students' own answers

1b

1 fascination **2** regret **3** gratitude **4** uncertainty **5** sensitivity

4

1 B (it was 'intended as a light-hearted joke but not everyone took it that way … people objected to being taken in like that')
A is not correct because the woman says it was 'only a bit of fun', but not that it made people look silly; C is not correct because although she mentions that people didn't like the story being broadcast on a serious documentary, this was the viewers' opinion, not hers.
2 C (he says 'you can pay people back for jokes they've played on you in the past.')
A is not correct because the man talks about stress but this does not equate to energy; B is not correct because he says practical jokes can be funny.
3 B ('There's information that's put out there with the intention of being misleading … Then there's information that journalists … circulate in the belief that it's the truth.')
A is not correct because she says that that people's careers have been finished by fake news, and C is not correct because she says fake news has actually been around for some time.
4 A ('… my reporter's instinct to dig out the truth has so far kept me from falling for nonsense, thankfully.')
B is not correct because he says that he would have been ashamed if he had been taken in, but he hasn't. C is not correct because he understands why people are convinced by what seem to be reliable sources.
5 C (He says that in the past 'it was easier to identify a fraudster' but that 'their tricks are becoming increasingly difficult to spot.')
A is not correct because he describes some scams but these were ones that occurred in the past. B is not correct because he does not go into detail about internet security.
6 A ('A good rule of thumb is to take a deep breath and think 'Does this sound too good to be true?' Be suspicious … think rationally.')
B is not correct because she says people shouldn't be hard on themselves for believing a scam, and C is not correct because although she mentions companies, her point is that we think we know them, not that we ought to go to them for advice.

5–6

Students' own answers

READING AND USE OF ENGLISH

Part 2 Open cloze

1

Students' own answers

2

to sense what we are touching and detect texture

3

1 Because the ridges and valleys probably minimise grip rather than maximise it.
2 They vibrate.
3 This allows us to sense what we're holding and detect texture.
4 Because the features of our fingerprints point in different directions, they allow us to feel things however we hold them.

4

1 been pondering **2** dismissed **3** puzzled **4** working **5** been working **6** holding

5

1 have lived / have been living **2** were peering / peered **3** had been filming **4** have been evading **5** had just finished **6** has it disguised / is it disguising

EXAM BOOST

Section A

1

1 am/'m **2** had **3** have/'ve **4** has/'s been **5** had/'d been

6

0 not (negative of the phrase 'the only')
1 have (present perfect simple auxiliary verb)
2 as (comparison – as individual as primate prints)
3 had (past perfect simple)
4 If (conjunction)
5 been (present perfect continuous auxiliary)
6 are (present continuous auxiliary)
7 to (before infinitive and following the phrase 'be likely')
8 through/with (preposition)

7–8

Students' own answers

SPEAKING

Part 1 Interview

1–2

Students' own answers

3

A is more appropriate because it is a fuller answer, without being overly long, or obviously prepared. It also gives an example and reasons.

4

Students' own answers

EXAM BOOST

1

1 B (A is too short; C is too short and has basic grammar mistakes)
2 C (A doesn't answer the question; B is too short)
3 A (B is too short; C is too long, too detailed and possibly prepared)
4 A (B is not answering the question; C is too short)

2

1 could **2** again **3** Having

3

Students' own answers

5

Suggested answers
1 Candidate A could give an example of what he does that is healthy, e.g. exercise or nutrition. Candidate B could say what prevents her from leading a healthy lifestyle, e.g. habit, work, lack of time or disinterest.
2 Candidate A could explain how he has a good work–life balance, e.g. how much time he has at work and at home. Candidate B could say what prevents her from having free time, e.g. too much work or other commitments.

6

routine: 1, 2
past experience: 3, 4
plans for the future: 5, 6, 7, 8

7–8

Students' own answers

WRITING

Part 1 Essay

1

Students' own answers

2

It involves choosing a pet hate, explaining why it should be got rid of, and defending your argument against others.

3–6

Students own answers

7

B is the better introduction.
A gives away the final decision and details from the later paragraphs.
C is the better conclusion.
D repeats the same ideas and wording, and doesn't give reasons for the final decision.

EXAM BOOST

Section A

1

B and C are the relevant sentences. A includes too much personal detail and isn't arguing a point and B is providing a solution rather than summarising a problem.

2

Students' own answers

8

Students' own answers

9

Example answer
Happiness is not easy to quantify, and a happy life equally hard to define. However, most people would probably aspire to leading a life which allows them some sense of fulfilment and gives them a feeling of contentment. To this end, there are different factors that can contribute, both on a material and emotional level.
Having a steady income to deal with all the necessary financial obligations we encounter in our daily lives can ensure peace of mind, reducing anxiety and stress. When a bill arrives and we can pay it, we may not celebrate wildly, but we do not despair. Windfalls of large amounts of money can help change people's lives radically, whether it means buying a new house or travelling more. But does the happiness it brings last or does it make us want more?
Another factor that can contribute to a happy life is clearly the people around you, the people you consider your friends. Real friends offer support and help during the difficult times, and also provide camaraderie when they share the good ones. They know you sometimes better than you know yourself and are invaluable for their loyalty and advice.
To conclude, I would have to say that although both money and friendship figure strongly in how contented or happy we feel, for me it is friendship that is more important. Money can make people too materialistic and lead to bitterness and disappointment. Enough income is important, but if we get into trouble, it is our friends who will be there to help us out.

GRAMMAR FILE

1

1 've/have been getting **2** 's/is working **3** will be living
4 were always complaining **5** will have published **6** 've just had
7 are you thinking **8** hadn't finished

2

1 I~~'m loving~~ love living in London at the moment. It's great.
2 They~~'re having~~ have three children: Hannah, Charlie and Aurora.
5 He~~'s not understanding~~ doesn't understand anything about technology.
6 I ~~have~~ 'm having a break at the moment in the garden, so I'll get back to you a bit later.
8 I'll believe it when I ~~am seeing~~ see it!

3

1 'd been travelling **2** 'd tried **3** had failed **4** had broken down
5 were waiting **6** will be running **7** am working **8** think
9 has benefitted **10** have **11** aren't always asking
12 'll have been working **13** 'll have got through
14 won't be returning

4–5

1 **What** have you been **doing** since I last **saw** you?
2 **How** have you been **feeling** over the last few **days**?
3 **Where** had you been **working** before coming **here**?
4 **How** will you be **commuting** when the job hours **change**?
5 **What's** been the most **important** thing you've **learnt** today?
6 How **much** will you have **earned** by the end of the **year**?

6

1 What were you working on when the computer crashed?
2 How long had the plane been flying before they served dinner?
3 How much of the report will you have completed by the time you leave later today?

4 How will you be commuting / commute when the train strike happens next week?
5 How long have you not been sleeping well?
6 How many people had you discussed the problem with last week before you got a result?
7 Why is he always complaining about the food in our canteen? It is usually fantastic.

VOCABULARY FILE

1
1 moving on **2** fell **3** reading up **4** pay, back **5** will catch
6 associated **7** came out **8** putting, forward

2
1 thrown myself into **2** devoted themselves to **3** put forward
4 springing up **5** follow through on them **6** backs down
7 taken in

3
1 camouflage **2** practical joke **3** outlet **4** bravado **5** stigma
6 primate **7** fingerprint **8** leap

4
1 unscrupulous **2** credible **3** apprehensive **4** makeshift
5 daunting **6** sceptical **7** empowering **8** misleading

5
1 seasoned traveller **2** release tension **3** pose a threat
4 realised an ambition **5** exceeded, expectations
6 boosted, determination

6
1 got cold feet **2** out of my comfort zone **3** stuck for words
4 been / got stung by **5** came to blows about
6 In retrospect / All things considered **7** a step too far
8 rolls off the tongue

7
1 0o **2** o0oo **3** o0o **4** oo0o **5** 0o / 0oo **6** 0o **7** ooo0o **8** 0o / 0oo

8
Suggested answers:
1 segment **2** come out with **3** fingerprint **4** apprehensive
5 unscrupulous **6** dismiss a theory

9
1 to **2** at **3** from **4** to **5** on **6** on **7** from **8** at
Separable: pride (oneself) on; impose (something) on; infer (something) from

PRACTICE TASKS

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

2
1 with **2** from **3** unless / until **4** so **5** being / getting **6** yourself
7 on **8** whose

UNIT 2 TWO

OPENER

Vocabulary: Nouns from phrasal verbs

1
Students' own answers

2
Students' own answers
K (for Karakoram Range) and 2 because it was the second mountain surveyed in the range.

3
1 input **2** outset **3** pushover **4** outbreak **5** backup
6 Breakthroughs **7** setbacks **8** outcome

4
1 outbreak **2** breakthrough **3** outcome **4** setback **5** input
6 backup

5
Students' own answers

READING AND USE OF ENGLISH

Part 6 Cross-text multiple matching

1
Students' own answers

2
Question 3, Jessie and Ben agree that the morning is the best time to make decisions because that is when your mind if fresher.

3
B (underlining = points in favour of friends helping, **bold** = possible points against friends helping, including distraction.)
A: There are those crossroads we come to at various points when a decision can be life-changing. On those occasions I would definitely advise running options past someone, or some people, whose opinions you respect. Two heads are often better than one and although **you may not necessarily eventually follow what they suggest**, it can sometimes give you a new way of looking at the situation.
B: Some people turn to others when they have to make an important decision; they might ask a family member, a friend or even a teacher for advice. While I'm appreciative of the, at times, frightening responsibility of deciding something big, I feel that in the end, **it is down to us as individuals**, and **we shouldn't let ourselves be swayed** by others' points of view, however well-meaning it might be. We need to trust our own judgement.
C: I was recently offered promotion at work, which entailed working abroad for six months of the year**. I spent ages chasing the pros and cons around in my head, wanting to take the responsibility for making the decision myself**. Eventually I opened up to a really good friend, who talked the whole thing through with me. I truly believe that people who know you well, with no agenda of their own, can help you look at things from different perspectives, and, **while not making the decision for you**, help you to decide what's in your best interests.

EXAM BOOST

Section A

1
Writers A, B and D are all against.
Writers C and E are both in favour.

2
A ('I consider the current plans unsuitable for the location, and it is pointless putting forward a planning application …')
B ('… by all accounts … they require further work to be acceptable by the planning authorities.')
C ('… people argue that the new centre will look out of place … not enough thought has gone into the design. I would take issue with that.')
D ('… I tend to concur with the general feeling that more work needs to be done …')
E ('… and they are impressive.')

4
Students' own answers
The term 'decision fatigue' refers to when it's harder to make decisions if you've already made a lot in the period prior to this.

5

1 D (the technical information 'should have come at the end, rather than the beginning.' Reviewer A says the documentary was a 'carefully planned and well-filmed sequence …'. Reviewer B refers to it as 'well-linked' and 'logical'. Reviewer C was 'impressed by the way the documentary was put together'.)
2 B ('The attention to detail was impeccable … survey sources online … were totally accurate' which agrees with Reviewer C who says there were 'pretty sound statistics to back up their theories'. Reviewer A doesn't think there was any 'real evidence' behind the claims, while Reviewer D does not mention the issue.)
3 A ('I am sure it will be of help to many people … I shall definitely try to alter my work plan' disagrees with Reviewer B's opinion that most people 'will eventually fall back into old routines'. Reviewer C doesn't think that the documentary would be 'life-changing for anyone'. Reviewer D does not mention the issue.)
4 C ('The lack of an original approach has, unfortunately, put me off watching the rest of the series …', which disagrees with Reviewer D who says 'I am definitely looking forward to the next instalment.' Reviewer B suggests it would be interesting to 'hear what else they mention in the next programmes', while Reviewer A does not mention the issue.)

6–7

Students' own answers

READING AND USE OF ENGLISH

Part 3 Word formation

1

Possible answers:
shoes, earrings, socks, twins, sports doubles players, spaghetti and meatballs, pen and paper, bat and ball, chopsticks, etc.

2

The caller feels frustrated / upset / annoyed. He thinks there may be something wrong with him. The expert says that the caller isn't paying attention to what he does with his things when he comes home because he's tired and/or distracted. She suggests that the caller makes himself more aware of his surroundings and puts his things in the same place every time as soon as he enters his house.

3

1 illogical **2** insignificant **3** dismiss **4** interact **5** irregular
6 misplacing **7** unnoticed **8** impossibly **9** reconsider

4

Additional words from audio: insane, disorganised, inability, irresponsible, undoubtedly, misleading, mislaying, reorganisation
Other possibilities: discomfort (also: disable, disabled, disability, disorganisation), illegal, impersonal, inactive, interact, interactive, interpersonal, irresponsible, react, re-enact, relay, reorganise, unable, uncomfortable, undeniable, unresponsive

EXAM BOOST

Section A

1

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

2

1 imperfection **2** readjust **3** unreasonably **4** inadequate
5 irregularity **6** misinform **7** disadvantaged
Opposites: imperfection, unreasonably, inadequate, irregularity, disadvantaged
readjust means to adjust very slightly
misinform means to give false information

5

1 illogical **2** insignificant **3** interaction(s) **4** irregular **5** unnoticed
6 overlook **7** impossibly **8** underestimate

6–7

Students' own answers

LISTENING

Part 2 Sentence completion

1

Students' own answers

2

She was very excited and grateful to her customers.
Her business has been recognised for its contribution and they will be able to expand into another area of business.

