READING AND USE OF ENGLISH

Part 1 Multiple-choice cloze

Practice task

2

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

3

1 4 ('made up of' has a similar meaning to 'consists of')
2 0 (All the words have similar meanings but 'exist', 'reside' and 'dwell' are all followed by 'in', so 'inhabit' is the only word which fits here.)
3 3 ('for the most part' means 'usually' or 'mainly')
4 1 (All four options have similar meanings but 'vast' is the only which collocates with 'majority'.)
5 2 (All four options have similar meanings, but only 'solitary' is correct.)

4

1 (Each of the words is used because they collocate most naturally with the following word in the sentence: 'vast majority', 'enormous number', 'immense amount', 'gigantic statue'.)
2 (Each of the words has a slightly different meaning, which the four sentences in this set help to illustrate.)
3 (Each sentence contains a word from question 3 of the Practice task used in a fixed phrase.)
4 (Each sentence contains a phrasal verb with 'up' using verbs from the options for question 4.)

Strategies and skills

Fixed phrases

1

1 things ('all things considered' means that you take the whole situation into account)
2 notice ('at short notice' means that something happens with very little warning)
3 balance ('strike a balance' means you have the right amount of two or more things)
4 desire ('a burning desire' means a very strong need or urge to do something)
5 power ('doing everything in your power' means you do all you can do to achieve something)
6 room ('room for improvement' means something needs to get better)
7 hesitation ('have no hesitation' means that a decision or choice is very easy to make)
8 horizons ('expand your horizons' means to try new things or approaches)

2

1 grasp ('grasp the complexities' means you understand the deeper meaning of something)
2 took ('take their toll' means to affect something, usually in a negative way)
3 cracked ('crack a joke' means to tell a joke)
4 drove ('drive someone to do something' means to force someone)
5 held ('hold an opinion' means you have an opinion about something)
6 caught ('catch someone's attention' means to interest them)
7 present (if something 'presents difficulties', it creates problems)
8 pose ('pose a threat/danger' means to potentially cause a problem)

Collocations

3

1 B ('make a wish' means to think of something you'd really like to happen)
2 A ('take note of' means to remember or pay attention to something)
3 A ('leave someone doing something' means they continue doing something while you do something else)
4 D ('come naturally' means you're good at something right from the beginning)
5 C ('tell the difference' means you know which one is which)
6 A ('fulfil an ambition' means to achieve it)

4

1 location ('on location' means it's being filmed in a particular place and not in a studio)
2 labour ('the labour market' is the jobs that are available in an area or country. 'Job market' is an acceptable alternative, but is more informal.)
3 near ('nowhere near' means it's a long way from something or somewhere)
4 industry (a 'growth industry' is a sector that's becoming very popular)
5 word ('keep your word' means you do what you say you'll do)
6 broken ('broken English', or any other language, means you don't speak it very well)

Phrasal verbs

5

1 C ('bump into' means to meet by accident)
2 A ('cut out' means to stop having something in your diet or doing something in your routine)
3 D ('get at' means to show what something really means)
4 B ('kick in' means to start to be effective or to happen)
5 A ('put forward' means to suggest something or ask for opinions about it)
6 D ('stem from' means where something comes from)

Easily confused words

6

1 aggression (an 'act of aggression' is angry or violent behaviour towards someone or something)
2 acclaimed (someone who is 'acclaimed' is praised by a lot of people)
3 comprehensively (if a team is beaten 'comprehensively', it means they were easily beaten)
4 withdrawn (to 'withdraw' means to take money out of an account)
5 speculation ('speculation' is when people guess, often with others, without knowing for sure)
6 plunged (to 'plunge' means to fall suddenly and dramatically, often in relation to temperature)

Prepositions

7

1 C ('comparable' is usually followed by the preposition 'to'; 'consistent' + 'with'; 'matching' + 'with', or no preposition; 'alike' + no preposition)
2 A ('Contrary' is usually followed by the preposition 'to'. None of the other words usually take prepositions.)
3 B ('accordance' is usually preceded by the preposition 'in' and followed by 'with'; 'contract' + 'with' (but the wrong word in this context); 'duty' + 'to'; 'assurance' + no preposition')
4 D (you can use 'in respect of' or 'with respect to'; 'concern' + 'with' or 'about'; 'regard' + 'to'; 'connection' + 'with')
5 B ('intended' is usually followed by the preposition 'for', 'aimed' + 'at'; 'directed' + 'at'; 'focused' + 'on')
6 D ('concerned' is usually followed by the preposition 'with; 'disturbed' + 'by'; 'troubled' + 'by'; 'worried' + 'about')

8

1 on (you are 'dependent on' somebody or something)
2 to (you 'dedicate something to' somebody or something)
3 of (you use 'in the event' with the preposition 'of')
4 in (you use the phrase 'no harm in +' verb + *-ing* to mean that it's a good idea to do something)
5 about (if you are 'in two minds about' doing something, you can't decide whether to do it or not)
6 with (if you 'keep pace with' someone, it means you run, walk or drive at the same speed)

Verb patterns

9

1 that prices will rise ('anticipate' is usually followed by a 'that' clause)
2 of spending ('beware' is usually followed by 'of +' verb + *-ing*)

3 matters further ('complicate' is usually followed by a noun)
4 making ('envision' is often followed by verb + *-ing* or a noun)
5 to avoid ('instructed' is always followed by an infinite or negative infinitive, e.g. 'not to talk to')
6 to give ('invited' is usually followed by an infinitive)

Linking words

10

1 interestingly (this linking word is used to add interesting information)
2 whereas ('whereas' is used to contrast two pieces of information in two clauses)
3 or ('or' is used here to give a reason why something must be the case)
4 consequently ('consequently' is used to show a result of something)
5 owing to ('owing to' is used to explain a reason for something happening)
6 nonetheless ('nonetheless' is used to show how one thing happened despite something else)

EXAM TASK

0 D (a 'widely held belief' is something that most people assume is true)
1 A (if someone is 'disciplined' they have a lot of self-control)
2 B (a 'principle' is an idea or rule, often one which explains how something works)
3 D (the phrase 'in question' refers you to a particular example of what is being discussed)
4 C (if something 'meets a requirement', it is good enough for a particular need)
5 A (if something 'points to' a conclusion, it shows that something it likely to be true)
6 B (if you 'reveal' something, you show it, perhaps for the first time)
7 B ('accounts for' has a similar meaning to 'is responsible for')
8 D (if something is 'arguably' true, you think it is but others may disagree)

READING AND USE OF ENGLISH

Part 2 Open cloze

Practice task

2

1 it **2** to **3** with **4** which **5** as

3

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

4

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

Strategies and skills

Perfect and continuous tenses

1

1 been (present perfect continuous)
2 are (present simple passive)
3 have (present perfect passive)
4 do, did (present simple interrogative or past simple interrogative)
5 being (*-ing* form is used following 'after' and 'before')
6 has (present perfect passive)

Conjunctions

2

a 1, 2, 4
b 3
c 5, 7
d 6

3

1 Although **2** Far **3** addition **4** despite
5 provided **6** whilst **7** considering

Conditional forms

4

1 C (This is a 'mixed' conditional, a mix of second and third conditionals.)
2 C (This is an example of a third conditional.)
3 A (This is an example of a third conditional with an inversion.)
4 B (This is an example of a third conditional.)
5 C (This is an example of a first conditional with 'unless'.)
6 A (This is an example of a second conditional.)
7 C (This is an example of a first conditional with 'if.')
8 B (This is an example of a third conditional with 'have' as both the main verb and the auxiliary verb in the 'if' clause.)

Future tenses

5

1 will be sailing **2** will have to
3 will have been travelling **4** will be able
5 will be witnessed **6** will have started

6

1 be (future simple passive)
2 being (passive with the *-ing* form used following 'after' and 'before')
3 have (future perfect)
4 be (future continuous)
5 have (future form of 'have to')
6 been (future perfect continuous)

Relative clauses

7

In most cases the word before each gap is a noun or pronoun, and after the gap there is another clause: a relative clause.

8

1 which (because 'The city' is a thing)
2 whose (because the boat belonged to the captain)
3 whom (because the object of the first clause are people)
4 who (because the instructor is a person)
5 which (because 'my glasses' are a thing)
6 where (because 'the school' is a place)

Comparative forms

9

1 e ('at the very least' means a minimum requirement)
2 a ('comparatively little' + uncountable noun means 'not much')
3 d ('a great deal more' + noun means 'a lot more')
4 b ('such a long time' means 'a very long time')
5 f ('nowhere near' + 'as … as' + subject and verb)
6 c ('one of the (world's/country's/etc.)' + 'most' + (adverb) + adjective)

10

1 more ('more likely' + verb)
2 rather ('rather than' + *-ing* form)
3 far ('by far' + superlative)
4 neither (X couldn't do something + and neither could Y means that Y *also* couldn't do the thing.)
5 except ('except for' + noun or pronoun)
6 so ('and so is X' means 'X is too')
7 no ('without a doubt' means 'definitely')
8 to ('comparable' + 'to')

Reference words and impersonal structures

11

1 what (impersonal structure)
2 There (impersonal subject pronoun)
3 It (impersonal structure)
4 that (impersonal structure)
5 it (impersonal structure)
6 there (impersonal subject pronoun)

Phrasal verbs, prepositions and fixed phrases

12

1 into **2** out **3** against **4** of **5** back **6** on
7 off **8** together

13

a 3 ('to come up against something' means to have to deal with a problem or difficulty)
b 8 ('to put something together' means to prepare a plan or document)
c 5 ('to get back to someone' means to contact them at some point in the future)
d 2 ('to check something out' means to examine it carefully to get more information)
e 7 ('to lay someone off' means to sack them so they lose their job.)
f 1 ('to bump into someone' means to meet them by accident)
g 6 ('to insist on something' means to make sure that something happens, even if others are against the idea)
h 4 (to 'dispose of' something means to throw it away)

14

1 to ('all down to' means the same as 'because of')
2 once ('once and for all' means the same as 'permanently')
3 After ('After all' is used to add evidence that shows what you just said is true)
4 whether ('whether or not 'is used to show that something will happen regardless of what you do)
5 put (if you 'put yourself in someone's shoes', it means to see an issue from their point of view)
6 without ('without a doubt' means something is definitely true)
7 no ('to come as no surprise' means that something is what you would expect)
8 but ('no other choice but to' means there's only one possible course of action)

EXAM TASK

0 of ('in excess of' means the same as 'more than')
1 no ('no easy task' is a fixed expression meaning that something is difficult or time-consuming)
2 with ('equipped' takes the dependent preposition 'with')
3 a ('as a rule' means that something is generally true)
4 within/in (the expression 'within sight' or 'in sight' means you can see it)
5 in (the phrasal verb 'settle in' means to become comfortable in a place where you're staying or working)
6 on ('on offer' means the same as 'available')
7 which ('of which' is a relative pronoun that refers back to the plural noun 'ingredients')
8 been (part of a present perfect passive construction)

READING AND USE OF ENGLISH

Part 3 Word formation

Practice task

2

0 straightforward (This has a similar meaning to 'simple' or 'easy' in this context.)
1 significant (This adjective has a similar meaning to 'important'.)
2 extraordinary (This adjective has a similar meaning to 'amazing'.)
3 findings (This plural noun has a similar meaning to 'results' or 'conclusions'.)
4 conversion (This noun means to change from one form to another.)