3

Suggested:
1 Chloe explains that the main objective of the awards is to boost the of … of family companies. (missing word = noun)
2 Chloe says that … is their principal business goal, which won her company its award. (missing word = noun)
3 Chloe advertises her company's dishes as … (missing word = adjective/noun)
4 Chloe hopes her business will be involved in … in the future. (missing word = noun)

4

1 profile **2** sustainability **3** a sensory feast **4** corporate hospitality

5

1 E **2** D **3** A **4** B **5** C

EXAM BOOST

Section A

1

Suggested answers
1 It is said that coming … in a race can be more rewarding than winning.
2 Those who finish in this position usually feel … to have achieved something.
3 We sometimes get stuck in a '…' which perpetuates negative feelings.
4 Petra wondered why many runners were using valuable … during the warm-up period.
5 Petra expected not to win the race because of her … and lack of height.
6 Petra says that she did not feel … about coming last in the run.

2

1 an ordinal number **2** an adjective related to feelings
3 a noun or noun phrase **4** a noun or noun phrase
5 a noun or noun phrase **6** an adjective related to feelings

3

1 third **2** grateful **3** thought loop **4** energy reserves
5 short stride **6** embarrassed

6

1 scrutiny ('will always come under a lot of scrutiny because the public upholds them as the ideal.')
2 recognition ('there's recognition of your achievements from the sporting community')
3 life expectancy ('coming second is actually beneficial in some ways, not least of which is life expectancy – the difference between those who come first and those who come second is remarkable.')
4 health ('trying to win every competition is harmful to the health of those who pursue victory at all costs.')
5 optimistic ('many second-finishers may feel optimistic')

6 demands ('there are a lot of demands placed on them')
7 experimentation ('those still trying to reach first position … relishing the opportunity for experimentation')
8 hero(es) ('Many highly respected sportspeople never get first place, but are, in my opinion, still heroes … are often influential in their field.')

7–8

Students' own answers

READING AND USE OF ENGLISH

Part 4 Key word transformation

1

It means that once you have learnt how to do something, it is easy to remember and do it again.

2

1 the one for which a design is thought to be the first
2 mountain bikes and BMXs
3 the running machine
4 the boneshaker
5 the safety bicycle

3

Past: was attributed, had already been spotted, was being developed
Present: has never been confirmed, are ridden, have been being built, is being dreamt up
Future: will be riding

4

It is a social enterprise which works with the local communities and charities. They have a coffee shop and have written a guide to local bike routes.

5

1 Maddie's / The second-hand bikes are priced for any budget.
2 Hundreds of bikes have been donated to overseas communities.
3 These communities had never been given access to bikes before.
4 You can have a coffee while your bike is being fixed.
5 Hopefully it will still be being said that the bike shop is the best in the area in another ten years.
6 Maddie heard about a tandem bike ride that was being organised.
7 A lot of money was raised for the charity by people who sponsored the participants.
8 Campaigns have been being held around the country to make cycling proficiency part of the curriculum.

EXAM BOOST

Section A

1

1 was recorded **2** have been included **3** is estimated, is made
4 be prosecuted

2

1 would have been taken away **2** will be repaired on

6

1 are not included
2 it is / has been built into
3 was being fixed by
4 will be / is going to be / get dismissed from
5 will be (being) talked
6 hadn't been brought up

7–8

Students' own answers

SPEAKING

Part 2 Individual long turn

1–4

Students' own answers

5

The candidate follows all of the advice.

EXAM BOOST

Section A

1

1 these **2** the **3** one **4** top **5** underneath **6** on **7** middle

2

1 left-hand **2** the **3** other **4** these **5** first **6** second

6

Example answers
Student A (page 96)
I'd like to talk about the tennis players and the chess players. The tennis players look as if they've just won a competition and as they're holding hands, I'd say that they are a team. The chess players, on the other hand, are opponents, so they won't be working together, but against each other. A major difference between both photos is the type of dependency they show. The tennis players depend completely on each other to engage in the game. They probably know exactly where the other person is at all times, and if one can't return a ball, the other will! The chess players cannot play alone, so they depend on their partner to give them a good game. Regarding the level of challenge these activities might present, the tennis players are in wheelchairs, so they have undoubtedly overcome a lot of physical difficulties to reach this level of competition. The chess players, however, face mental challenges, although unlike the tennis players they have time to think rather than responding to events immediately. They do not seem to be involved in a competition, so the pressure is probably less for them too.
Student B
In my opinion, the tennis players will probably get the most satisfaction, as they have clearly worked hard to gain their medal – and they look extremely happy.
Student B (page 97)
I'll go for the picture of the young boys and the couple who look as if they're putting together some flat pack furniture. The main focus of both pictures is on working together in different situations, but the boys are working to complete a classroom task, using their brains, whereas the couple are doing something quite physical. Working in pairs in a classroom brings a lot of benefits to students as they can help each other to understand things. And as for the couple, well, they definitely need each other to construct the furniture and one person alone would find this sort of thing very hard! Two pairs of hands are nearly always better than one in this type of situation, so the benefits of working together are clear here too. Regarding the likelihood of repeating the experiences, I'd say it's highly likely that pair work is common for the boys, so they'll be doing this sort of activity again soon, but whether the couple will, is debatable! It looks quite complicated and they appear to be frustrated or puzzled. They might just buy ready-made instead next time!
Student A
That's difficult to say. Probably the boys, because they look quite involved in what they're doing. The couple could well be fed up and for the chefs it's work, and they might have to do the same thing every day.

WRITING

Part 2 Review

1–3

Students' own answers

4

1, 2, 4, 7, 9

5

See sections in **bold**

Blade Runner 2049

Have you ever been totally blown away by a film that you'd been expecting to be a let-down? Well, that happened to me recently. I'd loved the original *Blade Runner*, completely getting why it became such a cult classic, and was convinced that no follow-up could ever match it. So, last weekend I settled down to a possibly entertaining, but not mind-blowing couple of hours watching *Blade Runner 2049*. How wrong was I?

The film is stunning. (7 writer's clear opinion) **Not only does it maintain the underlying menace of the first film with the dark, futuristic city drenched by unceasing rain or sleet, but it moves the viewer on 30 years with a storyline that both extends from the original and also stands on its own.** (1 brief information about the film) The action is generally slow-moving, allowing focus on great performances by Ryan Gosling and Ford among many others, and includes jaw-dropping visual sequences, created with clever use of colour. **The orange landscape of a future LA and the pure whiteness of the snowy final scene are particularly memorable**. (4 a summary of positive points about the film) **The original film explored questions related to developing AI**. (2 short reference to original) *2049* takes this interrogation further, dealing with the role and authenticity of memory and what actually makes us human. But what drives the film is a truly compelling story.

Blade Runner 2049, for me, is the perfect film sequel, which I am sure will also become a classic, in its own right**. I would encourage both fans of the first Blade Runner and those who are new to the concept to watch it**, (9 a recommendation to see or avoid) and I defy anyone not to be mesmerised.

6

1 stunning, mesmerised
2 explored questions, interrogation
3 mind-blowing, slow-moving, jaw-dropping
4 drenched
5 totally blown away
6 The film is stunning. Not only does it maintain the underlying menace of the first film with the dark, futuristic city drenched by relentless rain or sleet, but it moves the viewer on 30 years with a storyline that both extends from the original and also stands on its own.

7

1 exceptional
2 dreadful
3 riveting
4 high-speed
5 hilarious
6 complex

8

Students' own answers
Yes, the writer has covered what is asked for in the task.

9

Students' own answers

EXAM BOOST

Section A

1

1 B, C **2** A, E, H **3** D, F, G

2

Students' own answers

10

Students' own answers

11

See sample review in Ex 5.

12

Students' own answers

GRAMMAR FILE

1

1 have been sighted **2** to be delayed **3** were breached
4 are currently being questioned **5** shouldn't be underestimated
6 had not been alerted

2

1 We were asked to complete a questionnaire following our stay at the hotel.
2 The risk of illness is greatly increased by years of eating food with low nutritional value.
3 The armed robbers will be sentenced later today and the ruling will be televised.
4 The parcel was delivered by drone in the car park today and the unusual event was watched by both staff and customers.
5 The play was written by Agatha Christie and it has been performed continuously in London for over 68 years.

3

1 are alleged to have submitted fraudulent expenses claims in the last financial year
2 is rumoured to be breaking up later this year
3 are guaranteed to be compensated
4 is believed to build up our immune system
5 are thought to have been written while he was living in Rome

4

1 setting off I had been alerted
2 must have been thrown out
3 time will not be allowed
4 is said to have developed
5 is reported that scanners have been
6 this information should not be

5–6

We use /w/ when linking the words.

VOCABULARY FILE

1

1 far-fetched **2** breakthrough **3** engrossed **4** prone **5** perk
6 shortlisted **7** illogical **8** outset

2

1 lengthy **2** outcome **3** accessible **4** relentless **5** reorganisation
6 Undoubtedly

3

1 appreciative **2** track **3** forge **4** down **5** open **6** fall

4

1 input **2** underestimated **3** sound **4** comes to a standstill
5 misleading **6** Two heads are better than one **7** runner-up
8 in two minds

5

1 slow-moving **2** setback **3** misplace **4** tear-jerking
5 take for granted **6** reckless **7** underestimate **8** scrutiny

6

1 The TV series was a **spin**-off from the original film.
2 The task is a **push**over.
3 The scene was **jaw**-dropping.
4 I spent an in**sane** amount of time on the project.
5 The book was a **foll**ow-up to the one he wrote ten years ago.
6 I always keep a **back**up of my files.
7 I liked her company from the **out**set.
8 I tend to mis**place** things like keys and TV remotes.

7

compound nouns and phrasal nouns are usually stressed on the first syllable; two-syllable words with prefixes are stressed on the second syllable

8

1 upbringing **2** outcry **3** intake **4** turnout **5** outlay **6** fallout
7 downturn **8** outlook
The words belong to **Phrasal nouns**.

9

Students' own answers

REVIEW: UNITS 1–2

1

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

2

1 if **2** in / with **3** is **4** as **5** do **6** with **7** been **8** Whatever

3

1 ignorance **2** utterance(s) **3** illogical **4** input **5** inability
6 insignificant **7** mislead **8** setbacks

4

1 the bottom of what is/what's
2 had a lengthy / long discussion of/about / discussion as to
3 were appreciative of
4 will still be (being) enjoyed
5 were misinformed about the event being
6 (far) exceeded my expectations

5

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

6

1 would **2** them **3** was **4** in **5** what **6** own **7** rather **8** No

UNIT 3 THREE

OPENER

Vocabulary: Phrasal verbs

1

Students' own answers

2

emergency services, mountain rescue, aid organisations, postal services, space tourism

3

1 refer to **2** get, out **3** come about **4** stemmed from **5** set, back
6 gone into **7** mess about with **8** do away with

4

Suggested answers:
1 I think they're going to do away with printed tickets soon …
2 I'm always messing / I mess about with …
3 The blue dot is meant to refer to …
4 My lateness stems from …
5 A lot of my time and effort goes into planning …
6 A lot of technological progress has come about in recent years.
7 Not planning in advance sets me/my journeys back
8 Let's get out of here and …

5–6

Students' own answers

READING AND USE OF ENGLISH

Part 7 Gapped text

1

Students' own answers

2

notebooks, coffee, questions
types of research, structuring talk, effective delivery
checked, checked and checked again
reverse tracing, checking other reports, looking at the website

3

one = speaker; makes eye contact = looks down all the time; open arm movements = gestures; rooted to one spot = stands in the same position; monotone = doesn't vary their intonation; bore an audience = lose interest

EXAM BOOST

Section A

1

A 3 B 2 C 1

4

Students' own answers

5

1 C ('there is an extremely good reason for this' in C refers back to 'probably not, but why?' before the gap.)
2 E ('our buying decisions' before the gap links to 'in advertising slogans' in E. 'subtle techniques' and 'I've just done that very thing myself' also links to 'viewing them all … product claims' in the paragraph after the gap.)
3 B ('three linguistic bullets' before the gap links to '… beyond this with an additional fourth or fifth element' in B)
4 G ('without the same possible repercussions' in G refers back to 'life or death choices' in the previous paragraph. 'a similar reaction' in the paragraph after the gap also refers back to 'their eyes go vacant' in G.)
5 A ('public speakers like this' in A links back to 'Politicians' in the previous paragraph.)
6 D ('an example' in D refers back to 'Something else I also use in talks is humour' in the previous paragraph.)

6–7

Students' own answers

READING AND USE OF ENGLISH

Part 1 Multiple-choice cloze

1

The Earth

2

Students' own answers

3

Being able to see people.

4

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

5

1 unsolved mystery **2** deepened, understanding
3 remarkably beautiful / highly symmetrical
4 highly symmetrical / remarkably beautiful **5** distinctive feature
6 exceptionally difficult **7** complicate matters
8 accumulated knowledge

EXAM BOOST

Section B

3

1 held **2** similar **3** crafted **4** attached **5** available **6** offended
7 controversial

6

0 B (A 'feature' of the landscape is a part of the land, especially a part that you can see. A, C and D do not collocate with 'landscape'.)
1 B ('highly' collocates with 'symmetrical'; the other words do not.)
2 A ('remarkably' collocates with 'beautiful'; the other words do not.)
3 D ('abandoned' means to stop having a particular idea, belief or attitude. It is the only word which fits the context. You can abandon a hypothesis, but not deny, release or discharge one.)
4 C ('deepen' collocates with 'understanding' and means become stronger or greater. The other words do not fit the context.)
5 B ('determine' means to find out the facts about something. It is the only word which fits the meaning of the sentence.)
6 D ('matters' collocates with 'complicate' before the gap. The other words do not fit the meaning of the sentence.)
7 C ('accumulate' collocates with 'knowledge' and means to gradually get more and more of something. It is the only word which collocates correctly.)
8 A ('unsolved' collocates with 'mystery', and is the only word which is correct in the context.)

7–8

Students' own answers

LISTENING

Part 3 Multiple choice

1

Students' own answers

2

Third place: somewhere a variety of people meet and talk. Somewhere that feels personal and where you can come and go without problem.
The woman felt intimidated to go inside, even though she really wanted to.

3

D

M: Great, so what you're actually doing by visiting the café <u>is all about getting some social contact</u>. You could probably just make your own cheese toastie, maybe even a better one!
W: Right, that's interesting. It was actually the first café I went to after I moved here. And I almost didn't go in at first, cos I could see what appeared to be an established group of friends hanging out, laughing and chatting. It was a bit intimidating but <u>I so wanted to be part of it</u>. <u>Maybe you're onto something</u>!
M: <u>You wanted to belong</u>. <u>Most likely you hadn't established firm connections yet</u> if you'd only just moved to the area.
F: <u>Apart from a couple of good friends, not really</u>.

4

1 They agree about how difficult it can be to deal with change.
2 They agree the need to better connected with the place in which we live.
3 They disagree about the man's third place being the streets in his neighbourhood.

EXAM BOOST

Section A

1

1 disagree **2** agree **3** agree

5

1 B ('You can come and go without anyone taking exception to that. If you don't turn up for a few weeks, it's no big deal … That's key to their success.' This indicates that this is the characteristic he finds most important.)
2 D ('Let me just set one thing straight. Many assume third places are the physical places themselves. On the contrary, it's …'.)
3 B (Julia says that 'people from different backgrounds who get to know each other develop trust' and Adam says 'we're more likely to encounter people from different walks of life. That's the perfect learning opportunity in terms of cultural awareness and sensitivity to people from different social groups.' This is what both speakers agree about.)
4 C (Julia says 'I must admit, I'm unconvinced that a place within the work building offers the same freedoms as those elsewhere' and Adam says 'Personally, I think you need to get away from the office altogether. Third places in the public domain are better for the individual's development,' indicating their agreement.)
5 A ('The screen creates a physical barrier, which doesn't exist at actual third places in the real world' and 'That isn't enough in my opinion.')
6 C (Julia says 'I'm so far unconvinced about this but I might be persuaded, given time' and Adam says 'I've yet to come round to the idea', indicating his agreement.)

6–7

Students' own answers

READING AND USE OF ENGLISH

Part 2 Open cloze

1

Possible answers:
the Kardashians, the Williams, the Jenners, the Kennedys, the Gallaghers, the Olsens, etc.

2

A

3

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

4

1 or **2** While **3** However **4** Either **5** Since **6** as though

EXAM BOOST

Section B

2

1 Not only **2** While / Whereas **3** while / whereas **4** as though **5** Since **6** Whatever

5

1 from **2** if / though **3** far **4** but **5** among(st) **6** Whatever **7** while / (al)though **8** it

6–7

Students' own answers

SPEAKING

Part 3 Collaborative task

1–4

Students' own answers

5

Students interact well, not dominating the conversation and asking and giving opinions, while referring to each other's points throughout, showing they are listening to each other.

6

All points are covered.
I couldn't agree more., That's a great way of putting it! / don't you think? / That's true, but … / You've got a point, but / You're right, but … / Don't you agree? / I don't entirely agree with you there / Very nicely put!

EXAM BOOST

Section A

1

1 said **2** think **3** spot **4** coming **5** view **6** raised **7** reasonable **8** with **9** along **10** ways **11** convinced **12** concerned

2

A 10, 12 B 1, 2, 5, 11 C 3, 4, 6, 7, 9

3

Students' own answers

7

Example answer
A: OK, so when thinking about what's contributed to getting promotion at work, I guess that it's really down to hard work and getting results, don't you think?
B: You're right, but it's also about relationships with colleagues I think, and whether you show leadership qualities.
A: That's true. It depends on the type of job really. What about passing a driving test?
B: Well, personally, I'd say that you need to have had good training – a real driving instructor, not just your dad! And loads of experience.
A: I couldn't agree more. The more practice the better! Also, you need to have driven in a variety of different places – like on country lanes – where you might meet sheep or tractors, and city centres where the traffic can be horrendous.
B: That is so right. Moving onto learning a language, I really believe that to do that successfully you need to have a gift! Some people just have a talent for picking up a new language, other people can struggle for ages.
A: You've got a point, some people – who I really envy – have no trouble learning a language, but I think if you really need to learn, you will. Like – if you're living in the country and you have to communicate, I think you'll learn. People learn differently, and at different speeds, that's all.
B: Very nicely put! I also think it helps if you have a good ear – that is, you can remember and reproduce sounds well. And the best thing is if you have parents of different nationalities – so you learn another language when you're very young!
A: Perfect!

A: Right, looking at which achievement might affect someone's life most, my view is that it's passing a driving test. When you can drive and have a car, it gives you so much independence and changes your life really. How do you feel about that?
B: I couldn't agree more. But also, I'd think that winning an Olympic medal might also change your life significantly. Afterwards you will always be remembered and you become a celebrity – you'll get asked on game shows and write books and so on!
A: Yes, you're right. And earn a lot of money for doing all those things. Obviously getting promotion also brings you a lot of money, but may not change your life that much. It's not quite as significant as winning the medal. OK, let's go for that.

8–10

Students' own answers

WRITING

Part 2 Email or letter

1

Students' own answers

2

1 (in order) E, C, A **2** A **3** B **4** C **5** B **6** C

3

Suggested answers:
A from a blog B from a training manual; from an advice sheet to participants

4

Coming up = approaching; remember = bear in mind; most important = extremely valuable; no late night or partying = avoid going to bed too late; watch your food = pay attention to; cut down on = reduce your intake of; sugary stuff = high sugar content; give your body plenty of time = allow sufficient time for

EXAM BOOST

Section A

1

1 please contact **2** announced **3** Should you require **4** We would like to inform you **5** entertaining **6** purchased **7** the many **8** will automatically receive

2

Students' own answers

3

1 a F; b I **2** a I; b F **3** a I; b F **4** a I; b F **5** a I; b F

5–8

Students' own answers

9

Example answer
Hi Sammy,
Thanks for the email – great to hear from you. And yes, I know the feeling! I do a lot of sport but whenever I come back from holiday, I feel so unfit. It's the lack of routine and all the food I've been eating! It can take a lot of effort to get back into training.
I remember you doing a lot of swimming years ago, and my advice would be to get back in the pool. Really, believe me, it's one of the best forms of exercise you can do to improve your fitness quickly. You don't need to splash out (!) on any fancy

equipment, and if you join a club, you'll get loads of cheap sessions in the pool. That way you'll also be swimming with others, which does tend to spur you on and keep you motivated. If I were you, I'd find a leisure centre quite close to your work, then you can pop in for an hour before work starts or when you finish. You could even grab half an hour at lunchtime!
I'd also recommend running or walking, as that's great exercise, too, and costs nothing, but with winter on its way, it might not be that much fun. It's a bit too easy to look at the weather and think, no I'll give it a miss today. Then before you know it you get out of the habit. Also, it can be quite solitary and it's better to have other people around, as you say.
So, take my advice and find your swimsuit. And keep me updated on your progress!
Speak soon,
Danny

10
Students' own answers

GRAMMAR FILE

1
1 yet **2** whereas **3** provided that **4** As **5** If only **6** as **7** Nor

2
1 No matter how busy he is, he always finds time to help.
2 We increased the prices. As a result, the sales have fallen. / As a result of increasing (the) prices, (the) sales have fallen.
3 The arts students have very few morning lectures. In contrast, the science students have many.
4 While my parents like to holiday in the city, my grandparents prefer the beach.
5 No sooner had he got home than he noticed the broken window.
6 We had a lot of problems on the journey. In other words, it was a complete nightmare.

3
1 On the other hand **2** As well as **3** What's more **4** Even so
5 For this reason

4
1 While / Although / Whereas **2** that **3** Whatever **4** more
5 However **6** neither **7** nor **8** but **9** only **10** did **11** result **12** For

5
1 On the other **hand**, not everyone really wants to learn an instrument.
2 In other **words**, two heads are better than one.
3 As a **result**, the triplets became famous throughout the world.
4 As **yet**, no one has beaten her triathlon time.
5 However you feel about **it**, you need to consider your future actions
The previous word generally carries a downward intonation.

VOCABULARY FILE

1
1 do away with **2** shy away from **3** stem from **4** go into
5 set back **6** mess about with **7** come about **8** come round to

2
1 thwart expectations **2** meet the criteria
3 accumulate knowledge / deepen understanding
4 establish a rapport / strike up a friendship **5** exude confidence
6 strike up a friendship **7** heed advice **8** determine the facts

3
1 complex **2** call **3** reminder **4** thanks **5** straightforward **6** puzzle
7 atmosphere **8** kind

4
1 armed **2** straightforward **3** compatible **4** intimidating
5 undervalued **6** plausible

5
1 adversity (d) **2** brevity (b) **3** stance (f) **4** mantra (c) **5** cradle (a)
6 punch line (e)

6
1 keep someone in the loop **2** rooted to the spot
3 let me get this straight / to and fro **4** different walks of life
5 can't string a sentence together

7
/z/ repercussions, matters, swirls
/s/ chunks, facts, protagonists, loops

8
If the word ends with a voiced consonant (i.e. requiring the voice to make the sound, such as n, r or l), the sound is /z/; if it is unvoiced (i.e. it does not require the voice in order to produce it, as in k, t or p), the sound is /s/.

9
1 hook up **2** boot up **3** power up **4** scroll down **5** go down
6 key in **7** hack into **8** opt out

10
Students' own answers

PRACTICE TASKS

1
1 nationalities / nations **2** insight **3** geographical **4** unpredictable
5 expectations **6** unseasonable **7** overcome **8** interaction(s)

2
1 whereas pronouncing them was
2 queried who would be
3 is alleged to have been
4 is being discussed by
5 has not been identified as
6 apologised for not having informed us

UNIT 4 FOUR

OPENER

Vocabulary: Phrasal verbs

1
Students' own answers

2
1 It generally consists of tea and biscuits mid-afternoon (around four o'clock), or a more formal version consists of scones, sandwiches and cakes at a hotel. The Duchess of Bedford in 1840 wanted some food mid-afternoon as she was hungry.
2 Le goûter is the French equivalent. It's more substantial and is usually sweeter.
3 The second breakfast in Poland (as lunch is much later); the midnight breakfast in the USA (to keep students going while studying)

3
1 off **2** down **3** back **4** over **5** back **6** up **7** with **8** on **9** on **10** up

4
1 dates back to **2** tide you over **3** rustle up **4** lay on
5 set you back **6** pass on

5
Students' own answers

READING AND USE OF ENGLISH

Part 8 Multiple matching

1

Students' own answers

2

1 Four distinct seasons north and south of the tropics. Two seasons in the tropics: hot and dry, hot and rainy.
2 Planting and harvesting, animal life cycles
3 In four-season countries, summers are longer, winters are shorter – almost two main seasons with transitional months.

3

1 a Some experts are now talking in terms of two main seasons.
b The reporter refers to **changes in the way** scientists **describe** the seasons.
2 a It's down to us – humans have really messed up.
b The speaker blames people for **creating the current problems**.
3 a It is now becoming clear to us all. We've all seen unseasonable activity.
b The speaker points out how **personal experience** is bringing the issues home to us.
4 a The whole delicate balances maintained in nature are controlled by the seasons and any changes can have far-reaching consequences.
b The speakers warns of the extensive impact if seasonal shift disrupts **natural cycles**.

EXAM BOOST

Section A

1

1 questions **2** criticises **3** compliments **4** compares

2

Students' own answers

4

A and B

5

1 D ('… obviously involves higher costs, and smaller resorts have had to close; … resorts have refocused and are promoting activities less dependent on reliable snowfall …')
2 B ('… that is – a large region on the planet with its own range of living things …')
3 A ('… that this is only the most obvious and well-known indication of the hardship …')
4 C ('… such as Dr Leslie Field's research into sprinkling a particular type of sand over the Arctic ice to prevent the shrinking. The idea of using sand to reflect the sun …')
5 A ('… guided by the names of the months which were taken from the weather; the name for March meaning hot and dry, for example. Now sadly, that correlation is gone…')
6 B ('… and this has, in effect, slowed down global warming for us.')
7 A ('… ravaged by increased numbers of pests and weeds that thrive in the hot conditions.')
8 D ('To those not in the know, these are resorts providing a continuous 100-day ski season with at least 30 centimetres of snow …')
9 C ('… showing how scientists are trying to find ways through the problems – such as Dr Leslie Field's research into sprinkling a particular type of sand over the Arctic ice to prevent the shrinking. The idea of using sand to reflect the sun links ideally to basic physics lessons, too … a real life-changing application of scientific theory! …')
10 B ('You're much better informed than I was before starting a project last month.')