3

a 2 **b** 0 **c** 1 **d** 3, 4

Strategies and skills

Prefixes

1

1 normality **2** abnormal **3** logical
4 illogical **5** satisfaction **6** dissatisfied/unsatisfied **7** maturity/maturation
8 immature **9** relevance **10** irrelevant

2

1 consequence (The prefix 'con-' changes the meaning but not to an opposite.)
2 misbehave (The prefix 'mis-' changes the meaning to something done badly or incorrectly.)
3 overconfident (The prefix 'over-' changes the meaning to *too* + adjective.)
4 autobiographical (The prefix 'auto-' means it relates to yourself.)
5 interactive (The prefix 'inter-' means 'between'.)
6 reconsider (The prefix 're-' means 'do something again'.)

Suffixes

3

1 -ity: capability, sensitivity
2 -ship: leadership
3 -ce: competence, innocence
4 -y: jealousy
5 -al: disapproval
6 -ness: nervousness, rudeness, selfishness, willingness
7 -tion: cancellation, consumption, reception
8 -ance: allowance, annoyance
9 -ment: assignment
10 -cy: deficiency, competency

4

1 archaeologist **2** adviser/advisor
3 professional **4** technician **5** ambassador
6 consultant **7** fisherman/woman
8 novelist **9** civil servant **10** surgeon

5

1 reputable (This collocates well with 'company'.)
2 administrative (This collocates well with 'error'.)
3 changeable (This means that something changes a lot in a short time.)
4 diplomatic (This means that you are careful not to offend anyone or hurt their feelings.)
5 edible (This means that you can eat it safely.)
6 exhaustive (This means it's very complete and includes everything.)
7 idealistic (This means that you have very clear ideas about how to achieve things you believe in.)
8 persuasive (This means that you are good at persuading people to agree with you or do what you want.)

6

-ive: aggressive, constructive, responsive, substantive
-ous: courageous, spacious
-ing: convincing, refreshing
-tial: confidential, spatial, substantial
-worthy: newsworthy, trustworthy
-able: comparable, variable
-al: occasional, statistical
-ible: responsible, terrible

7

Students' own answers

8

1 satisfactorily (The adverb is needed here because it describes the verb 'explain'.)
2 uncomfortable (The adjective is needed here as it's describing the noun 'silence'.)
3 dishonestly (The adverb is needed here because it describes the verb 'obtain'.)
4 jointly (The adverb is needed here because it describes the verb 'award'.)
5 realistic (The adjective is needed here as it's describing the noun 'models'.)
6 noticeably (The adverb is needed here because it describes an adjective 'quieter'.)
7 officially (The adverb is needed here because it describes the verb 'open'.)
8 technologically (The adverb is needed here because it describes an adjective 'advanced'.)

9

1 acknowledging (You have to use the *-ing* form in this sentence.)
2 differentiate (This means to tell the difference between things.)
3 evaluate (This means to comment on the good and bad things about something.)
4 imprisoned (This means to put in prison, and it's a passive so you need the past participle.)
5 lengthening (This means to get longer.)
6 simplified (This means to make something simpler.)

Internal word changes

10

1 adjective (suggested by use of 'It is not …' before the gap.)
2 adjective (suggested by 'more' before the gap.)
3 verb (because of 'to' before the gap.)
4 adjective (because of 'wasn't very' before the gap.)
5 noun (suggested by the adjective 'conventional' just before the gap.)
6 adjective (suggested by the noun 'changes' after the gap.)

11

1 advisable (The 'c' changes to 's' and the 'e' disappears when you add the suffix *-able*.)
2 destructive (This is the adjective.)
3 clarify (This is the verb.)
4 decisive (This is the adjective of the verb 'decide'.)

5 wisdom (This is the noun.)
6 minimal (This is the adjective from the noun 'minimum'.)

12

1 believable (The final 'e' disappears when adding a suffix which begins with a vowel.)
2 controlling (The final 'l' doubles when adding '-ing'.)
3 luxurious (The final 'y' changes to i when adding 'ous'.)
4 pleasurable (The final 'e' disappears when adding a suffix which begins with a vowel.)
5 disastrous ('-er' at the end of the noun changes to just '-r'.)
6 repetitive (The final 'a' of repeat disappears when forming the adjective.)

Compounding

13

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

14

1 widespread
2 eye-catching
3 waterproof
4 background
5 supernatural
6 alongside

15

1 groundbreaking
2 setbacks
3 time-saving
4 undergo
5 meantime
6 whatsoever

EXAM TASK

0 length (This is the noun of the adjective 'long'.)
1 insignificant (This is the adjective formed from the verb' signify', and it needs to be negative in this sentence.)
2 organisms (This noun has a similar meaning to 'creatures'.)
3 worldwide (This adverb means 'all around the world'.)
4 intriguingly (This adverb has a similar meaning to 'interestingly' here.)
5 visible (This adjective means it's possible to see something.)
6 critical (This adjective means 'vital' or 'extremely important'.)
7 dramatically (This adverb means 'a lot'.)
8 dependent (If something is 'dependent on' something else, it needs it to survive.)

READING AND USE OF ENGLISH

Part 4 Key word transformation

Practice task

2

1 was (finally) talked into joining (If you 'talk someone' into doing something, it has a similar meaning to 'persuade'.)
2 warning about the risks of cycling (The noun of 'warn' is 'warning' and the noun of 'risky' is 'risk.')
3 gave a clear explanation about/of (The noun of 'explain' is 'explanation' which collocates with the verb 'give'.)
4 hadn't/had not been for Hannah's (This structure is commonly tested in Part 4.)

3

a 3
b 1
c 1, 4
d 2
e 1 (to create a passive form)
f 2, 3 (The noun of the verb 'warn' is 'warning'; the noun of the verb 'explain' is 'explanation')
g 1 ('to join' becomes 'joining')
h 2 (The plural noun of the adjective 'risky' is 'risks')

Strategies and skills

Passive forms

1

1 is being repaired (the present continuous passive)
2 had (all) been finished (the past perfect passive)
3 has been cleaned (the present perfect passive)
4 being taught (verbs which are normally followed by gerunds take the *-ing* form of 'to be')
5 had to be rescued (this is an infinitive passive form)
6 may be lowered (modal verbs take the bare infinitive (without 'to') to form a passive)
7 would have been fed (this is a third conditional passive form)
8 he was being ignored (the past continuous passive)

Reported speech

2

1 had been having his lunch (The past continuous changes to past perfect continuous.)
2 hadn't/had not meant to be (The past simple changes to the past perfect.)
3 I was going to finish writing (The present continuous changes to the past continuous.)
4 would be more straightforward than we (Future with 'will' changes to 'would'.)
5 when it would be possible to ('can' here changes to 'it would be possible')
6 have been better if I had/to have included

Comparative forms

3

1 A **2** C **3** C **4** A

4

1 'wasn't anywhere near as long' (because the person expected it to last much longer)
2 'such a small amount of' (because 'such a' emphasises the amount of something)
3 'as good as' (because people imagine the past was better that it was in reality)
4 'more speedily than' (because it was faster than ever before)

Verb and noun phrases

5

1 a hand **2** get in **3** raise **4** quite
5 faith in **6** hang of **7** go into **8** take a

6

1 give a clear description (the noun of 'describe')
2 take into consideration (the noun of 'consider')
3 a common assumption (the noun of 'assume')
4 very little acceptance (the noun of 'accept')
5 virtually no affordable/cheap (the adjective of 'afford')
6 highly imaginative (the adjective of 'imagination')

Clause patterns

7

1 could **2** If/When **3** Should **4** Pay

8

1 the best you/one can hope / all you/one can hope / all that can be hoped
2 should there be
3 if listened to / if you listen to it
4 and they will tell you / and you will know

Collocations and fixed phrases

9

1 any difference ('it doesn't make any difference to me' means you're not bothered if something happens.)
2 accustomed to ('become accustomed to' has a similar meaning to 'get used to'.)
3 behind the times ('behind the times' has a similar meaning to 'old-fashioned.')
4 felt compelled (If you 'feel compelled' to do something it means you feel like you have to do it.)
5 dedicated himself (If you 'dedicate yourself to something', it means you put all your energy into it.)

6 dependent upon (If something is 'dependent upon' something else, it means it is related directly to it. If a person is dependent on someone else, it means they rely on them totally.)
7 no harm in (If there's 'no harm in doing something', it means there are no disadvantages in doing it.)
8 in two minds (If someone is 'in two minds' about something, it means they can't decide whether they should do it or not.)

EXAM TASK

(You receive one mark for each correct part, so two marks for a completely correct response.)
0 has been reopened | in the light (You need to use a present perfect passive and the fixed phrase 'in the light of'.)
1 regardless of | the objections ('regardless of' has a similar meaning to 'despite' and you need to change the verb 'object' to the plural noun 'objections'.)
2 haven't/have not (got) / don't have/do not have | a clue how (If you 'don't have a clue', it means you really don't know something.)
3 came (completely) | out of the blue (If something 'comes out of the blue', it is a complete surprise.)
4 inclined to believe/think (that) there would (If you are 'inclined to believe something', it means you have an opinion about it, but not a strong opinion.)
5 took the liberty | of booking (If you 'take the liberty of doing something', it means you do it without asking for the permission or approval of anyone else involved.)
6 mind at rest | by phoning (her) (If you 'put someone's mind at rest', it means you say or do something to stop them worrying.)

READING AND USE OF ENGLISH

Part 5 Multiple choice

Practice task

2

1 C **2** A

3

1 There doesn't appear to be any comparison or ranking of how seriously each group is affected.
2 The writer lists them.
3 to show that noise pollution affects all living things
4 No.

4

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

b Option A matches 3 exactly (the writer asks this rhetorical question to suggest that people feel powerless over noise pollution because it's such a huge problem.)
c Option D does not match 1 exactly (because the writer suggests that denial would be one explanation for people not talking about noise pollution, but that this is unlikely.)
Option C does not match 2 exactly (because the writer says that everyone causes it, not just business and industry.)
Option B does not match 4 exactly (because the writer says that everyone from government to individuals is responsible for noise pollution, and doesn't state that governments do little to make people aware of it.)

Strategies and skills

Understanding inference and implication

1

1 C is correct: Phil is normally overly talkative in meetings but goes quiet when the subject of budget overspending is raised, thereby suggesting that Phil has something to do with it.
A There's no indication of this.
B The writer is not suggesting this.
D There's no suggestion that Phil's team do all the work.
2 A is correct: There's no chance of the writer having a picnic on the sun so this is also true of the likelihood of a sequel to *The First Kick* appearing.
B A sequel hasn't yet been written.
C Heywood is not currently writing a sequel.
D The writer is not suggesting this.
3 B is correct: the writer says she could never imagine going for a coffee, as friends do, with the tour guide.
A There's no suggestion of this in the paragraph.
C There's no suggestion of this in the paragraph.
D The tour guide directed interesting information to a few of them, but there's no reference to a shared interest.
4 D is correct: the writer suggests that lack of action (doing nothing to bring about equality) gives a clearer picture of what the president really thinks than what he says.
A There's no suggestion that lack of time is the problem.
B The focus is on what the president failed to do, not his staff.
C There's no suggestion of this in the paragraph.