6–7

Students' own answers

READING AND USE OF ENGLISH

Part 3 Word formation

1

Students' own answers;
Lucky: a black cat crossing your path, crossing your fingers, finding a four-leaved clover, the number 7
Unlucky: breaking a mirror, Friday 13th, opening an umbrella indoors, walking under a ladder

2

1 The history and significance of the four-leaved clover.
2 to bless marriages, in medicine, placed in shoes to help the wearer find true love, passed on to others to double your luck
3 Because they are so rare, and rare things are considered special.

3

commonly dependent discovery distinctive healing prosperity rational thankful

4

1 non-existent **2** subjective **3** doubtless **4** mentality **5** countless **6** Similarly **7** eagerness **8** unhelpful

EXAM BOOST

Section B

3

1 pointless **2** constructive **3** priceless **4** courageous **5** lengthy
'priceless' means the opposite of 'worthless'

5

1 repeatedly / repetitively **2** dependent / depending **3** distinctive **4** irrational **5** probability **6** skilful / skilled **7** commonly **8** Ultimately

6–7

Students' own answers

LISTENING

Part 4 Multiple matching

1

Students' own answers

2

1 Bad.He can't find his way no matter how many times he's done the same journey.
2 She mentions being observant.

3

A (Option A is the gist of the whole section. The women cites examples of how poor observation skills can impede someone's ability to get a sense of where they're going or have been and contrasts them with a programme explaining how some cultures come to have a better sense of direction than others. B is not correct because her comment on him not having a good sense of direction is connected to how is brain is wired rather than his level of intelligence. C is not correct as she explains that technology could be considered a distraction rather than an aid.)

4

C (Option C is the gist of the whole section. A is not correct because although she mentions visual cues, she does not suggest these are minor details – rather, they are important ones. B is not correct because she says that people are generally aware of whether they have a good sense of direction or not.)

EXAM BOOST

Section A

1

1 B **2** D **3** A **4** E

5

1 H (After getting lost down one backstreet too many, I decided to do something about it. … I haven't had a sleepless night since.)
2 E (I had a flashback – I'd spent my childhood somewhere with similar architecture – that brought a sense of nostalgia – I'd loved it there.)
3 B (the person I got talking to was actually a friend of the person I was trying to locate, heading the same way. So, I gave her a lift and we've now become good mates.)
4 D (My lengthy walk gave me a bit of space to think and I came up with a solution to a work problem that had been bugging me – very helpful!)
5 F (At least my newly acquired Spanish got a workout …)
6 D (Requesting the specifics of where I'm going in advance ensures I don't revisit those backstreets!)
7 F (I resolved to take note of distinctive buildings and forks in the road so I didn't have to take an hour to do a five-minute journey from the bus stop!)
8 G (I knew I'd just have to swallow my pride and approach someone for help – something I never fail to do now cos it avoids the frustration.)
9 A (I know where I went wrong on my walk now, and look out for particular landmarks that point me in the right direction.)
10 E (There was a passage that seemed to cut out a lot of walking, so I followed that. It's a mistake I've never made again …)

6–7

Students' own answers

READING AND USE OF ENGLISH

Part 4 Key word transformation

1

Students' own answers

2

1D = a line; 2D = paper; 3D = objects around us in real life; 4D = a geometrical concept of space in four dimensions

3

Suggested answers:
1 clarified / pointed out **2** acknowledged / recognised
3 encouraged / prompted **4** conceded / admitted

4

1 contradict (say that what someone has just said is wrong)
2 compliment (praise or express admiration for someone)
3 assert (say something is certainly true)
4 exaggerate (make something seem better, large, worse, etc. than it really is)
5 reassure (say something to stop someone from worrying)
6 query (ask for confirmation something is correct because you believe it may not be)

EXAM BOOST

Section B

3

1 threaten **2** remind **3** deny **4** warn **5** acknowledge **6** dismiss

5

1 wondered whether / if it would be possible
2 know why we are / were unable to
3 concluded that (using) the drug was
4 reassured us that it was not / wasn't
5 queried how we were / the way (in which) we were
6 complimented her on coming

6–7

Students' own answers

SPEAKING

Part 4 Discussion

1

Students' own answers

2

cleaning out shark tank; warming up studio audience; performing in musical; sous-chef in restaurant; window cleaning; platform announcing; shoe shining; receptionist; barista
She took on the challenge to raise awareness of the work small charities do.

3–4

Students' own answers

5

B is the best answer (she adds detail and examples, and personal experience)
A (too short and direct, undeveloped)
C (doesn't actually answer the question – just fills out the reasons)
Students' own answers

EXAM BOOST

Section A

1–2

Students' own answers

3

1 one **2** look **3** personally / common **4** then **5** sorts

4

1 matter **2** depends **3** case **4** chance **5** Looking back **6** time

6–9

Students' own answers

WRITING

Part 2 Proposal

1

4th July Independence Day celebrations in the USA.

2

Picnic; dressing up; games; flags; balloons; live music; firework display; performance by orchestra

3

1 South Korea **2** Hong Kong **3** Finland **4** Russia **5** Spain
6 Canada

4–9

Students' own answers

EXAM BOOST

1

1 Your local town council is planning to sell the site of a disused factory for development as a retail park. You feel the land could be used for purposes that would better benefit the community. Write a proposal to the council **explaining why the retail park is not a good use** of the site and **offering alternative suggestions**, saying **how they could benefit** the community.
2 Your college is planning its yearly budget and asked students to submit proposals for which departments require additional funding. Write a proposal on behalf of the students in your Media

department, **requesting funding** and **outlining why extra money is important** and what it could be used for, Mention the **benefits for both students and teachers** in the department.
3 Your manager is looking for ideas for a team-building weekend. He has asked for **proposals for the weekend, offering a choice of two ideas** which you are to **evaluate**, saying **which would most benefit the employees and why.**
4 You live in a small village with very narrow winding roads. Heavy trucks regularly drive through the village and you are concerned about the congestion they cause and dangers to pedestrians. Write a proposal to the town council **outlining a way of stopping trucks from travelling through the village**, **giving your reasons** and **explaining why it needs to be given priority.**

2

1 A, B **2** B, C **3** A **4** C
Reasons why: Students' own answers

3

1, 2, 3, 4, 5, 10

4–5

Students' own answers

10

Students' own answers

11

Example answer
Introduction
The purpose of this proposal is to suggest some activities to celebrate New Year's Eve in Halford Town, using the allocated council funding. The proposal will describe possible activities, explain the reasoning behind the choices and outline how these will benefit the town.
Activities
The town square would be an ideal venue for a seasonal market during the day of New Year's Eve. Stalls could sell a range of different foods from the area as well as local arts and crafts. Following this in the early part of the evening, the garden in the centre of the Square could be used for an outdoor music and dancing display and choirs and dance groups from local schools would be invited to participate. Following this, in the lead-up to midnight, a well-known band could be booked to play live in the square, attendance free. At midnight there would be a fireworks' display over the river, again financed by the council.
Benefits
Such a range of activities would benefit the town in many ways. The market would showcase local produce and skills, and the music evening would prove motivational for local children and clubs. Many towns provide activities over the midnight period alone, but our proposed activities would encourage visitors to spend a full day and evening in Halford. The town would profit financially from large numbers of visitors to the events.
Conclusion
I hope that you will give this proposal your attention and come to a favourable decision. The earlier local people can be informed of the plans, and marketing for the event in the region can begin, the more successful it is likely to be.

12

Students' own answers

GRAMMAR FILE

1

1 me to phone her as soon as I arrived
2 me of taking / having taken his keys again
3 Dan for missing the plane
4 ever having left/leaving his old job
5 Amy from going to the party
6 to having to work such long hours

2

1 He promised to help me. He promised that he would help me.
2 She agreed to come with me on Friday. She agreed that she would come with me on Friday.
3 He insisted that I attend (attended) the meeting. He insisted on my attending the meeting.
4 He hoped that he could get time off. He hoped to be able to get time off.
5 She denied telling / having told him. She denied that she had told him.
6 They mentioned possibly going to see their grandparents that weekend. They mentioned that they might go to see their grandparents at the weekend.
7 He complained about the amount of work he needed to do. He complained that he had too much work to do.
8 He apologised for not being able to help that week. He apologised that he could/would not be able to help that week.

3

1 using the map **2** on using the sat-nav **3** it was very reliable **4** that we were going into **5** whether we'd taken **6** me that we were heading **7** her to turn round **8** we were **9** that I might be right **10** whether she'd put in the wrong address **11** that she had probably set **12** having been wrong / that she had been wrong **13** that I'd been right.

4

They take the same length of time to say because of the rhythm pattern: syllables are reduced to fit to a time beat.

5

Answers the same as Ex 4

6

insisted, pointed out, reassured, told, conceded, wondered, concluded, admitted

VOCABULARY FILE

1

1 worked **2** wash **3** swallow **4** set **5** messed **6** strike **7** laid **8** tide

2

1 livelihoods **2** unseasonable **3** navigating **4** livestock **5** stranded **6** graze **7** harvests **8** pests **9** ravage **10** thrive

3

1 far-reaching **2** geometrical **3** attentive **4** irrational **5** distinctive **6** healing **7** compelling **8** viable

4

1 the brink of **2** gloom and doom **3** the guts **4** in the know **5** at stake

5

1 ritual **2** belongings **3** insight **4** cycle **5** endeavour **6** acquire

6–7

1 switch / rustle **2** breadth

8

1 polished off **2** picked at **3** gobble down **4** wean myself off it **5** plump for

9

Students' own answers

REVIEW: UNITS 1–4

1

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

2

1 about **2** has **3** as **4** its **5** a **6** addition **7** that **8** to

3

1 unreasonable **2** compelling **3** availability **4** establishments
5 belongings **6** primal **7** undervalued/valueless **8** definite

4

1 only did he love
2 conceded that he'd/he had underestimated
3 as though he hadn't/had not slept
4 thought to have been brought
5 pointed out that I'd/I had made
6 had / 'd completed three questions before realising

5

1 bodily **2** personality **3** unbalanced **4** mysterious **5** reflection
6 irrational **7** unchanging **8** accessible

6

1 think theatres will get rid of
2 complimented Clara on doing well / having done well
3 as long as there are no / as long as nobody has any
4 lived up to his / Jack's expectations
5 make eye contact (with people) / make eye contact / look someone in the eye
6 makes it impossible for us to

UNIT 5 FIVE

OPENER

Vocabulary: Body idioms

1

Well done! Yay! You did it! Nice one!
It is used to congratulate someone / each other.
Students' own answers

2

1 openness or hug (though people also use it to dismiss something or don't want to do a task)
2 up / one / question / idea
3 high five / talk to the hand / stop / question
4 joy / celebration of success
5 fist bump (greeting or high five meaning)
6 pump fist – celebration / zero (and sometimes defiance / resistance)

3

Possible answers:
hug; air kisses; handshake
handshake, high five, fist bump, hug
same as greetings, also wave goodbye

4

They help us communicate our thoughts and feelings more clearly.

5

be in the public eye – be famous and often featured in the media
rule of thumb – calculate something, not exactly but correctly enough, based on experience
go hand in hand – exist together and connected to each other

6

1 face, b **2** eye, e **3** head, c **4** eye, f **5** neck, a **6** face, d

7

Students' own answers

READING AND USE OF ENGLISH

Part 5 Multiple choice

1–2

Students' own answers

3

1 In a spiral, like a snail's shell.
2 Napoleon 3rd redesigned the districts in 1860.
3 It's home to the Latin Quarter, an area where students and artists go that's full of narrow lanes, cheap restaurants and small shops.

4

Suggested answers
1 B **2** To persuade the reader to do something
3 It shows the shop owner's sympathy

EXAM BOOST

Section B

2

A 3 B 4

5

Students' own answers

6

1 B (He questions 'why, for instance, do our memories …'. A is incorrect as they don't fade, they may just be wrong. C is not a concern he mentions. D is incorrect as he remembers both.)
2 A (He says 'I would normally have reacted to this unwanted contact …'. B is incorrect as he mentions the situation but not his reaction to it. C is incorrect as he only resents the taxi driver's trying to overcharge. D is not stated.)
3 B (Moving the cases 'in and out of the boot' implies that there is some threat to NOT take the taxi. A is incorrect as we do not learn how much luggage there is, only that Ellie has a bag. C is incorrect as he does not refer to who takes the cases in and out. D is not stated.)
4 D (It refers to something the writer is not looking forward to. A is incorrect as the direction is only mentioned with reference to something he sees. B is incorrect as only the journey to the hotel is mentioned. C is incorrect as we never learn the details of this.)
5 C (He focuses on the atmosphere: the store was gone but the atmosphere remained. A is incorrect as he mentions the type of store but not the people who used them. B is incorrect as his memory is quite clear on this. D is incorrect as he doesn't judge, just describes.)
6 C (He mentions that it is a symbol of recovery. A is not stated. B is incorrect as his reaction is more positive. D is incorrect as he doesn't comment on the topic, just that it will be a record.)

7–8

Students' own answers

READING AND USE OF ENGLISH

Part 1 Multiple-choice cloze

1

The continents (North & South America, Europe, Asia, Africa, Australia). The six colours, including the white background, symbolise the common colours on flags of the nations that competed in the first five Olympics.
Students' own answers

2

The IOC establishes they are recognised internationally as a sport. Sports must comply with rules of the Olympic Charter.
A sport must be practised by men in over 75 countries on four continents / by women in at least 40 countries on three continents.

They should be modern and have wide appeal. They cannot be a mind sport. There should be suitable venues in the host country. There should be sufficient media and public interest in the sport and manageable costs. It should fit in with Olympic values and have a good image. It must be practised by enough people. It's helpful if it appeals to young people.

3

1 up **2** into **3** forward **4** on **5** up **6** under **7** up **8** in **9** for **10** off

4

1 put, forward **2** take, on **3** comes off **4** come up **5** rushed into **6** cater for **7** drawn up

EXAM BOOST

Section C

4

1 F **2** A **3** D **4** B **5** C **6** E

5

1 coming on **2** came round **3** come over **4** coming up **5** comes across **6** come under

5

0 B ('pops up' means 'appears', which fits the context.)
1 D ('be referred to' is the only option which fits both grammatically and in meaning.)
2 B ('build' in this sense means increase or develop, so the character attracted interest in the merchandise.)
3 A ('put forward' means 'to state an idea' and is the only phrasal verb which fits the context.)
4 C ('come off' means that it was successful, and is the only option which fits the meaning of the sentence.)
5 B ('never looked back' means they were successful from that point onwards and did not doubt their decision. This fits the meaning of the sentence, whereas the other options do not.)
6 A ('make' collocates with 'an appearance' to mean 'appear'.)
7 D ('cater for' means to provide what's wanted by the crowd (in this case photos with the mascot).
8 C ('strike a pose' means 'pose in a particular position', in this case ready for a photo.)

6–7

Students' own answers

LISTENING

Part 1 Multiple choice

1

Students' own answers

2

She is explaining how to become more productive.

EXAM BOOST

Section B

2

acknowledge g, convey c, determine h, dismiss f, exemplify d, generalise b, illustrate e, reinforce a

3

Sample answers:
1 illustrating **2** acknowledging **3** conveying **4** generalising **5** dismissing

4

1 defining the meaning of productivity **2** interpreting some figures **3** reinforcing an idea

3

1 C (He says that Ford's changes were reported to be successful, and if that was the case, it's impressive. A is not correct because he is not keen on the idea of a four-day week, and B is not correct because he is not talking about his own workplace.)
2 A ('I can't see that benefiting productivity. To my mind, reducing hours would only work if people continued to receive the same salary. Whether that's sustainable or not, though …'. B is not correct because she doesn't talk about how the idea might work, and C is not correct because she doesn't talk about the best hours to work, only about time off.)
3 B ('Well, if you had been involved, you'd realise how impressive this new version is in comparison. … The sequel, on the other hand, is far superior in graphics and everything.' A is not correct because she doesn't mention specific errors for him to work on, and C is not correct because, although she says it took a while to fix, she isn't complaining about it.)
4 A ('That's what I heard – hence my request to join this team. I'd got a bit bored where I was and was desperate for a new challenge, something to get my teeth into.' B is not correct because he only mentions features it has, and C is not correct because although he had heard the game was good, he isn't convinced it's as good as he had been led to believe.)
5 B ('Like the day after your birthday. How can anything live up to the fun you've just had? I suppose if we weren't to have Mondays, we wouldn't enjoy Saturday and Sunday so much!' A is not correct because he doesn't mention a day he doesn't like, and C is not correct because he's actually talking about the weekend, not birthdays.)
6 C (The woman explains more about the topic the man has raised. A is not correct because the alternative is a comparison she is making between activities on different days, and B is not correct because she doesn't make suggestions about work.)

4–5

Students' own answers

READING AND USE OF ENGLISH

Part 2 Open cloze

1

Students' own answers

2

- the environment would be better off and greenhouse gas emissions would drop
- vegetables are cheaper to produce than meat
- fruit and vegetables are good for us and contain all the nutrients we need
- vegans live longer and have a reduced risk of developing serious disease
- vegans smell better
- the food can be just as tasty as non-vegan food

3

1 haven't, have **2** were, would **3** are, might **4** will **5** had, be **6** switched, would **7** happen, give

4

1 would **2** don't **3** will **4** won't **5** would **6** were **7** Won't **8** had

EXAM BOOST

Section C

3

Suggested answers:
1 had **2** would have **3** didn't **4** have **5** would / could **6** wasn't / weren't **7** been **8** could've / might've

5

1 should **2** might / may **3** were / was **4** in **5** it **6** unless **7** nothing **8** only

6–7

Students' own answers

SPEAKING

Part 2 Individual long turn

1

Students' own answers

2

1 five-pound coin / crown and 50 pence piece **2** their size; what they commemorate; whether they are in circulation

3

1 would **2** probability **3** may **4** way **5** assume **6** guess, probably

EXAM BOOST

Section B

3

1 strong **2** all, get **3** could, there's **4** hazard

4

Example answers

Student A (page 96)

OK, so I'm going to talk about the first two pictures – that is the one with the children and the other with the two elderly men. Clearly one of the major differences between the pictures is the age groups. Another difference is in the reasons for these people to have the coins. The children look as if they're counting coins, so they may well be saving up for something. I would imagine that they've been keeping their pocket money and want to know if they've got enough to buy something. The elderly men, on the other hand appear to be putting coins in sections of a box. My guess would be that they're collecting coins that have some value or significance. It's probably a hobby of theirs. As for how long the people might keep the coins, I would say that the men will be keeping theirs for quite a while, unless they decide to trade them in at some point for other coins or money, whereas I can't see the children keeping their money very long at all. They could well be out spending it tomorrow!

Student B

All the people appreciate their coins for different reasons, but in my opinion the men probably appreciate theirs most, as they have a lot of knowledge about those particular coins, and have chosen to keep and display them.

Student B (page 97)

The pictures I'm going to talk about are quite different – some people buying tickets from machines and a woman buying something online. As you say they are all paying for something in different ways, but what they have in common is that they are not using the traditional handing over of money as a way of buying goods. The passengers could have gone to a ticket office perhaps, and the woman could have gone to a shop, but they have chosen the quicker, more convenient ways of paying. It looks as if the woman is working on her laptop, and rather than stop work and go out to buy something, she is quickly using a card to buy online. Most likely she'll return to work very soon. The men, are similarly using the machines to avoid queues, although it's possible that there may not actually be an office where they are. Whether they change these ways of paying for things another time would depend on several things. If the machines were out of order, the passengers might have to use another method, and as for the woman, if she's unhappy with the product she's bought, she might go to a physical shop next time.

Student A

I would say that the ticket machine payment will be the first to change in the future, as we can do more and more things with phones. Tickets could be bought with a quick click on a phone, so there would be no time wasted at all.

5–7

Students' own answers

WRITING

Part 2 Report

1

Students' own answers

2

It's growing in popularity and is important for consumer power. Students' own answers

3

A = review – colloquial, including a personal experience and recommendation

B = report – formal, mentioning 'addressing delays' and a possible star rating application (possible reason for report) as well as reference to other points.

4

Some language is too personal or idiomatic, e.g. 'I loved the lounge', 'got on my nerves'. The report does not separate the paragraph into staff and accommodation.

5

1 the council

2 comment on state of parks and make recommendations for improvement

3 4 out of 5 (students' own answers)

6

1 E **2** B **3** C **4** D **5** A

EXAM BOOST

1

Students' own answers

2

1 C **2** R **3** I **4** C **5** A **6** R **7** I **8** C **9** I **10** A **11** A **12** T

3

1 C **2** R **3** T **4** R **5** C **6** A

4

1 majority **2** considerable **3** stated **4** According **5** conducted **6** indicate

7

1–3 Students' own answers

8

Example answer

Report on Apartment 6, Harvey House

Introduction

The aim of this report is to record details of my stay at Apartment 6, pointing out how far the property meets the requirements laid down by the renting company and making any recommendations for necessary improvements or follow-up visits.

Location and amenities

The property was as advertised; a second floor, two-bedroom apartment. It was implied that there is a view of the River Hart, however, the river could only be seen in the distance by leaning out of the second bedroom window. The flat was quite far from the town centre, and the closest shops and restaurants were at least 20 minutes away on foot.

Basic services
The apartment was fully equipped with everything necessary for a short stay, and all appeared to be in good working order apart from the shower, which did not consistently provide hot water; and two bedside lamps, which both required new bulbs. The range of cooking equipment available was excellent. There was good wi-fi access in the property and the phone signal was strong.
Decor and furnishings
The apartment was well-furnished and decorated throughout in a minimalist, modern style. Sofas and beds were comfortable and seemed to be new, and on my arrival, I found the whole property spotless.
Recommendations
I would like to see the provision of some essential food items in the kitchen cupboards. Some visitors will want to cook, and currently there is a total lack of basics, such as flour, rice, salt, etc. Clearly, providing perishables can pose health and safety issues, but at the very least, some coffee or tea should be provided.
Conclusion
I experienced a comfortable stay at Apartment 6 and with the minor improvements suggested above, feel it would certainly meet the required standards.

9

Students' own answers

GRAMMAR FILE

1

1 are **2** use **3** thought **4** had known, have gone **5** (will) become **6** be arriving **7** were, would apply **8** would have encouraged

2

1 If I had learnt foreign languages at school, I would be able to speak some now.
2 If Filipe liked curry, he would have gone out for a curry with his friends at the weekend.
3 If I didn't have a dentist's appointment this afternoon, I would've eaten onions at lunch!
4 If Amy hadn't specialised in paediatrics, she wouldn't be working at a top children's hospital now.
5 If I had learnt to drive when I was a teenager, now I wouldn't be reliant on public transport.
6 If I hadn't mislaid my car keys again yesterday, I wouldn't be looking for them now.

3

1 Should you be having difficulty with that homework I'll go through it with you.
2 Were Sara to try a plant-based diet, I'm certain her health problems would improve.
3 Had they found a better chef, the food in the college canteen would be better.
4 If you happen to bump into dad while you're out, ask him to drop that book round.
5 If you will hold for a second, I'll see if I can put you through to the manager.
6 Suppose you'd got that job at the hardware store. You'd have to work every weekend.

4

1 I wouldn't have told you about my placement abroad if you hadn't asked.
2 If I'd known you were going to dissuade me from getting a dog, I wouldn't have mentioned it!
3 Unless people want to tell me what's worrying them, I'd never pry.
4 Should you find a copy of today's newspaper, pick one up for me, please.
5 Had I discovered the old letters earlier I would've given you them to read.
6 If I had worked during my summer break, I'd have quite a bit of money now.
7 I won't illustrate my points with slides this time as I haven't had time to prepare any.
8 Suppose you hadn't warned them about the train strike. They'd have never got here!
Sentence 3 does not contain the /ə/ sound.

VOCABULARY FILE

1

1 be in the public eye **2** go hand in hand **3** turn a blind eye **4** face the music **5** loses his head **6** a pain in the neck **7** rule of thumb **8** at face value

2

1 went against **2** rushed into **3** drew up **4** come together **5** lined up **6** came off

3

1 ironing out **2** stepped up **3** taken on **4** hold up **5** fit in with

4

1 wiped out **2** legendary **3** widespread **4** rebellious **5** chunky

5

1 loose change **2** in circulation **3** cash them in **4** inflated **5** face value

6

1 compromise **2** redesign **3** offload **4** dapple

7

Example sentences:
1 On the subject of sports, they're building a new skateboard park outside town.
2 It stands to reason that if you don't put the work in, you don't get the rewards!
3 Bear in mind that, although the weather is warm at this time of year, it can change quickly.
4 Every business goes through its peaks and troughs, so you have to plan for the lean times carefully.
5 Have you ever rubbed shoulders with anyone famous? I got Lionel Messi's autograph!