Understanding purpose and attitude

2

1 By Madison's anecdotes; the reviewer says that the book isn't 'short of fascinating anecdotes' but is 'thin on the ground' (there aren't enough) in discussing drawbacks.
2 No; the writer finds the ruins fascinating while his fellow travellers seem to be using it as a photo opportunity to impress friends back home.
3 A dismissive way; the writer says that all the methods that came before the current one and all those to come in the future give the same benefits so are therefore not 'revolutionary' at all.
4 The writer is surprised by the richness that human voices give a composition; the writer uses the phrase 'What I could never have been prepared for …' to signify surprise.

3

1 C – The reviewer became exasperated (irritated or annoyed) with the author's style after reading fewer than two pages.
2 A – The writer says that the team members felt they could follow the team leader anywhere without any problem 'coming to pass' (happening), so they trust her.
3 C – The writer's choice of vocabulary ('unique') and the fact that he/she seems impressed by the organisation's approach tell us that he/she admires them.
4 A – The writer's use of the quote and the phrase 'must have taken great comfort' shows understanding of how the research team must have felt.

Matching meaning

4

1

A False; There is no indication of this in the text.
B True; The rhetorical question shows the writer's surprise.
C False; The writer is describing being in bed in a cabin, and doesn't mention the landscape.
D True; The writer suggests this in the description of their reaction to the cold and in the rhetorical question which follows.

2

A False; There's no indication that Great-Aunt Caroline is rude to the writer.
B False; The writer isn't taken into Caroline's office.
C True; She radiates authority yet doesn't say a word.
D True; The writer feels like they did when in trouble with the headteacher at school.

3
A False; This could have happened if a plan had been in place, but it wasn't.
B False; Not everywhere in the country was the centre of the steel industry.
C True; Had a plan been worked out, the negative consequences might have been avoided ('it might have been a very different story').
D False; The steel industry 'never recovered' to what it had been previously, but we don't know that there's none left.
4
A True; The paragraph says that the idea of living underground is 'developing quite a following': people who like them or are interested in them.
B False; No disagreement is mentioned, only that different architects have different approaches.
C False; Some architects design the buildings using modern architecture as a starting point, but no mention is made of the facilities in the homes.
D False; There probably are many different reasons, but these are not mentioned in the text.

5
1 It is responsible for collecting data about boats hitting whales, and it has recently released some of this data.
2 A breakdown of the types of vessels most often involved in a collision with whales.
3 We don't know which vessels, because they are not identified. However, whale-watching vessels was involved in the most collisions where the vessel was identified.
4 Because they are there to allow people to admire the whales and inadvertently end up hurting them.

6 B
A The accuracy of the numbers is not questioned, just the interpretation of these statistics.
B is correct: In the final two sentences, the writer suggests that the whale-watching industry may have interpreted the data in such a way as to lessen the blame attached to whale-watching boats.
C There is no indication whether the figures are close to what was expected or not.
D This may be the case, but it is not stated or suggested in the paragraph.

Using context to guess the meanings of unknown words

7
1 weak; he's likely to feel weak after an illness and he goes on to get his strength back, showing he must have felt weak.
2 unpleasant; Alicia knew she was 'in trouble' from the way the guards treated her.
3 quickly; if he's looking through it in an anxious way because of the turbulent flight, he's likely to be doing so quickly and not really reading any of the articles.
4 a long time; as the festival the writer is witnessing is unlike the short-lived ones in his or her own country, it's likely the celebrations he or she's describing go on for a long time.
5 less; the players are more exhausted than the coach expected, he's likely to give them less training for a few days.
6 negative; it's given at the end of a list of things that were wrong with the hotel.

Understanding text organisation features

8
1 B ('this image' refers to all of the negative behaviours that are used to stereotype teenagers. A is not correct as the image in question is a negative one, whereas 'loving' is positive. C is not correct as 'this image' refers to teenagers, not parents. D is not correct as 'this image' refers to teenagers, not neighbours.)
2 C (This refers to the time after the advisor had seen the photos, and was still refusing to accept their mistake. A is not correct as it refers to a time long after the writer received the laptop. B is not correct as there's a refusal to admit responsibility at the beginning of the call, but 'Even then' does not refer to this. D is not correct as it refers to one time during the call, not the whole call.)

9
a 1 A
b 1 C **2** B **3** D **4** A
c A (because *Amelia* is part of a current trend for style over substance.)
d B is incorrect as the production quality is 'faultless'. C is incorrect as it looks different 'on the surface' but the story is 'worryingly familiar'. D is incorrect as the cast are all experienced ('seasoned') actors.
e 2 C is correct: A once socially unacceptable song is now played at supermarkets and no one notices, so public acceptance has broadened. The final sentence of the paragraph rules out Option A. Option B is incorrect because no comment is made in the paragraph of how music affects people's state of mind. Option D is incorrect because the writer makes no comment about how the song sounded to him.

10
a 1 D (Reading enjoys a similar social status to classical music, yet fewer teenagers perhaps want to do it than the other activities listed.)
b A is incorrect as there is no comparison drawn between classical music and typical teenage activities in general. B is incorrect as playing computer games is seen to hold a much lower status than classical music. C is incorrect as using social media is seen to hold a much lower status than classical music.
c B is correct (Chlöe says that Venus proves global warming happens in reality, which climate change sceptics cannot deny. A is incorrect as Chlöe doesn't believe that Earth will follow the worst-case scenario of Venus. C is incorrect as Chlöe is not using the comparison with Venus to list any characteristics – only one (very high temperature) is actually mentioned. D is incorrect as there's no indication that Chlöe is using the comparison to show gratitude.)

EXAM TASK

1 B (The irony is that we can hold phones in our hands but it's the phones that are actually holding us in their grasp, metaphorically. A is incorrect as the mobile phones are not mentioned in relation to efficiency. C is incorrect as the phones are not used to show how relationships between people have changed. D is incorrect as phones are not used to make a comparison between humans and machines.)
2 D (The writer says that always doing things is something that people should aspire to and those that do have the 'moral high ground', so this is the motivation. A is incorrect as people's commitment to family and friends is mentioned as a symptom of busyness, not a motivation for it. B is implied as being necessary but is not mentioned as the motivation. C may be a reason why people are so busy but is not the motivation for it.)
3 C (The writer describes how he came to realise the true nature of pauses by speaking to lots of people over a period of time. A is incorrect as there are no ways in which he benefits in daily life mentioned. B is incorrect as the other people are exemplifying their use of pauses, not defining them. D is incorrect as the views of other people seem to agree rather than contrast.)
4 A (His visitors appear to solve their problems because of being able to pause more at his home than in their normal daily lives. B is mentioned, but it's not what the sentence emphasises. C is incorrect as it's not people's perception of time that changes but having more opportunities to pause. D is incorrect as the paragraph suggests that it's having more opportunities to pause which strengthens the effect.)

5 D (The writer suggests in the final sentence that most people have opted to go down the 'time is money' route rather than for the spiritual benefits that pausing brings. A is incorrect as the writer suggests there's a tension between doing and pausing, but doesn't mention any drawbacks to pausing. B is incorrect as the writer doesn't suggest the need to pause is misunderstood, but that people choose not to. C is incorrect as the writer suggests that people who pause more will benefit more but not that some get more from pausing than others.)
6 A (The writer suggests throughout the paragraph that it's people's perception of time that needs to be changed ('Letting go of the idea …'; 'Instead of setting life …'). B is incorrect as the writer says that how enjoyable an activity is alters our relative experience of time, but doesn't suggest we should do more fun things. C is incorrect as there is a lot of analysis of people's experience of time in the paragraph but the writer doesn't make this suggestion. D is incorrect as the writer is arguing that we shouldn't do this – we should rather change the way we think about time.)

READING AND USE OF ENGLISH

Part 6 Cross-text multiple matching

Practice task

2

1 A (Reviewer D says that the author of the book avoids writing about the complexity of the situations in different regions, so it lacks depth; reviewer A says that the author's treatment of the situations borders on the superficial, so it also lacks depth.)
2 C (Reviewers A, B and D all say they were surprised by some of the choices of region; reviewer C says that they didn't find any regions they weren't expecting to read about.)

3

1

A 'the treatment of the current situation in each region, and the influence that global superpowers have or are seeking to have there, borders on the superficial at times'
B 'Not only that, I discovered revelation after revelation in her detailed exploration of each of the regions, and the decisions that led up to their current state of unrest.'
C 'The blurb on the back of Campbell's book makes the rather extravagant promise that never before has a book of this type examined global geopolitics so comprehensively. The majority of books that make such claims often then spectacularly fail to live up to them, but this is definitely not the case with *The Global Game*.'
D 'it wasn't always possible to come away from many, if any, of the chapters with a good understanding of the actual circumstances there. Campbell appears to have avoided tackling much of the complexity that one needs to fully comprehend any region.'
2 Negative (Reviewer D says that Campbell has 'avoided tackling' the complexity needed to understand what's going on in a region.)
3 A (because reviewer A says that the author's treatment of the situations 'borders on the superficial', so it lacks depth.)

4

1

A 'There's everywhere you'd expect to be included in such a book and plenty of surprises too'
B 'Had I been asked to name the twelve most significant areas of political tension around the globe, my list would have included perhaps six of those selected by Campbell. I would never have predicted the others she's included'
C 'I can't help wondering whether Campbell was adventurous enough when making the decisions about where to write about. It would have upped the interest levels considerably had I come across at least a few chapters on somewhere I wasn't expecting to read about'
D 'What I was pleasantly taken aback by, however, was the inclusion of sections dealing with the situations in parts of the world where I didn't even know tensions existed'

2

Reviewer A ('everywhere you'd expect plus plenty of surprises')
Reviewer B ('would never have predicted many of those that Campbell chose', therefore they are surprised)
Reviewer C ('would have been more interesting if there were chapters about unexpected places' – therefore they are not surprised)
Reviewer D (they were 'taken aback (surprised) by sections about places that reviewer didn't even know had tensions')
3 Reviewers A, B and D are all surprised by some of the places chosen for the book.
4 Reviewer C has a different opinion to the others.

Strategies and skills

Identifying contrasting opinion

1

1 C (The writer thinks the opposite to most people, who believe there should be less.)
2 B (The writer thinks those who told him Kinsella was original haven't read many other books.)
3 A (The writer doesn't go along (agree) with the opinion that art should be universal.)
4 C (The writer says that replacement materials may even be more harmful than plastic.)
5 A (The writer questions the evidence that's provided to say standards are falling.)
6 B (The writer says that the effects of the policy are not what the government had in mind.)

2

1 'I'm of the opposite opinion entirely.'
2 'I'm not sure how many other authors those who told me this had read, but it can't have been many.'
3 'I've never gone along with the opinion'
4 'but may ultimately end up being counterproductive'
5 'yet the majority of evidence … is subjective'
6 'which are perhaps not what the government had in mind'

Identifying similar opinions

3

1 similar (both say that people who want to be writers mistakenly think they have a natural talent)
2 different (A thinks archaeology is a waste of time; B thinks it's a useful field of study)
3 similar (both say that business must consider climate change when making decisions)
4 different (A thinks it's better to avoid big events and spend the money directly on public amenities; B thinks events leave a good legacy of facilities for the public.)
5 similar (both think that school inspections should be as rigorous as ever)

4

1 False (She says the people who want to ban them are in a minority.)
2 False (She says she understands people's motivations for wanting them banned.)
3 True (She gives the example of tennis causing more deaths and injuries than extreme sports.)
4 False (She says she has warmed to them after trying one of them out.)
5 True (She says that the progress would be reversed if extreme sports are banned.)
6 True (He says that they are pointless.)

7 False (He says that given the right incentives, people could be persuaded.)
8 True (He says that they already exist or are in the latter (later) stages of development.)
9 False (He uses this as an example of a safe extreme sport that's real, not virtual.)
10 True (He says that the computing power available today will make them possible.)

5

1 Calcedo: disagree (She thinks that actual, safer or virtual versions are fine.)
Tenby: disagree (He thinks that safer and virtual versions are OK.)
2 Calcedo: agree (She thinks that they make the sports as safe as they can be.)
Tenby: disagree (He thinks whether they exist or not, too many people will be killed.)
3 Calcedo: agree (She has changed her opinion of them since trying one out.)
Tenby: agree (He thinks people should use them rather than doing the real thing.)
4 Calcedo: disagree (She opposes a ban on extreme sports, so would also oppose one on other sports.)
Tenby: disagree (He appears to have an issue with extreme sports, not conventional ones.)

Identifying paraphrases and synonyms

6

1 e (to 'abolish' means to 'prevent people from doing something')
2 h (a 'regulation' means the same as a 'standard' in the context of these texts)
3 a (a 'prototype' is an early version of something)
4 f (a 'governing body' is synonymous with an 'official organisation' in these texts)
5 c ('sustain injuries' is synonymous with 'end up hurt')
6 g ('electronic equivalent' is synonymous with 'virtual reality simulation' in these texts)
7 b ('supervise' means the same as 'oversee'.)
8 d ('implement' means the same as 'put into place'.)

7

Possible answers:
1 organisation, corporation, company, multinational, enterprise, establishment
2 green, ecological, eco-friendly
3 effects, consequences, results, upshot, outcomes
4 decreasing, lessening, cutting, lowering, bringing down
5 massively, immensely, hugely, a great deal, very much, enormously, greatly
6 negligible, insignificant, very little, almost no
7 difficult, testing, taxing, tough, trying, demanding
8 development, growth, improvement, advancement

EXAM TASK

1 D (Reviewers A, B and C all think that Grahame discusses the media in a confident way. Reviewer D says Grahame doesn't seem to believe his own arguments in most of the book.)
2 C (Reviewer B says that Grahame provides some fresh insights into the topic. Reviewer C says that Grahame comments perceptively on the topic.)
3 B (Reviewer D says that it's frightening how much control newspapers have. Reviewer B says that their power has dangerous consequences.)
4 D (Reviewer B says that Grahame doesn't back up his comments on this issue with convincing evidence. Reviewer D says that his conclusions about the issue are hard to have faith in.)

READING AND USE OF ENGLISH

Part 7 Gapped text

Practice task

2

1 C **2** A

3

a 'this basic courtesy' at the beginning of paragraph C refers back to customers phoning restaurants to cancel bookings at the end of the paragraph before.
b 'The need for one' refers back to Helen's comment about creating 'a clear, honest and open system' for tipping, mentioned in the paragraph before.

4

a 'having to ask' refers back to 'demanding credit card details' in missing paragraph C.
b 'the machinations of a business' refers back to whether businesses and waiters are being honest about what happens to tips in missing paragraph A.

Strategies and skills

Using content clues

1

1 'I undoubtedly will' refers back to 'come on an expedition again.'
2 'This careful consideration' refers back to the writer's attempts to not step on the crabs.
3 'Many of them' refers back to 'the surrounding villages'
4 'manipulates a dustpan and brush to clean up a broken plate' refers back to 'domestic tasks'
5 'the points of the compass' refers back to 'north, south, east or west'
6 'the style no longer lives up to its name' refers back to 'modernist architecture'.

2

a 6 ('modernist architecture')
b 3 ('surrounding villages')
c 5 ('north, south, east or west')
d 2 ('careful consideration')
e 1, 4 ('going on an expedition'; 'domestic tasks')

3

1 A; the text has a cynical attitude to businesses' reasons for appearing to be environmentally friendly. Also, B does not mirror this cynical tone.
2 B; 'one' and 'the next' refer to Kinsella's novels.
3 A; 'It' refers to the routine, and the content matches the content of the preceding sentence, both giving the idea of a very flexible routine.
4 A; The point made in A refers back to the behaviour of the animal described in the previous sentence.

Understanding the structure of a text

4

1 D (This option refers back by saying state education provides access to art subjects for poorer children. The following sentence also refers back to drama and music in D with 'them'.)
2 A (The argument mentioned in A refers back to the debate in the previous paragraph. The sentence following A refers back to things that are of great concern, mentioned in A, and adds another concern with 'As is'.)
3 F ('As a result of this' refers back to it being difficult to becoming a professional artist. The paragraph after F refers back to teaching in F as 'this profession'.)
4 B (This is an example of what is stated in the sentence before the gap. The sentence after the gap refers back to the film industry example.)
5 C (This expands on and explains why some of the prices paid for art are ridiculous.)
6 E (This gives one example of a source of creativity, and the text following the gap gives another.)

5

1 C (It explains why some of the prices paid for art are ridiculous.)
2 B (This gives an example of public interest in a form of art growing as funding is reduced.)
3 D (This reaches a conclusion based on an opinion about access to the performing arts in the previous paragraph.) F (This reaches a conclusion based on information about becoming a professional artist in the previous paragraph.)
4 A (This states one of the author's worries about art lessons disappearing before a second is mentioned in the following paragraph.; E (This gives an example of a source of creativity mentioned in the previous paragraph.)

6

1 D (Both are similar ideas about doing just one job.)
2 A (A is a contrasting idea about automation.)
3 F (F is a contrasting idea about relationships between employers and employees.)
4 C (This is a similar idea supporting the information given in 4.)
5 E (This gives a similar supportive idea for working from home mentioned in 5.)
6 B (This gives a contrasting idea about the need to raise the retirement age.)

7

1 Although this may be true (The following idea contrasts with the preceding one.)
2 This explains why (What follows is an example of the body clock changes that happen in adolescence.)
3 Doing so (What follows is a result of what is mentioned in the first sentence.)
4 A perhaps unexpected result of this is (What follows is a result, not an example.)
5 What's already become obvious (What follows in an observation of dolphin behaviour, not a reason for why the research is in its early stages.)
6 I would therefore propose that (What follows is a proposal not an explanation.)

EXAM TASK

1 E ('This record-breaking development' refers back to the world's biggest bike park in the previous paragraph.)
2 A ('Her sentiments' refer back to what Stientje Van Veldhoven hopes about making better use of cycling to combat congestion, poor air quality, etc. in the previous paragraph.)
3 G (The 'however' refers back to, and contrasts with, the statistics for the Netherlands as a whole in the previous paragraph.)
4 C ('this strategy' refers back to investment in public transport, etc. in the previous paragraph.)
5 F ('These days' contrasts with the final sentence of the previous sentence, which is a historical example.)
6 B ('This bold claim' described in B refers back to the statement about the developing cycling infrastructure being one of the most impactful things a city can do, at the end of the previous paragraph.)

READING AND USE OF ENGLISH

Part 8 Multiple matching

Practice task

2

a B ('Ideal conditions at Mavericks include light winds from the north')
b A ('these variations in weather patterns are bad news' for almost everyone else)
c B ('As when practising their sport in any location, surfers at Mavericks should proceed with caution')
d A ('El Niño is a naturally occurring weather cycle which can affect climactic conditions on both a local and a global scale')
e B ('the rapid alteration which brings about these perfect conditions for surfing can suddenly vary just as swiftly in the opposite sense')

3

1 d (Because the cause is El Niño, and it can affect conditions globally.)
2 b (Because the changes in weather pattern are the effects of climate change and are bad news for almost everyone else apart from surfers in California, who are a small minority.)

4

1 don't use
2 a larger chunk
3 the context

5

a: 'Ideal conditions at Mavericks include light winds from the north, …'
c: 'As when practising their sport in any location, surfers at Mavericks should proceed with caution …'
e: '… the rapid alteration which brings about these perfect conditions for surfing can suddenly vary equally swiftly in the opposite sense.'

6

1 No
2 The writer advises that surfers should proceed with caution wherever they go surfing, suggesting it's a risky activity everywhere.
3 'rapid alteration'; 'suddenly vary just as swiftly'; 'opposite sense'

Strategies and skills

Identifying paraphrase

1

1 f ('makes a comparison' matches with 'bears a vague resemblance to', and 'other work' matches with 'previous titles'.)
2 d ('he appears to have spent little time finding factual support for the claims he makes' is critical of how much research the author has done.)
3 a ('I found little I could argue against' demonstrates agreement.)
4 h (The reviewer says that he can't understand why Tierney included chapters on sport and television, suggesting that they are strange choices.)
5 b ('chosen contexts from around the globe' illustrates the book's wide geographical scope.)
6 g ('influenced by the work of other people' matches with 'owes a particular debt to two of the twentieth century's most perceptive political commentators'.)
7 e ('equally good at' matches with 'skills might be put to just as effective use' and 'other topics' matches with 'social justice or capitalism'.)
8 c ('sequence of the chapters' matches with 'the order in which the sections appear'.)

2

A I found little I could argue against when it came to Tierney's contentions regarding political bias in the media.
B It's admirable that Tierney has chosen contexts from around the globe to illustrate his points, rather than sticking close to home.
C There's little apparent logic to the order in which the sections appear. I can only assume he chose this by drawing them out of a hat.
D While Tierney undoubtedly writes beautifully, he appears to have spent little time finding factual support for the claims he makes.
E Perhaps Tierney's authorial skills might be put to just as effective use in creating works on social justice or capitalism.
F Although it bears a vague resemblance to Tierney's previous titles, he has made great progress as a writer, stylistically.
G I feel that Tierney's book owes a particular debt to two of the twentieth century's most perceptive political commentators.
H I'm sure that Tierney had a motive for choosing to write chapters on sport and television. What this was is quite beyond me.

3

1 A: 'There's a lot to be said for following your own instincts when you're doing this.' This relates to choosing the right employees at interview. B: 'You'll soon know which road you're on if you trust your instincts.' This relates to knowing whether your business is going to succeed or fail.
2 B (it's about knowing whether a business is succeeding or not)
3
a A: 'Had I followed my own advice, my first business venture would never have failed.'
b B: 'Build in time for other out-of-work activities too.'
c A: 'If I'm not convinced that it's written by someone who has actually done it and succeeded, I tend to ignore it.'
d A: 'I would estimate that I've employed four staff I'd rather have not bothered with for every one that really knew what they were doing.'
e B: 'The biggest mistake people make at the beginning is assuming that their business will be flourishing within a few weeks of opening.'

4

1 A: doing something really eye-catching; doing something that involved risk.
B: Doing something that involved endurance.
2 A ('I also thought people would be liable to give more if they felt there was an element of risk')
3 **a** B **b** A **c** B **d** B **e** A
4
a ('I work in sales, so I'm used to persuading people to part with their money')
b ('I'm an introvert so the prospect of pressuring people for money was quite alarming, but I soon developed what was almost like a script, which somehow gave me more confidence')
c ('a climate change charity campaign')
d ('I'm also a very keen cyclist and had wanted to undertake something like that for years but could never really justify taking that much time out')
e ('It's a bit of a paradox in a way, as I'm absolutely over the moon that it's done, yet I have this nagging desire to go and do it all over again.')