8–9

/s/ – face
/k/ – stack, scrutiny, nonconformity,
part of other sound: glitch, march
knock-on effect – both pronounced /k/
eccentricity – /k/, then /s/, then /s/ (/eksentrɪsəti/)

10

1 nose **2** blood **3** throat **4** ears **5** toe **6** hand **7** back

PRACTICE TASKS

1

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

2

1 were **2** had **3** is **4** could **5** have **6** should **7** if **8** be

UNIT 6 SIX

OPENER

Vocabulary: Fixed phrases

1–2

Students' own answers

3

all accounts (when talking about the origin of dominoes)
first glance (when talking about how simple it may seem)
loose end (when talking about when people play them)
my element (when talking about his research)
no means (when talking about his attitude to computer games, and whether things will go to plan)
no time (when talking about the speed of the spread of popularity)
stretch (when talking about the possibility of playing with multiple tiles)

4

1 in **2** in **3** By, at **4** in **5** by **6** in

5

1 theory **2** stretch **3** glance **4** loose **5** action **6** accounts
Students' own answers

6

Students' own answers

READING AND USE OF ENGLISH

Part 6 Cross-text multiple matching

1–2

Students' own answers

3

They agree.
A ('I have my reservations. While I would go along with the possibility that we can pick up clues from people's behaviour … I wouldn't go so far as to say this is something extraordinary.')
B ('I don't want to disagree completely. There may be something in the idea that body language or voice inflections can subconsciously alert us … I can't see it being linked to …')

EXAM BOOST

Section B

3

2 and 5
School curriculums need to cover a wealth of different topics and can sometimes squeeze out certain subjects which **may** be felt to be no longer vital for a student's education. Disciplines such as drama, art and music **could be considered by some** as extras which can be taken up as interests in after school clubs or societies. **This is an extremely short-sighted approach and one that should be reversed**. What is to be **admired** is the time given to helping students develop life skills such as presentations or debating abilities. **Whereas many might consider this a waste of time, they should realise the value** of these skills when students leave the protected school life and need to survive in the real adult world.

4

Modal verbs, verbs and adjectives

5

1 is incorrect because the writer refers to considering drama, art and music as '…an extremely short-sighted approach and one that should be reversed'.
3 is incorrect because the writer refers to debating as a 'life skill'.
4 is incorrect because the writer focuses on the 'value of these skills' without referring to those who teach them in any way.

4

Students' own answers

5

1 A ('… may potentially hold the answer to the question of that extra sense. In that I applaud her thinking.' B is incorrect as the reviewer says '… she goes too far … to give extreme empathy this title is awarding it too much significance.' C is incorrect as the reviewer says that considering empathy a sixth sense is a '… clear-cut attempt to get a book on the best sellers list … The idea is, unfortunately, laughable.' D is incorrect as the reviewer says that the book did '… little to satisfy this quest [the search for a sixth sense]'.)
2 B ('… the book is well-constructed and easy to follow …' A is incorrect as the reviewer says '… the logical structure of the book seemed flawed'. Reviewer C says the book took '… the reader off on tangents and, in particular, her chapter on hunches seems disconnected from the main thrust of her arguments.' Reviewer D does not mention the structure of the book.)
3 A ('… the research was not sound … confused by a sea of anecdotal evidence.' Which agrees with Reviewer D '… the book has been compiled without any proper scientific studies'. Reviewer B suggests that the book offers '… some convincing evidence for her claims …', so this is incorrect, while Reviewer C does not mention the issue.)
4 D ('This publication is just the most recent in a long line of many on the popular topic of empathy, …'. Reviewer B says it's about 'a topic that people haven't considered before', while Reviewer A does not mention it.)

6–7

Students' own answers

READING AND USE OF ENGLISH

Part 3 Word formation

1

Sample answers
visual impairments: spelling out letters on palm, 3D sound maps, voice-activated technology
hearing impairments: lip reading, sign language

2

novels, printed materials, packaging, menus, magazines, instructions, music, braille e-readers, spelling bricks for kids

3

1 vary (change y to i and add -ation)
2 simple (remove e and add -ify)
3 able (add prefix -in, remove le and add -ility)
4 deny (add prefix -un, change y to i and add -able)
5 vision (remove on and add -ble)
6 compare (remove e and add -able)
7 assure (remove e and add -ance)
8 rely (change y to i and add -able, then change e to y)

4

1 sighted **2** memorisation / memorization **3** significance
4 literacy, dependence **5** technological, invariably **6** curiosity
7 visually, tolerance **8** continuously

EXAM BOOST

Section C

4

1 noticeable **2** debatable **3** justifiable **4** edible **5** profitable
6 defensible
Rules:
1 Root word ends in -ce or -ge: retain final -e before adding -able, e.g. noticeable, changeable, manageable

2 Root words which end in -e: remove final -e before adding -able, e.g. disposable, debatable, comparable
3 Root words which end in -y change to -i before adding -able, e.g. justifiable, reliable, variable
4 If the root word is a whole word, add -able, e.g. directly
5 If you need to change the root word completely, so that it is not recognisable, add -ible, e.g. edible, visible, defensible, intelligible

5

1 alternatively **2** assumption **3** beneficial **4** endurance
5 implication **6** removal

5

1 visual **2** inscriptions **3** undeniably **4** composition
5 illegal/unlawful **6** undignified **7** initiative
8 provocative / provoking

6–7

Students' own answers

LISTENING

Part 2 Sentence completion

1

Students' own answers

2

People used it to travel to other parts of the country to find work.
New faster roads were built.
It is undergoing a revival.

3

1 F **2** F **3** O **4** O **5** F **6** F **7** O **8** F **9** O **10** F

EXAM BOOST

Section B

4a

Students' own answers

4b

1 (relevant) documents **2** menus **3** (fascinating) conversations
4 wood(-)carving festival **5** chess

4

1 diversions ('We'd prepared in advance, painstakingly researching directions … especially if we were to make any diversions …')
2 (fried) pastries ('I opted for fried pastries I couldn't pronounce the name of – they were superb')
3 (truly) authentic ('… its inclusion on the National Register of Historic Places, which meant we were in for a truly authentic experience. It really was.')
4 memorabilia ('… memorabilia from the early days of Route 66. Those were what really captured my attention')
5 deserted village ('… if we hadn't gone off track, we'd never have come across what we've since nicknamed the 'deserted village' … We got some brilliant photos …')
6 Ribbon Road ('For those of you with an interest in the construction of the route, you might be fascinated, as I was, by … more frequently the 'Ribbon Road'…')
7 Painted Desert ('We travelled through every kind of landscape on our trip … What made the greatest impression on me was the Painted Desert …')
8 monotonous ('we'd survived a month on the road and the latter because the driving was, at times, monotonous')

5–6

Students' own answers

READING AND USE OF ENGLISH

Part 4 Key word transformation

1

Students' own answers
Possible examples: honeycomb, Giant's Causeway

2

honeycomb, plants, fruit, dragonfly eyes, human carbon atoms, crystals, snowflakes, water molecules, Saturn's hexagon clouds at its north pole

3

1 is stored **2** become interlocked **3** experience **4** an expectation
5 formation of **6** not change

4

1 tighten
2 prevalence
3 be densely packed
4 creation of a sphere / the ball
5 prevents it from
6 are being manufactured

EXAM BOOST

Section C

4

1 explanation was given as
2 in terms of
3 mistakenly believe that
4 is a sense of harmony / a harmonious sense

5

1 are rigid and that/this is / are rigid which is
2 deal of strength in
3 measurements of circles
4 common for homes to be constructed/built / common to construct/build homes
5 main usage of
6 be defined very precisely

6–7

Students' own answers

SPEAKING

Part 3 Collaborative task

1

Students' own answers

2

1 clutter of paper on desk; not planning for meals
2 being disorganised is a sign of creativity and can indicate high energy levels

3–4

Students' own answers

5

being messy in the bedroom; keeping stale food; sharing buying food and cooking; keeping bathroom clean; security

6

Taking everything we said into consideration …; I appreciate that we said … but on reflection; If I remember rightly, we agreed that …

EXAM BOOST

Section B

4

1 looking **2** talked **3** being **4** compare **5** go **6** appreciate **7** reflection **8** Taking **9** previously **10** far

7

Example answer

A: Right, let's look at being organised at work or college. For me, I think it's vital to be organised to a certain degree. At college you need to have your notes filed, and keep a record of what you need to do and so on, whilst at work, if you're not organised you won't really succeed, will you?

B: I completely agree. You need to keep and update records, reports and know what's in your diary. It's sort of OK being disorganised when you're a student, but once you get to work, that needs to change! How about in our personal spaces?

A: Well. I'd say it depends on the person? For example, some people can live with one level of disorganisation – like my sister, who really has a messy room – but is happy with it, and she knows exactly where things are! But others get stressed out if their personal spaces aren't neat and tidy.

B: You're absolutely right. It's down to the individual. How about with financial matters? Personally, I think you need to be organised – money – or the lack of it – is very important for all aspects of our lives and we need to know what we've got, haven't got, what our plans are, you know?

A: That is so true. And this is something that I'd say people get better at when they're older. They appreciate how important it is. When you're a student, you don't have so much to consider, but once you start working or get married, have children, you need to think about financial demands and you've got to be organised, no question.

B: And what about when socialising? I guess it's important here too. If you make social plans you've got to keep records so that you don't let people down and turn up to things when you're expected. Some people I know seem to just be so laid back that they arrive late to meetings, or simply don't come at all – and that's not fair on other people, is it?

A: You are so right!

A: OK, so we need to decide in which aspect of our lives it is MOST important to be organised. I know we talked about several aspects being important, but if we have to choose the most important, which would you go for?

B: It's tricky, but taking everything into consideration, I would say it's work. If you're not organised, you'll lose your job and that affects everything else, wouldn't you say?

A: That's very true. And I appreciate that we said that it's vital to be organised regarding socialising – but I think I agree that it's at work when it is MOST important. If I remember rightly, we agreed that being organised in our personal spaces depends on the individual. And as we said before it's important with financial matters, but if we're not organised at work – we won't have any money to be concerned with, will we?!

B: I couldn't have put it better!

8–9

Students' own answers

WRITING

Part 1 Essay

1

Students' own answers

2

1 1989 **2** 1969 **3** 1066 **4** 1789 **5** 2560 (BCE) **6** 1953 **7** 776 (BCE) **8** 1945 **9** 1564 **10** 1891

3a–3b

Students' own answers

4

Students' own answer. Example answer in Ex 5, p67.

5

Students' own answers; and yet; In light of this; Firstly, while it is true that; One example could be; Likewise; What is also engaging; To conclude; what is equally important; Together with

EXAM BOOST

Section B

3

B is more appropriate.
A is too informal and colloquial, and also subjective.

3

B ('What is really important is…'; 'However, …'; '…although…'; 'Therefore, …')

6

Students' own answers

7

Example answer

While it is generally accepted that studying history at school is important, opinions remain divided about the importance of students only learning about their own country as opposed to looking at events and historical trends across the globe. I would say that having a wider approach to history can definitely benefit us in several ways.

To begin with, it is surely undeniable that everyone needs to understand why our world has developed in the way it has. The reasons are clearly not confined to the historical events of one single country. Learning about interactions with other countries, battles over borders, transfer of influence from one power to another and the effects of exploration, discovery and trading in the past all have a relevance to the world as we know it now.

What is also important and linked to this is that we are now living in a world where it has become vital to understand and appreciate other cultures. Studying the history of those countries can make everyone more culturally aware and bring us closer together. It can also help us understand the reasons why other nationalities might have different approaches to global issues and therefore how to deal with them.

In conclusion, I would like to say that in my opinion understanding how another's country's culture has developed can only bring countries closer and closer in the future. Surely learning about the past serves mainly to contribute to a better future for everyone.

8

Students' own answers

GRAMMAR FILE

1

1 expect, expectation, expected / expectant, expectedly / expectantly
2 irritate, irritation, irritating / irritated, irritatingly / irritatedly
3 create, creation, creative, creatively
4 consider, consideration, considerate / considerable, considerately / considerably
5 include, inclusion / inclusivity, inclusive / included, inclusively
6 encourage, encouragement, encouraging, encouragingly
7 enthuse, enthusiasm, enthusiastic, enthusiastically
8 continue, continuity / continuation, continuous / continual / continued, continuously / continually

2

1 is a common belief
2 been offensive to
3 explanation was given as
4 to be some reluctance
5 is said to broaden
6 criticised my essay so

3

1 correct **2** celebration **3** correct **4** prevention **5** historic
6 correct **7** comprehensively

4–5

anticipate, anticipation, anticipatory
appeal, appeal, appealing, appealingly
science, scientist, scientific, scientifically
demonstrate, demonstration, demonstrative, demonstratively
discriminate, discrimination, discriminatory, discriminatingly
dismiss, dismissal, dismissive, dismissively
interpret, interpretation, misinterpret, misinterpretation
presume, presumption, presumably

VOCABULARY FILE

1

1 flawed **2** squeamish **3** anecdotal **4** inaccessible **5** defeatist
6 conventional **7** clear-cut

2

1 circumference **2** diameter **3** radius **4** rhombus **5** hexagon
6 symmetrical

3

1 at a loose end **2** in her element **3** in conjunction with **4** in vain
5 At first glance **6** at sixes and sevens

4

1 bypass **2** disrepair **3** stretch **4** diversions / a diversion
5 stationary **6** head **7** caters **8** length **9** accounts **10** rivalry
11 compile

5

1 hunch **2** curiosity **3** promote **4** chronic

6

1 D **2** B **3** C **4** A

7

1 honeycom**b** **2** si**g**hted **3** r**h**ombus **4** lim**b** **6** drou**g**ht
'undignified' does not have a silent letter

8

1 in **2** on **3** at **4** on **5** out **6** to **7** on **8** In

9

Students' own answers

REVIEW: UNITS 1–6

1

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

2

1 can **2** in **3** were **4** give **5** has **6** making / doing **7** never **8** is

3

1 attractions **2** diversion **3** unheard **4** lodgings **5** unmanageable
6 seasoned **7** accessible **8** thankful

4

1 known as velocipedes and were
2 did you publish a book but
3 complimented (me on) my choice
4 put forward the suggestion/idea
5 if we were (all) to / were we (all) to
6 committed to the prevention

5

1 inclusively **2** feasibility **3** uplifting **4** irrelevant **5** undeniable
6 reassurance **7** incomprehensible **8** diversity

6

1 been misplaced by students is not
2 must have liked your article or
3 encouraged me to take
4 have (just / recently) taken on
5 hugely if we all went
6 a naturally hexagonal

UNIT 7 SEVEN

OPENER

Vocabulary: Phrasal verbs

1

1 colour **2** poisonous **3** buildings **4** air **5** computers
6 anaesthetic **7** liquid

2

Medicine: drugs, conserving blood and biological specimens, anaesthesia and cryogenics.
Electronics: cooling computers and machines like X-ray machines, used in other electrical components, aircraft systems and high-voltage equipment to combat fire hazards
Food: keeps food fresh, used to create effects when serving food
Motorsports: inflate tyres

3

1 makes up **2** kicks in **3** goes into **4** disposing of **5** keeps, from
6 draw on

4

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

5

Students' own answers

READING AND USE OF ENGLISH

Part 7 Gapped text

1

Students' own answers

2

1 overcoming the monster, rags to riches, the quest, voyage and return, rebirth, comedy & tragedy
2 He thinks the book is interesting but many of the plots overlap with each other, and it's not as clear cut as the author makes out.

3

1 B **2** C **3** A; students' own answers

4

Example answers:
B (To most people the idea of earning a living from telling stories is strange but it is becoming very popular and clearly there is a gap in the market for this.)
C (Although we do this naturally, story-tellers can make this an amazing experience.)
A (The story-teller has a special talent for taking anyone into a magical world where anything can happen.)

EXAM BOOST

Section B

2

1 B **2** A **3** D **4** C

Today many people visit parks and gardens to relax and get away from busy streets and offices. However, all too often **they are finding that the parks they visit are busy and noisy places themselves, and the opportunity to find peace and quiet is getting progressively more and more difficult**.

As a result of this, a project has been started to try to ensure that there are places of solitude for those who really want it. Silent Space hopes to **introduce areas in public parks and gardens where people turn off phones and stop talking for certain periods each day**.

Some places have already **made the move**, an example of which is at the University of East Anglia. Students who want to get away from their labs and study rooms are encouraged to spend time in an area called 'The Dutch Garden' where **they can sit in complete silence and appreciate the natural beauty**.

It is believed that **this can benefit us** in many ways. It can contribute significantly to our well-being and general health. Apparently, just five minutes sitting quietly looking at nature can have an effect and help us to relax. It is hoped that this idea will be implemented more widely in public spaces in the coming years.

5

1 C ('I've always loved stories and storytelling ever since I was a little girl,' she **recalls**.)
2 B (With a couple of hours to kill before her evening performance of ghost stories, she leads me over to … / continues to **explain** how she reached this point in her life.)
3 G ('Bombay to Yorkshire might seem an **unlikely path** to tread but for Brand / 'I thought, **this** is where I want to live', she says.)
4 A (In addition to **this,** she thought she would be doing something that would genuinely add to / Before settling there)
5 E (Part **of that meandering** took her …)
6 F (As an **example**, she points out that many of the classic stories)

6–8

Students' own answers

READING AND USE OF ENGLISH

Part 1 Multiple-choice cloze

1

Students' own answers

2

He had been broadcasting to his wife on Radio 77 since 1974 and was eventually tracked down and offered a real slot on a radio station.

3

1 illusion **2** continuously **3** implied **4** effect **5** assured
6 compliment

4

Students' own answers

5

1 pursue **2** recount **3** historic **4** principle **5** comprised **6** further

EXAM BOOST

Section D

6

1 Empathy; sympathy **2** Discrete, discreet **3** elicit, illicit
4 Alternately, alternatively

6

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

7–8

Students' own answers

LISTENING

Part 3 Multiple choice

1

Sample answers:
Low: e.g. cannot support current economic situation
High: e.g. strain on resources and services
Reasons for decline: low birth rate, migration, aging population
Reasons for rapid growth: baby boom

2

decreased mortality rates (adults and children), better food production and access to food, better medicine and access to medicine, lack of education about overpopulation

3

depletion of resources – food, water, coal, oil, gas; deforestation; damaged air quality; global warming and climate change; possible increase in conflict, poverty, disease and starvation; increase in crime; higher cost of living

4

Students' own answers

EXAM BOOST

Section B

2

1 d **2** a **3** c **4** e **5** b

3

1 grumpy **2** appalled **3** overwhelmed **4** alarmed **5** insecure

5

1 A ('People do challenge me when I attempt to put my arguments forward on this matter, but I'm prepared for the onslaught!' B is not correct because he does not express frustration; C is not correct because he does not mention getting into arguments about it; and D is not correct because he doesn't suggest that he can't get his point across.)
2 C ('People have made use of technologies and engineering – from as far back as the earliest stone tools – to manage ecosystems and sustain populations.' A is not correct because he doesn't say their needs change; B is not correct because he says it's taken a long time; and D is not correct because he says humanity isn't sustained naturally.)
3 C ('Well, I'll concede that species do naturally die out.' A is not correct because he does counter her argument; B is not correct because they do agree on one point in the end; and D is not correct because they do not say anything that suggests they're annoyed.)
4 B ('People living in overcrowded places are becoming more and more vulnerable and that's a terrible state of affairs. They lack fresh water, safe housing, they live in polluted environments. … That's an unacceptable fact for too many people.' A is not correct because although she mentions megacities, she doesn't refer to them rapidly developing; C is not correct because she suggests action; and D is not correct because she does not talk about her personal impact.)
5 A ('Some commentators say there won't be enough food in future – or that there isn't enough food now. Population doesn't outrun the food supply as some would have you believe.' B is not correct because he says we are able to sustain ourselves; C is not correct because he only says that technology needs to improve, not that it's slow; and D is not correct because he says there is enough space and that we just need to use it better.)

6 D ('I think that our food choices do have an impact on nature' … 'We overfish, too. Not enough of what we do protects water, soil or animals, making current practices unsustainable for the large part.' A is not correct because Hugo is not convinced about this; B is not correct because neither of them actually says this, though Bethany says there are already other crops we could eat but don't; and C is not correct because only Hugo mentions different food sources (insects).)

6–7

Students' own answers

READING AND USE OF ENGLISH

Part 2 Open cloze

1

Students' own answers

2

They produce products with natural ingredients and sustainable packaging; they aim to become a zero-waste company, reducing landfill, using 100 percent bio-based ingredients, reduce the amount of palm oil they use, produce more sustainable packaging, reduce their greenhouse gas emissions and make sure water used in processes remains clean.

3

1 doing **2** will include **3** will be **4** been working, have replaced **5** going to ensure **6** not leaving (also possible: not going to leave) **7** be following (also possible: have followed)

5

1 'm going to **2** 'll **3** 'll be **5** 'll have been **5** won't

EXAM BOOST

Section D

4

1 going **2** will **3** will/'ll have **4** will be **5** am/'m **6** will/'ll be **7** will/'ll have

5

1 have / need **2** (al)though, while **3** in **4** be **5** going **6** is **7** must **8** more

6–7

Students' own answers

SPEAKING

Part 4 Discussion

1–3

Students' own answers

4

1 Do you think a child's family and friends have less influence on them as the child grows older? Why?

2 No, it isn't. Jeanne interrupts quite impolitely before Marius has finished. She also expresses herself very directly and asks for explanations rudely.

5

Candidates are polite. Hans does not interrupt but waits until Marta has finished and comments on her points. Marta asks for an example politely. They do not talk over each other.

EXAM BOOST

Section B

5

1 This is something
2 Could you give an example
3 If I could expand on that a little
4 So, when you say
5 I guess I'm talking about
6 Before you go on

6

Students' own answers

WRITING

Part 2 Review

1a-1b

Students' own answers

2

1 Solace **2** Bridge **3** Impossible **4** Soldier **5** Bourne **6** Golden

3

1 We know all about the terminology and what goes on in the world of spies.
2 They once worked in secret services themselves.
3 To advertise his book.

4

Students' own answers

5

Suggested answers:
Ensure the first sentence has impact: 'It you're looking for a …'
Delay mentioning the subject of the review immediately: 'spy fiction that doesn't simple move at breakneck speed from one chase to another, but focuses on the spy himself … then 'A Perfect Spy' by John Le Carré has got to …'
Use direct or rhetorical questions: '…where were his true loyalties?'; 'Is this what made him the Perfect Spy?'
Don't give long, complex explanations or lengthy descriptions: 'We are taken through the life of Sir Magnus Pym, a British agent.'
Use semi-formal language, which is livelier: 'I can absolutely see why'
Use humour where possible: not used
Leave the reader with something to think about: 'Not only does it …, it also encourages us to question who WE truly are and why.'

EXAM BOOST

Section B

3

1 B – immediately draws the reader in
2 A – directs a question to the reader
3 B – more informal, less complex, easier to follow, slight humour
4 A – leaves something for reader to consider

6–8

Students' own answers

9

Example answer
See review on p78

10–11

Students' own answers

GRAMMAR FILE

1

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

2

1 we'll be relaxing **2** will have finished **3** 'll have been doing
4 'll be having **5** will have left **6** will be holding **7** will have closed
8 We're going to organise **9** are putting **10** is breaking

3

1 after / as soon as / once / when **2** about to **3** due to **4** After / As soon as / Once / When **5** about to / bound to **6** as soon as / once / when **7** bound to **8** due to

4

1 I will have been studying Portuguese for about ten years when I finish my degree.
2 When you have finished what you're doing, would you mind giving me a hand?
3 I have had a terrible day and now I'm going to go and have a soak in the bath and chill out.
4 The theme park will have opened by now – why don't we head on over there for a while?
5 The dinner will have burnt by now. I shouldn't have spent so much time on the phone.
6 Don't call me before five because I'll be having my Zoom interview for most of the afternoon.

VOCABULARY FILE

1

1 mapped out **2** made up of **3** draw on **4** disposed of
5 gone into **6** kick in **7** track down **8** taps into

2

1 vapour **2** pollutant **3** decompression sickness **4** oxidise
5 specimen **6** ventilated **7** element **8** pharmacological

3

1 bring to life **2** narrative structure **3** yarn **4** recounting
5 pitched at **6** accolades

4

1 onslaught **2** espionage **3** premise **4** allusion **5** displacement
6 sophistication

5

1 convivial **2** sceptical **3** sought-after **4** classy **5** duplicitous
6 applicable **7** patronising **8** life-threatening

6

1 outrun / deter **2** amend (make) **3** fulfil **4** hone / complement
5 adhere to **6** deter

7

1 night running **2** time to kill **3** In some circles **4** in pursuit
5 in operation

8–9

1 ignorance /ˈɪgnərəns/ **2** wisdom /ˈwɪzdəm/ **3** clarification /ˌklærɪfɪˈkeɪʃən/ **4** jingle /ˈdʒɪŋgəl/ **5** principle /ˈprɪnsəpəl/
6 principal /ˈprɪnsəpəl/ **7** diversity /daɪˈvɜːsəti/ **8** sentiment /ˈsentəmənt/

10

1 account for (g) **2** arrive at (a) **3** be on to something (c)
4 bring about (h) **5** boil down to (d) **6** buy into (b) **7** give off (e)
8 narrow down (f)

PRACTICE TASKS

1

1 viewpoint **2** robotic **3** infiltration **4** sophistication **5** detectable
6 underlying **7** infinitely **8** shortcomings

2

1 to feel the effect
2 time you arrive we shall have
3 sooner had Alice finished dinner than
4 confirmed that he/she would be performing
5 knowing how well he did / whether he did well
6 despite (in spite of) its increase in / increasing its

UNIT 8 EIGHT

OPENER

Vocabulary: Collocations

1

Students' own answers

2

1 They are small yet big; they have versatile designs; they are still similar to the original design.
2 Umbrellas developed from parasols, which were used around 4,000 years ago as protection from the sun. These were later were made waterproof and adopted first by women, and eventually by men.
3 similar design today to original; many interesting types; handles could carry other small objects; over 100,000 brollies found on London Underground annually; most produced in China – in one city in China there are more than 1,000 umbrella factories.

3

1 the term 'brolliologist'
2 umbrella design
3 modern and original umbrellas
4 when first parasols were used
5 people who used umbrellas – women
6 using a brolly to getting drenched
7 buying umbrellas at auctions
8 to find some old umbrellas

4

1 universally known **2** notoriously difficult **3** fiercely competitive
4 infinitely preferable **5** widely believed **6** endlessly versatile

5–6

Students' own answers

READING AND USE OF ENGLISH

Part 8 Multiple matching

1

Students' own answers

2

People get panicked by the two loops and a fear of being trapped

3

A = fear of cotton wool
B = fear of buttons

4

1 A ('… people out there … might go slightly pink if it's mentioned, but me – I go brick red …'. While B makes a comparison with his mother 'I'm like my mother in this' and another comparison with the past 'Unlike before …', neither of these comparisons are to do with embarrassment.)