Avoiding distraction

5

1 'The chair of the panel commended me on how I'd done …'
2 Possible answer: The writer wasn't sure if the praise was genuine or not.
3 'I guess that's the downside of setting yourself such high expectations …'
4 Possible answer: The writer says that their high expectations led to them feeling disappointed about their performance in the interview.

6

1 'More senior researchers then set about piecing together the fragments into more complete items, both electronically and in reality.'
2 Possible answer: Senior researchers put the objects back together in real life and also on a computer.
3 'The size of the building and the nature of what we were finding in it meant it was unlikely to be anything other than a home to the wealthiest and most important residents of the city.'
4 Possible answer: What the researchers found in the building and how big it was showed that it belonged to someone very rich and important.

7

1 C ('Our parents used to joke that there was an invisible piece of string joining us together.')
2 B ('Crossing that field had felt like a major expedition when I was eight.')
3 A ('I've reached that point in my own life when I find myself reflecting on my childhood a great deal. Perhaps the birth of my first child acted as a trigger for my thinking back.')
4 B ('… escaping the attention of the farmer, usually unsuccessfully …')
5 C ('They had a model railway that I had spent hours admiring.')
6 A ('I wondered if any of them still lived there, and whether I'd have the courage to knock on the doors to find out.')

Understanding implication

8

1 C (They are smiling a lot because warmer weather has arrived.)
2 A (The writer thought it was close to land because it looks as though it is on a map. A six-day journey there changed her mind about this.)
3 B (The writer was willing the video to go viral, so was disappointed when it didn't.)
4 C (The writer suddenly realises that their decision has made them financially insecure.)
5 C (If someone goes red, they could be angry. If someone counts slowly to ten, they are likely trying to calm themselves down.)
6 A (The writer suggests that human survival is as dependent on colour as that of animals.)

EXAM TASK

1 C (Writer C says that they'd heard that one of the main reasons publishers turn books down is that things move too slowly.)
2 A (Writer A says that being rejected is an inevitable part of the process of finding a publisher for everyone.)
3 E (Writer E says that the central figure in the novel has to create their own destiny and not be someone who just goes along with events and things that happen to them.)
4 D (Writer D says that they thought about self-publishing but not knowing anyone whose novel had become successful by doing so was what put them off.)
5 B (Writer B says different publishing houses focus on particular genres so writers should carefully research who is most likely to publish the type of book they've written.)
6 C (Writer C says that they met a literary agent at a party, who pointed out the necessity of including a covering letter with the manuscript, after which they got a publishing deal.)
7 D (Writer D says that it's important for writers to be true to their own way of writing rather than adapting it to appear like someone else's simply to get into print.)
8 B (Writer B says that at least one aspect of a novel – plot, characters, context, style – must provide something totally original.)
9 E (Writer E says that having someone they weren't particularly close to who would read and critically appraise their work as they wrote it was key.)
10 A (Writer A says that publishers who haven't got a best-selling author contracted to them are more careful with risk as they have little spare cash to play with.)

WRITING

Part 1 Essay

Practice task

1–3 Students' own answers

Strategies and skills

Structuring an essay

1
C (It gives a general introduction to the topic and sets the scene for the discussion which follows. Introduction A does not really address the topic in the task, and doesn't give an overall introduction to what the essay will be about. It gives reasons, which should really be in the following paragraphs. Introduction B includes opinions, which should really be in the following paragraphs or conclusion.)

2
Students' own answers

3

1 As … ; so; Therefore; First of all; In contrast; While; As; especially; In summary, therefore; However; even if
2 should be given; if funding were increased; should be targeted
3 many countries move away from manufacturing and towards more service-based industries; The proportion of national income related to business has increased considerably; art and other cultural activities have failed to develop in terms of what they offer to the country; the sector has grown little
4 it would be ideal if funding were increased for every course currently on offer at universities around the country; any additional financial support should be targeted towards thriving vocational sectors; The programmes of study that obtain more funding should be the ones which best meet the country's needs.

4

1: to create a sense of flow throughout the text and to give it structure so that it's easy for the reader to follow
2: to add to the formality and the impersonal tone of the essay
3: this is asked for in the task and they are essential for supporting any argument
4: this is asked for in the task and is essential in an argument essay, especially in the conclusion

5

1 formal (for example, 'let us consider'; 'would appear to be a sensible strategy')
2 no (for example, 'let us', 'that is')

3 serious (for example, 'In summary, therefore')
4 an academic (The essay is to be written as part of your course and its purpose is to discuss the statement in a balanced and formal way)

6

1 Although (This is used to introduce a contrasting idea or ideas.)
2 in addition to (This is used to add information. If it's followed by a verb, use the *-ing* form.)
3 Therefore (This is used to introduce a consequence of what you have said previously.)
4 even though (This is used to link an idea and an unexpected result.)
5 Despite (This is used to introduce an idea that will be contrasted in the following clause.)
6 Furthermore (This is used to add another point to one you've already made.)

7

a 5, 6, 12
b 1, 3, 10, 11 ,13
c 4, 8, 9
d 2, 7, 14

Complex sentences

8

1 since it **2** due to them not **3** rather than (it) **4** despite the fact that they are **5** because of having **6** without extensive investment

Using formal language

9

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

Impersonal sentences

10

1 the majority of people **2** considered to be **3** is one proposal **4** others have been **5** is a fairly widespread phenomenon

EXAM TASK

Example answer:
The topic of health and fitness is one that is never far from people's minds. Even if they are not actively seeking to improve their own health, they are often considering ways of becoming healthier. Despite this, national levels of health and fitness remain relatively poor.
Habits are formed at an early age, and living healthily is no exception. It is therefore essential that children are exposed to good examples of healthy living from an early age. While many argue that it should be parents who educate their offspring on this subject, too often both parents have busy jobs and little time in which to ensure healthy food and plenty of exercise for their children. Allowing schools to take on this role, therefore, would be a productive step. Regular sessions on the theoretical aspects of healthy living plus compulsory physical education classes would go a long way to improving the nation's health.
The creation of more sports centres and gyms has also regularly been proposed as a solution. All too often, people join a gym or sports centre with the best of intentions, meaning to go regularly in the long term. However, people find it difficult to maintain their motivation; soon their attendance becomes less regular and they often stop completely soon after.
In conclusion, a national education strategy targeted at school children of all ages which seeks to promote healthy living in all its forms would be the most effective means of changing people's ingrained unhealthy habits, thereby improving the health of the whole nation.

WRITING

Part 2 Proposal

Practice task

2

Students' own answers

3

1 'The event will benefit not only local people …'
2 'The proposal will include …'
3 'I am convinced that this would be the best possible …'
4 '… united against the dangers faced by our beautiful world'
5 '… which would be done via social media and a poster campaign …'
6 'I would therefore like to propose organising …'
7 'The proposed activity'
8 The aim of this proposal is …'
9 'I would urge you to consider this proposal favourably …'
10 'A concert or similar idea, whilst a good idea in principle, …'

4

Students' own answers

Strategies and skills

Using persuasive language

1

Although this unique building requires a substantial amount of work, it is my sincere belief that investing in it will be immensely beneficial to the town. Even in its current state of disrepair, it is a much-loved landmark that will undoubtedly be transformed into a potentially lucrative centre of attraction if it were restored.

2

Possible answers:
1 beautiful/delightful/charming
2 highly/extremely
3 positive/beneficial
4 attractive/eye-catching/appealing
5 very/enormously/tremendously
6 important/helpful/valuable
7 crucial/essential/vital

3

1 advise (This is a polite way of pushing someone to do something.)
2 benefit (A persuasive way of saying how good something is.)
3 grateful (This helps to show how much the decision means to you.)
4 certain (You can also use 'convinced' or 'sure' instead of 'certain'.)
5 doubt (This tells the reader you really believe in your proposal.)
6 agree (Inviting the reader to agree with you is a good way of persuading them.)
7 advantages (Having many advantages makes the ideas sound very impressive!)
8 evidence (Supporting your proposal with evidence is a good way of persuading people.)

4

Possible answers:
1 I am sure that you will be able to see the many benefits that my ideas will bring.
2 Many thanks for taking the time to consider my detailed proposals.
3 Nothing would benefit the town more than new and improved sports facilities.
4 An interesting idea that would have many potential benefits is organising an exchange with students from another country.
5 What could be more engaging and entertaining for young people than having a sports day?
6 The obvious place for international students to visit is the museum, which will give them a much greater understanding of the city.

5

1 c, f (Both use numbers or amounts that are greater than in reality.)
2 a, g (Both use rhetorical questions to help the reader arrive at a conclusion.)
3 d, j (Both use repetition to force a point home.)
4 b, i (Both use emotive language)
5 e, h (Both use inclusive language which encourages the reader to agree.)

Writing effective introductions

6

1 True (This is the point of an introduction.)
2 False (It generally needs to be longer than this.)
3 False (The details come in the main body of the proposal.)
4 True (The opinions should come in the main body of the proposal.)
5 False (It may give one brief reason for submitting a proposal but never several.)

7

Suggested answers:
1 A too informal **B** opinion
2 A short **B** task/instructions
3 A letter **B** detail

Writing effective conclusions

8

1 strongly (This collocates well with 'recommend.')
2 Doing ('Doing so' is used to avoid the repetition of 'accept my proposals'.)
3 therefore (Because what follows is a consequence of what came before.)
4 wholeheartedly (This has a similar meaning to 'passionately' or' completely' but collocates with' recommend.')
5 appreciate (This has a similar meaning to 'like' and 'value'.)
6 to come ('for years to come' means a long time into the future.)
7 reason (A 'reason to believe' means some sort of evidence to arrive at a conclusion or belief.)
8 course (a 'course of action' is a series of things that someone can do.)
9 to lead to (If one thing 'leads to' something else, the second thing is a consequence of the first.)

EXAM TASK

Example answer:
Introduction
The aim of this proposal is to recommend an event that will attract as many new members to our cycling club as possible. It will outline the details of the event and explain why it would be likely to encourage new members to join.
Details of the event
To me, the best way of attracting someone to participate in a sport is to see people doing that sport and enjoying themselves as a result. With this in mind, I would strongly suggest that the club holds a fancy-dress cycle ride through the town centre during the busiest period of the weekend. After riding around a set route for half an hour or so, we could then stop and explain to people there why we are doing it, taking details of anyone looking to join the club as we did so.
Why it would attract new members
Most people join cycling clubs not to take part in races, but to go on interesting and enjoyable rides with other members. I think, therefore, that a race would not be the best approach but a fun event such as a fancy-dress ride would really grab people's attention. Seeing a hundred cyclists going past wearing silly costumes is sure to distract even the most serious shopper and would appeal as much to children as it would to adults.
Conclusion
I would urge you to seriously consider this highly original proposal, as I am confident that this will provide the best possible means for attracting new members to our wonderful club.

WRITING

Part 2 Email or letter

Practice task

2

Students' own answers

3

1 'Even if sport isn't really your thing …'
2 'It's great to hear from you.'
3 'I'd say the best sporting event you could take them to …'
4 'It's best to see the race in the mountains.'
5 'The cyclists pass more slowly going uphill …'
6 'Hi Rick,' 'All the best'
7 'There really isn't any sporting event that's more French!'
8 'I hope that's helpful. Would it be OK if I came with you?'
9 'How are you and your family?'

4

Students' own answers

Strategies and skills

Using correct register

1

informal: I couldn't believe it!; I'm really sorry ☹; Good to see you.; Look on the bright side.
semi-formal: It was hard to believe.; I would really like to apologise; It was very nice to see you.; There's positive as well as negative.
formal: I found it somewhat difficult to believe.; I can only apologise for the mistake.; It was a great pleasure to meet you.; There is every reason to be optimistic.

2

Possible answers:
1 I'm really sorry but I can't come ☹
2 Can we meet and have a chat about the problem?
3 I've got lots of experience of managing people.
4 Can I come to your school soon to watch a class?
5 Can you please send a price list as soon as possible?
6 Thanks for coming to the sports centre opening.

3

Possible answers:
1 I would be grateful if you could repair the broken computer as promptly as possible.
2 It has been some time since I was fortunate enough to visit your city.
3 I am writing to complain about this morning's 8.20 service to London, which was delayed by an hour.
4 I was extremely sorry to hear that you have been unwell and wish you a rapid and full recovery.
5 It has come to my attention that you are regularly late for work. Would it be possible for you to provide an explanation for this?
6 It is with great regret that I must inform you that I am unable to attend your wedding.

Using formal language

4

Students' own answers

5

Students' own answers

6

The writer has failed to:
1 start the email with a formal greeting.
4 write a short final paragraph to conclude the email.
5 use an appropriate way of ending a formal email.
6 use formal language throughout the email.

7

Hi Angela,
I've done lots of outdoor stuff, like climbing, hiking, mountain biking, canoeing and running.
I'd be brilliant at this …
All the best,
Marek

8

Possible answers:
Dear Ms Holmes,
I have a lot of experience of many different outdoor pastimes, including climbing, hiking, mountain biking, canoeing and running.
I think I would be the perfect person to take this role at your summer camp …
Yours sincerely,
Marek Balinski

9

1 hearing ('I look forward to hearing from you' is a common phrase in the final paragraph of a letter in which you're expecting a response.)
2 convenience (Be careful to avoid any expression meaning 'soon' (unless it's a complaint) as this sounds like you're rushing or putting pressure on the recipient.)
3 Should ('Should' is used in the same way as 'if' here, but sounds a little more formal.)
4 respect ('in respect of' is a formal way of saying 'about'.)

5 hesitate ('Should you require any further information, please do not hesitate to contact me' is a useful, formal way to end letters of application.)

Common expressions used in formal language

10

1 e (Use 'Yours faithfully' if you don't know the name of the person (when your letter begins with 'Dear Sir/Madam'). Use 'Yours sincerely' when you do know their name.)
2 g (The first paragraph usually explains why you are writing.)
3 a (This is a useful expression to learn for letters/emails of application.)
4 c (This is a useful expression to use if you are replying to an email or letter, if you replace 'email' with 'letter'.)
5 b (A useful expression if you have to apologise formally.)
6 d (A useful expression if you have to arrange to meet someone.)
7 f (This is a useful phrase in letters/emails of application to refer somebody to your CV.)

EXAM TASK

Example answer:
Dear Ms Jarvis,
I am writing to you to apply for the position of volunteer on the Amazon rainforest expedition, advertised recently on the Research4U website.
I am a nineteen-year-old student currently on a gap year between school and university. I wish to make the most of this time, and going on such an expedition would be an excellent way of achieving this. I will be studying biology and ecology at university, so this expedition matches my academic interests perfectly. My ultimate aim is to become a professional ecologist, working in areas such as the Amazon rainforest to help to preserve the delicate ecosystems there.
I am someone who thrives on being in isolated places, surrounded by nature in its purest form. I regularly spend time in forests in my own country, so know I can cope well with being in this environment. Another of my strengths is the ability to work effectively in a team. I am keen to do whatever is necessary in order to meet the objectives of the group. I am also patient, an essential quality for anyone involved in observing and researching the natural world.
The main benefit I would gain on the expedition is experience in a field that I have wanted to be part of for several years. I would also hope to develop an increased understanding of how ecosystems in such an environment function, and lasting professional relationships with other team members.
I look forward to hearing from you at your earliest convenience.
Yours sincerely,
Yasmin Underhill

WRITING

Part 2 Review

Practice task

2
Students' own answers

3
1 'I would highly recommend *Village Life* to …'
2 'What's especially enjoyable about the series …'
3 '… as it always keeps the viewer (and Rachel!) guessing as to what will happen next.'
4 *'Village Life'*
5 'Who can resist a good TV drama?'
6 'However,'
7 'The central character is a policewoman called …'
8 'My favourite is …'

4
Students' own answers

Strategies and skills

Using descriptive and dramatic language

1
1 B (a more descriptive way to say 'funny')
2 C (a more descriptive way to say 'scary')
3 A (a more descriptive way to say 'interested in')
4 A (a more descriptive adverb to use)
5 C (a more descriptive way to say 'moved into')
6 B (a more descriptive way to say 'emotional')
7 A (a more descriptive way to say 'not much')
8 C (a more descriptive way to say 'a bit boring')

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

3
1 'thought-provoking' (this means it makes people think deeply about something)
2 'sun-baked' (this means hot and dry)
3 'record-breaker' (this means better at something than anyone or anything else)
4 'absent-minded' (this means 'forgetful' and perhaps not very conscious of your surroundings)
5 tear-jerker (something that's very sad)
6 time-saver (something that saves you time)
7 kind-hearted (Someone who is 'kind-hearted' is a good person.)
8 mean-spirited (If you are 'mean-spirited', it means you are hard and uncaring.)

4
Possible answers:
1 All things considered, this is a must-have app that I'd recommend every single reader get hold of.
2 So unless you're unfortunate enough to have no other available entertainment, I'd seriously avoid seeing this film.
3 I must have attended at least a hundred concerts in my life, some of which were exceptional, but this one was superior to even the best of them.
4 The town seems to have forgotten that holiday resorts are supposed to provide exciting activities and entertainment for visitors.
5 I had very high expectations of the acting in the play but these were exceeded by every single member of the cast.
6 No other restaurant in the area comes close to matching the outstanding quality of its food.

Engaging the reader

5
1 b (uses personalisation and a rhetorical question)
2 e (near the beginning of the review)
3 a (where the play is set)
4 d (of one of the central character's 'adventures')
5 c (one reason why it's funny)
6 c (the writer's opinion)
7 f (why the writer chose the script as the best feature of the play)
8 a/f (about the writer of the play and her work)
9 g (who should go and see the play)
10 f (about how much readers might enjoy the play)

6
1 would ('I would recommend' is often used in recommendations)
2 strongly ('strongly advise' is a common collocation in recommendations)
3 undoubtedly ('should undoubtedly' is a common collocation in recommendations)
4 wholeheartedly ('wholeheartedly recommend' is a common collocation in strong recommendations)
5 Unless ('Unless' means the same as 'except if')
6 regret ('regret' means to feel bad about doing or not doing something)

Structuring a review

7
1 A (The reviewer uses 'in-depth' and 'backs up all of the arguments … with detailed, reliable data' to say this.)
2 B (The reviewer is commenting on how believable the characters are, not on the quality of the acting.)

3 A (The reviewer is writing about the colour in the café, not how it was built.)
4 A (The reviewer is critical of the narrow range of paintings in the exhibition.)
5 B (The reviewer praises how large an area can be explored in the game.)
6 B (The reviewer is critical of how dull most biographies are but thinks *Inside Billy Frost* is not like this.)

8

1 Sound ('Sound' is used here to mean 'seem'.)
2 However (This links two contrasting ideas.)
3 As well as (This is used to link additions to a list.)
4 could (This is used to say that it's possible.)
5 issue (A useful general word with a similar meaning to 'problem'.)
6 occasionally (To show it doesn't happen often.)
7 literally (A fashionable word used to emphasise a point or idea.)
8 If (This is a conditional sentence with 'if'.)

9

Suggested answers:
A
Summary of content: Amusing, exaggerated description of friend. Reason for buying the item.
Purpose: Engage the reader; introduce the item.
B
Summary of content: Basic description of what the item is. Explain initial attitude towards the item.
Purpose: Give an outline of what the item is and what it does.
C
Summary of content: Detailed description of some of the functions of the item that the writer uses it for.
Purpose: Give more detail of why the item is useful (question 1).
D
Summary of content: Give description and supporting details of a problem with the item
Purpose: Identify an issue (question 2).
E
Summary of content: Say who would find the item useful and support this with reasons.
Purpose: Recommend who might like the item (question 3).

10

Paragraph A: 'I have a friend who buys the most up-to-date electronic devices and then somehow turns any conversation around to the subject of how great her latest gadget is.'
Paragraph B: 'For those who don't know, a digital assistant is the electronic box that sits in your home and does things for you when it's told to.'
Paragraph C: 'However, the longer I've had it, the more uses I've actually found.'
Paragraph D: 'The only issue with my new electronic buddy is that it occasionally misunderstands my accent.'
Paragraph E: 'I'd recommend this device to literally anyone.'
In each case the whole sentence introduces the topic.

Using adjectives that indicate opinion

11

Strongly positive: fabulous, luxurious, sparkling, splendid, terrific
Positive: pleasurable
Neutral: average
Negative: inadequate, inferior, mundane, repetitive, shabby, tedious
Strongly negative: disastrous, appalling

12

1 certainly **2** vastly **3** perfectly **4** actually **5** slightly **6** definitely **7** over **8** terribly

EXAM TASK

Example answer
The world's best museum
Long gone are the days when a visit to a museum meant a tedious few hours looking at tired exhibits in dusty glass cases. Many now have interactive displays that take your breath away. My vote for the best of these goes to the Smithsonian in Washington, USA.
If you're planning to see everything in a single day, forget it! The Smithsonian is actually made up of nineteen (yes, nineteen!) different museums, plus a zoo. Unlike most false claims you read on museum websites, there genuinely is something for everyone there.
The most impressive place to begin is the Museum of Natural History. It would be easy to spend a whole day just in this one location. On my visit, I found the exhibition on sharks the most educational. There was a huge quantity of fascinating information, videos and displays about how essential these incredible creatures are for marine ecosystems. I also found out about the absolutely appalling damage being inflicted on shark populations by human activities and greed.
If marine biology isn't your thing, however, there are countless other galleries and buildings dedicated to outer space, American history, and even postal services, amongst many others.
It's probably easier to say who the Smithsonian would not appeal to than making a long list of those that it would. I think the only individuals who would not enjoy the delights of this amazing place are those who have genuinely lost interest in the world around them. I can't think of many people who fit this description!

WRITING

Part 2 Report

Practice task

2

Students' own answers

3

1 'The current facilities are clearly inadequate …'
2 'However, …'
3 'which remains virtually empty …'
4 'users can play badminton, table tennis …'
5 'Should the above recommendations be implemented …'
6 'The aim of this report is to …'
7 'There is a relatively narrow range of sports facilities …'
8 'Additionally, I would advise the creation of …'
9 'the sports centre will not only become more popular …'
10 'somewhat'

4

Students' own answers

Strategies and skills

Structuring a report

1

1 d (The paragraph describes the main parts of the tour.)
2 f (This paragraph mentions the negative aspects of the tour.)
3 b (The paragraph is about whether the writer would recommend it for other classes.)

2

1 No; it would be too long and very repetitive. It would not leave enough words to complete the rest of the task.
2 the visitor centre; the highest part of the stadium; the changing rooms (they saw the pitch from the stadium but we don't know if they visited it).
3 The tour moved too quickly so they didn't have time to enjoy each stage.
4 Wherever they had gone, someone in the group would say they weren't interested in the subject.
5 C (It sums up all of the aims, as identified in the task. A is well-written, but the areas mentioned in the introduction do not match those in the task. B also includes information which is not in the task outline.)