2 B ('After an initial hesitation about getting some help … I'd honestly recommend it.' A mentions that she has had 'suggestions to get therapy', but she hasn't done so yet.)
3 B ('… I guess these things can run in families.' A says that while most people can 'trace their phobias back to an event or something', this is not the case for her.)

EXAM BOOST

Section B

3

1 B **2** A
1 has a **tendency** to be **overconfident**?
A **It's important to** present a good image **during the interview and I hope I manage to give the impression that I'm self-assured and that** I know what I'm talking about**, although** usually **I'm shaking inside.**
2 is **unsure** of the **importance** of **appearance in an interview?**
B **The self-help books on how to get through an interview talk about keeping calm, doing your research, getting there on time but I** don't remember them making much mention of what to wear. I guess it depends **what the job is, but as far as I'm concerned, looking as good as you can helps make that first impression, and smart clothes and clean shoes are a must**.

5

1 D ('A simple avoidance method used by many works when there is an alternative …')
2 A ('Phobias can be crippling in the effect they have on people, whether it's a fear of something others view as innocent like ants or clouds, or perceived dangers that can be potentially serious such as heights or, as above – anaesthetics.')
3 C ('A doctor friend even used to use a feather to help detect breathing, to keep her nocturnal investigations brief.')
4 B ('… the idea of seeing the occupant as I dispose of the rubbish inspires an uncontrollable shiver. Arachnophobia, which is one of the 10 most common phobias listed on anxiety websites, is among those suspected of having an evolutionary origin.')
5 C ('… physiological changes, such as sweating and an increased heart rate.')
6 D ('I gain a lot of satisfaction from the thought that there is a very modern answer to a possibly very old problem!')
7 A ('Do we take on our parents' fears …')
8 C ('Our environments, meanwhile, have changed far faster than the pace of evolution can keep up with …')
9 B ('… the more we learn about our supposedly irrational fears, the more rational they seem to become.')
10 D ('… would be never to leave their house.')

6–7

Students' own answers

READING AND USE OF ENGLISH

Part 3 Word formation

1

Students' own answers

2

mathematics, physics and cosmology, art, chess, computer coding, jewellery

3

1 overview **2** viewpoint
a viewpoint b overview

4

breakdown (f), downside (a), drawback (h), meantime (c), overcome (d), outlook (g), shortcoming (b), upbeat (e)

5

1 troublesome **2** never-ending **3** overcome **4** lifetimes
5 shortcomings **6** outlook

EXAM BOOST

Section D

6

1 counterpart **2** guideline **3** spokesperson **4** workshop
5 breakdown

6

1 Doubtless / Undoubtedly **2** upbeat **3** downside **4** drawback / setback **5** bypass **6** ownership **7** meantime **8** forego

7–8

Students' own answers

LISTENING

Part 4 Multiple matching

1

Students' own answers

2

Four theories are mentioned: inactivity / evolutionary theory, energy-conservation theory, restorative theory, brain plasticity theory

3

The inactivity / evolutionary theory says that staying quiet and still during darkness helped species survive / evolve.
The energy-conservation theory says animals that rest are more efficient in terms of energy, especially when they have to compete for resources.
The restorative theory says that we need to sleep in order to repair and rejuvenate our bodies.
The brain plasticity theory says that sleep enables our brains to develop.

EXAM BOOST

Section B

2a

Students' own answers

2b

b

3a

Students' own answers

3b

Speaker 1: **1** A **2** A
Speaker 2: **1** C **2** B

4

1 F ('… it's difficult to grasp the idea that others suffer from things like insomnia. I simply can't imagine being anxious about going to bed in case it strikes.')
2 G ('Thank goodness I remember my dreams – and weirdly, sometimes even nightmares help, though they've never bothered me in the same way they do other people – I'm fascinated by it all.')
3 E ('Apparently, I quote lines from films when I'm asleep. I've woken up hearing myself saying stuff! I'm not a film buff, so who knows what's going through my mind at the time – I've never got to the bottom of the whole thing.')
4 A ('It doesn't bother me cos I don't remember it the next day, though I know my sister's often on high alert because of it, waiting for sounds from the kitchen. I've tried to cook while I'm asleep and she's concerned about me injuring myself, …')

5 B ('For years I was blissfully unaware of my snoring. As I got older, my big snorts started waking me up! And on occasion I noticed I had a sore throat. I still get that after a particularly heavy snoring session!')
6 D ('I did start suffering from headaches at one point … I now go to bed a bit later and wake a little earlier and so far, so good. The headaches haven't returned …')
7 H ('Now that I've started writing stuff down when I wake up, I know I'll be able to fill the next chapter. I have to get one a day done or I won't meet get my self-imposed weekly target…')
8 F ('I thought it might help to keep myself cooler – so tried what's known as the Egyptian method – sleeping between slightly damp sheets. There must be something in it cos I've never been so alert on waking and I just get on with the day ahead.')
9 B ('I've realised the constant pressure of my workload might've been having an effect on my sleep too, though. I've been sticking to my new routine and I seem to be managing things better at work for the time being.')
10 A ('I took his advice about exercising more and sleeping on my side. Reports from flatmates are that it works. I still snore if I'm exhausted, much to their amusement, though problems shouldn't reoccur if I carry on as I have been.')

5–6
Students' own answers

READING AND USE OF ENGLISH

Part 4 Key word transformation

1
be out of touch with the everyday world
there's usually something positive in every situation
not be trusted or popular

2
A chart which measures cloud cover, with eight oktas being complete cloud cover, and zero oktas being a completely clear sky.

3
1 If studied **2** the best they can **3** Based on **4** Should there be
5 Not having

4
1 Based on **2** Should you **3** and **4** doing **5** needed

EXAM BOOST

Section D

5
1 should there be **2** if listened to **3** do the best they can

5
1 compared to the thickness of
2 had I known how / if I had known how
3 and you'll / you will probably
4 receiving / getting / having enough rain has led
5 trying their best to find
6 appear/be rainbow coloured / appear to be rainbow coloured if / when seen

6
Possible answers:
flat white cloud in complete cover can indicate snow; white fluffy clouds indicate fine weather; high wispy clouds mean a storm is approaching, etc.

7
Students' own answers

SPEAKING

Part 2 Individual long turn

1–2
Students' own answers

3
1 one and a half octaves
2 six octaves
3 too low for the human ear to hear
4 he has a range of 12.5 octaves, but this is only a claim

4–5
Students' own answers

6
Starting with a comparison / Going back to the first picture / Moving on to / As to

EXAM BOOST

Section C

4
1 Firstly **2** spite **3** Regarding **4** question **5** back **6** should
7 Which **8** finish

7
Example answers
Student A (page 96)
I'll discuss pictures 1 and 3, the children playing instruments in class and the people playing drums, or something similar. I'd like to start by pointing out that although all the people are playing instruments both the types of instruments and the situations are very different. The children in class are playing quite simple instruments that they probably learn at school, whereas the performers' instruments are no doubt really tricky to play. And the reasons for playing these instruments are very different too. Although both pictures show people performing in some way, the children are probably performing for the rest of their class, whereas the drummers could be performing for very large numbers of people. The children are showing how good they are at using their instruments – very likely in a music class, but the drummers have an important role in some important event. Moving on to the difficulty of the experiences, I would say that all the players will be under pressure of some type – the children may be embarrassed because their classmates are watching them, and they're nervous about playing a wrong note. The drummers are all in a large group, so they have to keep in time with each other, and they might be concerned about getting things right.
Student B
The drummers mainly look confident and happy. I would think that it's an amazing experience for them and I can imagine the incredible sound of all those drums. So, I'd say the drummers are probably enjoying the experience more than the others.
Student B (page 97)
To begin with, as you say, both pictures show people listening to music, and I imagine they're all having a good time, but whereas the middle photograph was taken at a live concert, the one on the right was taken in a car, and the type of music and experiences are quite different. First of all, the music at the concert will be loud and the band might well improvise depending on how they're feeling and the audience reaction. The girls in the car, however, are listening to music which is on the radio or CD or downloaded and is therefore recorded, probably in a studio. The girls and the audience could well be listening to the same songs, but different versions. On the other hand, there's the possibility that the girls are listening to lighter, dance music as opposed to the band that might be playing rock. As for how memorable the moments might be, I guess the girls possibly enjoy music in the car

regularly, whereas concerts tend to be pricey and people don't go that often. In which case they are more likely to remember the experiences they have when they do go.

Student A

For me, I would think that the sound quality is best at the concert. Technicians take a long time to set up good acoustic systems so that the audience has a great musical experience. Unless you have an extremely modern and expensive radio system in a car, the sound isn't going to be anything like as good as at a live gig.

8

Students' own answers

WRITING

Part 2 Letter

1

1 Greece **2** New Zealand **3** 16 **4** 1991 **5** 18 **6** 1918

2

Key dates: 1832 – women started campaigning; 1897 – formation National Union of Women's Suffrage; 1903 – Women's Social and Political Union formed (Emmeline Pankhurst); 1918 – women given right to vote (over 30); 1928 – equal rights

3–4

Students' own answers

5

Paragraph breaks – break the first paragraph at 'I started driving'; break the second paragraph at 'If road safety concerns'

Cut clause to reduce sentence length – remove 'and' before 'I also find'

Formality – change abbreviations 'I'd' to 'I would', 'doesn't' to 'does not', 'I've got to say' to 'I have to say'

EXAM BOOST

Section B

4

Suggested answers:

1 I was pleased to receive your email / letter.

2 I am writing to inform you that I received your email / letter.

3 With reference to the suggestions regarding a new play area, I'm afraid I do not agree with the idea.

4 I would agree with you regarding the need for a shorter school day.

5

Suggested answers:

1 Could you give me some advice about getting fitter for the competition?

2 I really think a job like that wouldn't be right for you.

3 Thinking about everything you've said, I'd go for the second option.

4 On second thoughts, it might be better if you got here earlier in the evening.

6–8

Students' own answers

9

Example answer

Dear Sir,

With reference to your request for reactions to the idea of lowering the voting age to 16, I must say that I, and I am sure the vast majority of my peers, would most certainly be in favour of such a change. I am writing to give my reasons.

In my honest opinion, young people aged 16 are definitely mature enough to make an informed decision about which political party they would like to see in power; they are well aware of the issues facing the country and have opinions about how these should be tackled. This generation is as equally affected as other age groups by the decisions made by governments, and also brings to the political table its own experiences of problems that older people may not be so aware of. With many issues young people, including 16-year-olds, are in fact best placed to understand them.

In addition to this, I truly believe that it is a 16-year-old's right to be able to vote in an election or referendum. It is their future that is at stake and they should have a say in how that develops, whether we are talking about environmental issues or employment laws.

I would like to finish by pointing out that if 16-year-olds are old enough to be employed and pay taxes, they are old enough to help choose the people who decide how to use those taxes. The sooner the age for voting is changed, the better, as far as I am concerned.

Yours faithfully,

Sandra Browne

10–11

Students' own answers

GRAMMAR FILE

1

1 Compared **2** if designed **3** will have **4** Not being **5** Based **6** Buy **7** Not knowing **8** If required

2

1 No sooner had we … **2** correct **3** correct **4** Should / If you want … **5** correct **6** Had I known/If I'd known … **7** Not until we'd completed the walk along the cliffs did we realise how … **8** What I'm considering …

3

1 not nearly as **2** did the best **3** very much warmer **4** slightly taller **5** harder and harder **6** no worse **7** just as compelling **8** nothing like as exhausting

4

1 This documentary's nowhere near as good as that other one, is it?

2 So, you're telling me that you think this flat's no worse than our old one?

3 Not knowing where I was going, I wasted a lot of time driving round in circles.

4 I'm sorry but this is the best I can do without having access to the right data.

5 Based on what you already know about the author, I'd like you to write a short introduction about him.

6 There's no way it was Imelda who broke the vase, surely?

7 Do you really believe this system is no faster than the old one?

8 Had I thought about it in advance, I'd have brought my laptop to show you my photos.

VOCABULARY FILE

1

1 strikingly similar **2** sparked an idea **3** summon up the courage
4 never-ending **5** ownership **6** eligible **7** upbeat **8** practical note

2

1 nap **2** shut-eye **3** overcome **4** restorative **5** dropping
6 crippling **7** tucking **8** infinitely **9** nocturnal **10** deprivation

3

1 occupant **2** anaesthetic **3** peer **4** aversion **5** defy **6** viewpoint

4

1 heavy-duty **2** underlying **3** fluffy **4** eligible **5** stringent
6 squeaky **7** exquisite **8** distressing

5

1 main stress: ware; secondary: bliss
2 main stress: lert; secondary: full

6

Students' own answers

7

actively involved; deeply offended; painfully shy; readily available; sorely missed; strictly forbidden; strongly opposed; vaguely familiar

8–9

Students' own answers

REVIEW: UNITS 1–8

1

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

2

1 It **2** or **3** rather **4** According **5** is **6** for **7** which **8** will/'ll

3

1 overestimate **2** irrational **3** noticeable **4** unnecessarily
5 likelihood **6** attentive **7** applicable **8** tendency

4

1 be under no illusion that the
2 food based on the number of
3 taken Denny's advice I would / could / might have
4 wondered whether / if Katy had researched
5 were being cleaned when it started
6 in case one (of them) has / I have