3

1 terms **2** highly **3** so **4** most **5** Perhaps **6** case **7** subsequent

4

Suggested answer:

Conclusion

In summary, the football stadium trip was a success with most students enjoying it. Extending the length and duration of the tour would be an effective way of improving it should other groups be taken there.

5

1 aim of: I
2 summarise: C
3 intends: I
4 general: C
5 conclusion: C
6 identifies: I

Referring to research

6

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

7

1 number/proportion/minority **2** fifths
3 none **4** Eighty **5** majority **6** half

Using formal language

8

1 cause of dissatisfaction **2** has proved
3 seriously concerned that **4** insufficient funds **5** fortunate enough **6** in favour of

9

1 were given **2** was mentioned
3 is considered **4** are expected
5 has been suggested/was suggested
6 was/is not thought

Making recommendations

10

1 offering (You use the *-ing* form after 'advise.')
2 that we organise (You can also use the *-ing* form after 'suggest': 'organising.')
3 putting (You use the *-ing* form after 'recommend.')
4 be given (You need a passive form here.)
5 should be made (You need a passive form here.)
6 I would propose (You are proposing, so you need the active form here. Note that the *-ing* form is used after 'propose.')

EXAM TASK

Example answer:

Introduction

The purpose of this report is to evaluate the recent English-language study programme undertaken in Miami, USA, comment on the accommodation provided for students during the stay, and to make recommendations for any changes for future trips.

The study programme

Central to the programme organised by International English, Miami, were 20 hours of English language tuition per week. The classes took place in well-equipped, modern classrooms in a spacious school. The teaching was excellent, using a range of methods and making the most of the available technology. The study programme also offered a range of exciting extra-curricular activities. These included sports, cinema and theatre trips and social events such as parties.

The accommodation

Students were housed in a residential block close to the school. Each bedroom had its own bathroom and there was a shared kitchen for every 15 students. The rooms were small but comfortable. However, the kitchens had insufficient cooking equipment for the number of students.

Recommendations for future trips

There is little I would suggest changing about the programme of study. It was well-run by highly experienced teachers and it exceeded my expectations. I would strongly advise requesting alternative accommodation, however. The kitchen facilities were inadequate and being housed with other students from the same country meant we often used our first language rather than English. I would recommend placing students with American host families on future trips.

Conclusion

This was a highly enjoyable and profitable trip that I would recommend to other students, especially if the changes suggested regarding the accommodation are implemented.

LISTENING

Part 1 Multiple choice

Practice task

2

1 B (She says that she often uses new techniques too much so students get bored, but she's keen to avoid doing that this time.)
2 A (He says that even those who have no interest in it had just as much to say as those who like it.)

3

1 C (she thinks students are generally positive about new teaching techniques)
2 A (she isn't sure about its value yet as she's only just started using it)
3 B (she says she wants to avoid using it too much)

4a

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

4b

Section 4 gives you the answer.
1 No, he says that the whole group was passionate about the discussion.
2 No, he says that everyone engaged with the discussion

A is the correct answer. He makes the point that the topic of rap music generates a passionate response from all learners, and it's therefore a powerful vehicle for teaching.

Strategies and skills

Understanding attitude and opinion

1

1 B ('I was seriously hoping that a course with as many sessions as this one would be able to explore the issue in the kind of detail I enjoy. However, the opposite was the case.')
2 C ('… school … didn't address the needs of those who were good at practical applications. I was in the latter group … I still left with very little to show for it, despite many years of consistent effort.')
3 A ('… the idea of "good guy is threatened by a powerful bad guy but eventually wins" has become almost universal.')

2

1 A (She says, 'Some of the machines look as though they've been taken from a futuristic science-fiction film. I initially thought I'd never be able to get my head around how to use them … it's been remarkably easy to pick up what to do – you can't keep me off them now.')
2 B (He says, 'she systematically involves everyone under her in the decision-making process. I think she's actually grateful for their input …')
3 A (She says, 'perhaps when large numbers of consumers see the company's name attached to something that's supposedly beneficial for the planet, it'll make them think more kindly of a business …')

Identifying purpose and function

3

1 B (the speaker is defending why some people didn't have a ticket)
2 A (the speaker is suggesting a course of action)
3 C (the speaker is complaining about the management's work practices)
4 B (the speaker is persuading someone to go to a concert)
5 A (the speaker is justifying why the work will be late)
6 A (the speaker is summarising the plot of the play.)
7 B (the speaker is warning the listener about a course of action)
8 A (the speaker is politely refusing an invitation)

Identifying feeling

4

1 C (the speaker is defending Jeremy so feels protective towards him)
2 B (the speaker is impatient and interrupts to move onto other agenda items)

3 A (the speaker prizes inner peace and has let go of her resentments, so is content)
4 C (the speaker is dissatisfied with the restaurant manager's reaction to his illness)
5 A (the speaker is eager to work with Martha's company)
6 C (the speaker is suspicious of Alex's motives for praising him all the time)
7 B (the speaker is unsure of which subject she wants to study at university)
8 A (the speaker is doubtful about the success of the negotiations)

Identifying agreement

5

1 Disagree (Speaker A thinks the system is a good idea, but speaker B suggests it's only effective for part of the year.)
2 Agree (They agree that gyms often hide limitations within their terms and conditions.)
3 Agree (The speakers agree that the content of the course is relevant to their work.)
4 Disagree (Speaker B thinks that the book steers clear of doing what speaker A suggests.)
5 Disagree (Speaker A wants all school students to study philosophy, but speaker A thinks that goes too far.)
6 Agree (Both speakers agree that people don't notice changes to cities because they happen gradually.)

EXAM TASK

1 C (The man says that it's imperative we prevent more plastic pollution entering the environment.)
2 B (The man uses bottles and bags to highlight the misconception that these are the most immediate problem, when he thinks micro-plastics are more serious.)
3 A (The woman says she agrees with a friend who thinks going back somewhere always negatively affects the affection you remember the place with.)
4 C (The man says that his expectations would never be met and that going back is more about revisiting the time you spent there, which is impossible.)
5 A (The man says judges can't punish restaurants appropriately and the woman says that there's always a legal loophole they can use to escape serious punishment.)
6 B (The woman says that it's as though she's talking another language when she gives the government advice and she says all she gets is 'a wall of silence', so she's frustrated by their response.)

LISTENING

Part 2 Sentence completion

Practice task

2

1 pure form ('what sets it [gold] apart is the pure form it's in when taken from the ground.')
2 flakes ('the flakes found on the floor there [in the caves] are the first sign that people valued and worked with this precious metal.')
3 China ('I'd never associated China with being a great source of the metal … It does, however, currently come top of the list …')
4 electronics ('The quantity that the electronics sector consumes took me aback')

3

1 The key is that it has to be something that doesn't apply to most metals. The student thought no other metals come from mines, which isn't true.
2 The student thought the coins were made 40,000 years ago, like the flakes.
3 The student has chosen one of the countries that Darren used to think was the biggest producer until he realised that China was.
4 The student has written one of the answers mentioned that Darren was not surprised about, which uses a relatively small amount of gold.

Strategies and skills

Identifying cues

1

Leila's research focuses on the **(1)** _____ of the golden tree frog.
Leila says that golden tree frogs are now largely confined to two **(2)** _____ in Trinidad.
Leila says golden tree frogs are now listed as **(4)** _____ on international conservation scales.
Leila uses the word **(3)** _____ to describe the golden tree frog's flight.

2

a 4 (This is a description of their flight.)
b 2 (This relates to the two places where the frogs still live.)
c 1 (This is about why Leila's research team were in Trinidad.)
e 3 (This relates to where they are on the international conservation scale.)
(**d** is not used)

3

1 reproduction (lots of research has been done about diet, so Leila's team are studying reproduction)
2 (of the highest) mountains (the frogs live only on the two highest mountains in Trinidad)
3 critically endangered (they were listed as vulnerable, then endangered and are now critically endangered)
4 elegant (their flight is 'elegant', although she describes their movement on the trees as 'clumsy')

Understanding specific information and stated opinion

4

1 adjective (it's describing how she feels)
2 noun (personal qualities are nouns)
3 verb (the person was paid to do something)
4 adverb (the word in the gap describes the adjective so must be an adverb)

5

well-balanced (This is how Helen feels now she's living on the water in the houseboat.)
content (how she felt about living in her house for some time)
restless (how she began to feel when she was in her house)
excited (how she felt after deciding to buy a houseboat)
worried (how she felt about not being able to find the perfect houseboat)

6

Jim mentions 1, 2, 5 and 6. The adjective 'experienced' is used and not the noun form.
Jim says that 'optimism' is the most important quality (as many of the others can be learned, and you need to stay positive when things go wrong).

7

Maddy uses 'organised', 'booked' and 'introduced' to describe what the volunteers did.
She uses the verb 'filmed' to describe what the person who was paid did ('with the exception of the guy who filmed everyone on stage'.)

8

Neil uses 'totally', 'remarkably', 'drastically' and 'utterly'.
'Totally' is used to describe the dependence plants and animals have on the rain
'Remarkably' is used to describe how reliable the rains used to be
'Drastically' is used to describe the recent reduction in rainfall
'Utterly' is used to describe the effects of the lack of rain
The answer is therefore 'drastically'.

Identifying and eliminating distractors

9

1 a noun about his job
2 a verb related directly or indirectly to his work
3 a noun possibly a person's job title, an animal or something else that's unusual
4 a noun relating to what he had to train in

10

1 'variety' (it still gets him to work with a smile on his face.)
Distractors: 'being recognised' (the novelty has worn off, so he doesn't enjoy it so much anymore); 'studying weather patterns' (he's seen them all before)

11

2 shaving (he'd never do it again if that were possible)
Distractors: 'arriving early' (he's come to terms with it now); 'using make-up' (he didn't like it at first but has got used to it now)
3 penguins (he ended up presenting with them around his feet)
Distractor: 'giraffes' (he argued against this and won)
4 acting (he did this soon after getting the role)
Distractors: 'meteorology' (he studied this before he started his job); 'film editing' (he wants to do this in the future)

EXAM TASK

1 the pyramids (this was the first archaeological thing that Laura was interested in, and not the TV documentaries)
2 (university) lecturer (he encouraged Laura to be more adventurous in her aims which led to her seeing the job on the research project)
3 helicopters (these can fly at a precise height and speed unlike satellites and aeroplanes; drones can't carry the heavy equipment)
4 lasers (Laura's project used 16 lasers; a previous project used infrared cameras)
5 canal (she knew the money had been well spent when she saw an image of a canal)
6 (3-D) models (Laura is good at IT and created 3-D models on the computer)
7 modern American city (Angkor was the same size as a modern American city but smaller than a huge metropolis like Tokyo)
8 climate change (Laura thinks the evidence for climate change causing the decline of Angkor is the most convincing; others think disease, invasion or war were to blame)

LISTENING

Part 3 Multiple choice

Practice task

2

1 D (Harriet says that after she had moved, some premises became available in the town where she'd moved to, and she also got a bonus at work, so she thought 'it's now or never!'.)
2 C (Andrew says that he was faced with a long list of options and became fed up trying to decide which location would be best.)
3 A (Harriet says she couldn't now tell us a fraction of what she did; Andrew says his memory of the period is a bit hazy.)

3a

C
The question tests understanding of what helped Harriet make the decision.

3b

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

3c

D is correct because Harriet says that after she had moved, some premises became available in the town where she'd moved to, and she also got a bonus at work, so she thought 'It's now or never!'.
A is incorrect because Harriet says she couldn't ask her boss or colleagues as she wanted to keep her plans secret.
B is incorrect because when Harriet is talking about tension between her and her boss, it's hypothetical as they get on pretty well.
C is incorrect because she was expecting to wait for ages but didn't have to in the end.

4a

A (It's testing understanding of Andrew's uncertainty.)

4b

A: already agreed loan with bank at favourable rate, opened up wider range of potential premises
Incorrect: It gave Andrew more choice, not less.
B: perfectionist, set about finding somewhere that met his criteria
Incorrect: His ideas were *too* clear.
C: faced with a long list of options, none seemed totally suitable, eventually picked one almost at random, fed up of trying to decide
Correct: He got upset at having such a long list of places, none of which were ideal.
D: Rather than worrying about whether two could succeed in the same street, I thought 'business is business', went for it anyway
Incorrect: He didn't worry about this at all, thinking 'business is business'.

Strategies and skills

Identifying agreement and disagreement

1

1 c (both are about memory)
2 a (both are about perceptions of time)
3 d (both give the impression of excitement)
4 b (both are about working hours)

2

1 c (Their opinions about memory are more or less the same.)

3

1 a (Both speakers say that drivers don't really care about cyclists.)
2 a (Both speakers say that spending on medical research is already at a maximum.)
3 b (Both speakers think that listening to music makes you feel better at work.)

4

1 C (The man says that people resent the government spending money on charities that could be spent on hospitals and other things. The woman says that she's never heard of anyone complaining about government support for charities.)
2 B (The woman says that the current system in which only students from less well-off families get free school meals is working well. The man says that everyone should have free school meals as it's a basic human right.)
3 A (The man says he thinks the facilities were poor, given what they'd paid for the course. The woman says that there was everything at the centre that she needed, and more.)
4 C (The man says people now unrealistically expect instant solutions. The woman says people were always impatient, but moan about it more now on the internet.)

Understanding feeling

5

1 B (The speaker says that the arguments only look convincing until you look at the data used to support them.)
2 A (The speaker says that critics use a few isolated examples of bad teaching to give the impression that homeschooling as a whole is ineffective.)
3 C (The speaker says that even if you're bored of action films, there's plenty to get excited about in the film.)
4 B (The speaker says that most sportsmen and sportswomen are 'incredible examples of discipline and self-sacrifice that we should be encouraging all young people to emulate.')
5 A (The speaker says that 'just as many rude people existed back then as do now.')
6 C (The speaker says that if he can put something off, he does, which his academic supervisor wasn't happy about, but 'access to tutors seven days a week via email was a real plus point.')

Dealing with paraphrase

6

1 c (If there aren't 'anywhere near as many as', it means it's a much lower number.)
2 e (If a balance is 'struck', then a sensible compromise between two things is reached.)
3 b (If something 'goes against conventional wisdom', it goes against what the majority of people believe.)

4 a ('Nothing could be further from the truth' has a similar meaning to something being a lie or definitely not true.)
5 d (If 'criteria need to be met', then certain qualities are required.)

7

1 hold (If something 'holds your attention', you are interested in it.)
2 hope (Doing an activity 'in the hope that something happens' means you want it to happen and believe that it might.)
3 moderation (Doing things 'in moderation' means to do them in a sensible way.)
4 room (If there's 'room for improvement' in something you do, it means it needs to be better.)
5 matter (If something is 'only a matter of time', it's certain to happen; we just don't know when.)
6 mind (If you 'put someone's mind at rest', you reassure them about something.)

EXAM TASK

1 C (Guy uses the *Star Wars* films to make the point that he wanted to create incredible new machines that push the boundaries of what we do.)
2 B (Yasmin suggests that most listeners have a limited understanding of what technology actually is, so gives a broader definition.)
3 A (Guy says that funding goes to projects that seem superficially thrilling but that are not necessarily beneficial.)
4 C (Yasmin says that her book will focus on where research takes place to see if it influences how successful it is.)
5 D (Yasmin and Guy both say that any restrictions should be minimal, with as little intervention as possible.)
6 B (Guy says that funding from the private sector is to be welcomed whereas Yasmin expresses concern that so much money should come from organisations whose main aim is to make profits.)

LISTENING

Part 4 Multiple matching

Practice task

2

1 C (The speaker says she was doing it to financially support a good friend who was seriously ill.)
2 B (The speaker says she'd always avoided spending time by herself and the longer this went on, the more intimidating a prospect it became, but doing the bike ride helped her face the fear.)
3 D (The speakers says the best man at his wedding said he'd never be able to walk more than 20 km, so he just thought up the most ridiculous way imaginable to do it.)
4 A (The speaker says she 'wouldn't say no to having a go at something comparable in the near future, just perhaps not in a boat.')
5 D (The speaker says her friends still think she was mad to take it on, which she wasn't expecting.)
6 C (The speakers says it'd be fun if a few people decided to do it this time, not just him.)

3a

1 A ('employer' suggests work and a boring routine)
2 E ('immensely dangerous and physical challenge' relates to 'test the limits of physical ability')
3 C ('financially support' relates to 'money' in option C.)

3b

Phrase 3, because it matches the option exactly: it's about raising money to support a friend financially.

4a

A: 'I wouldn't say no to having a go at something comparable in the near future, just perhaps not in a boat.'
C: 'I needed help from many other people'
D: '… they thought … was an acceptable excuse!'

4b

'I wouldn't say no to having a go at something comparable in the near future, just perhaps not in a boat': this matches option A exactly as it's about trying a different kind of solo voyage in the future.

5a

1: Task Two option C ('others' matches with the friends in this section of text)
2: Task Two option D (the speaker is surprised the friends didn't change their opinion about the trip)
3: Task One option B (moments being 'nasty' matches with the 'fear'); Task Two option E ('things like that always turn out OK' matches with 'grateful to have survived'
4: Task One option A ('the mundanities of day-to-day existence' matches with 'escape from a boring routine')
5: Task One option B (the speaker is talking about a fear of spending time alone)

5b

Section 5 gives the answer for Task One (option B: it relates to facing a fear the speaker has had for a long time).
Section 2 gives the answer for Task Two (option D: it's about his friends' reaction after the event).

6a

I walked from the far north east of North America to the far south west. It all started when the friend who was best man at my wedding poked fun at me for being so unfit. He said I'd never be able to walk more than 20 km, so I just thought up the most ridiculous way imaginable to do it. I actually got a lot from it, so my intention now is to repeat the walk, but across South America instead. It'd be fun if a few of us decided to do it this time, not just me. I'm glad I did it, even though the time it took me was a little outside what I was hoping for.

6b

Task One: D; his friend joked about him being so unfit
Task Two: C; he wants to do another walk across South America with friends

Strategies and skills

Understanding the main point

1a

F (The speaker says that it allowed him to get out of the office for a day a week, which was why he signed up for it.)

1b

Options A and D are also mentioned but neither of these are the reason why the speaker attended the training course.

2a

Speaker 1: E (Speaker 1 says he did it so that a workmate would take his technical skills more seriously.)
Speaker 2: A (Speaker 2 says that many of her decisions are made to improve her chances of climbing the career ladder, including doing management training courses.)

2b

Speaker 1 also mentions options B, C and F, but none of these are the main reason why the speaker chose to do the training. Speaker 2 also mentions options B, D and E. None of these are the main reason why the speaker chose to do the training. In addition, management is not new to the speaker (option D) and she wants to impress the top *dogs*, not just one of them.

3

Task One: A (The speaker says she didn't have much choice in the move and that her boss asked her to move there.)
Task Two: B (The speaker says that it's not the sort of place she wants to settle in long term and hopes her employer will give her more choice in where she moves in future.)

4a

Task One: C (The speaker says that after having children, he wanted them to be close to their grandad.)
Task Two: D (The speaker says that it seems like he's been living there for years when they only moved there a few weeks ago.)

4b

Task One: Options A and E are mentioned. The speaker did move a long time ago for work, but not this time. He realised how stressful city living really was only after he moved, so it wasn't the reason for moving.
Task Two: Options C and E are mentioned. He hasn't had the opportunity to meet many of the neighbours yet. He suggests he's enjoying the atmosphere in the small town, not disappointed by it.

Understanding gist

5

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

6

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

Interpreting opinions

7

1 d (The speaker says they needed to predict how customers think, so they needed to understand people well.)
2 b (The speaker says they've never met anyone at the top level who is shy, which suggests they had to have self-confidence to succeed.)
3 a (The speaker says they have learned a lot from their own failures.)
4 f (The speaker says that academic excellence was the only way to achieve success.)
5 c (The speaker describes an inner need to constantly be at the next level up.)
6 e (The speaker describes learning about how other people have succeeded.)

8

1 F (The speaker says she didn't really achieve either of her aims, because she wasted time.)
2 B (The speaker says he's got his energy and love of learning back thanks to a gap year.)
3 H (The speaker says she feels like she has little in common with her old school friends now.)
4 A (The speaker says his travelling allowed him to learn Spanish and his work on websites will bring in some income while he's studying.)
5 D (The speaker says she realised that she should be going in a different direction in her career, so changed the course she was going to study at university.)

Identifying attitude and feelings

9

1 A (If someone is 'taken aback', it means they are surprised by something.)
2 B (The speaker says they felt as though they needed a law degree to complete the necessary paperwork.)
3 B (The speaker says there were no weak links in the chain, so everyone did their job well.)
4 A (The speaker says that everyone involved was responsible, not just them.)

10

1 C (The speaker says that if he'd taken time to speak to people older and wiser than him, they would have told him about the consequences of giving up his course.)
2 F (The speaker says that she wanted to be back in her old house as soon as she walked into her new flat.)
3 D (The speaker knew about ex-colleagues' businesses failing and that the sector was entering a downturn, but decided to set up his own business anyway.)
4 A (The speaker says she can laugh about it now and it has taught her to be far more careful with money.)
5 H (The speaker says he didn't have much time to consider his colleagues' offer of going on holiday with them.)

Correcting mistakes

11

1 The candidate has put A, but the correct answer is E. The candidate probably thought the information about cricket and rugby made option A the answer.
2 The candidate has got this answer correct.
3 The candidate has put F instead of the correct answer D. This is probably because Speaker 3 mentions their coach.
4 The candidate has put C instead of the correct answer, A. The candidate has already incorrectly used option A in Question 1, so then possibly didn't think it was the answer for Question 4. Speaker 4 also mentions seeing a cricket match but this is what started his interest, not what improved his ability.
5 The candidate has got this answer correct.
6 The candidate has got this answer correct.
7 The candidate has got this answer correct.
8 The candidate has got this answer correct.
Correct answers:
1 E (The speaker says she lives near a climbing centre and has friends who are keen to go there several times a week with her.)
2 B (The speaker says that the other players in his team encouraged him to push himself, and it's like being in an extended sporting family.)
3 D (The speaker says that she just seems to be able to dive well with a minimum of practice, so has natural talent.)
4 A (The speaker says the skills he developed playing baseball have helped him succeed at cricket.)
5 D (The speaker says she had no idea that many of the people going to the climbing centre go there to watch the experts climb, and not climb themselves.)
6 A (The speaker says he was wrong to think that ice hockey didn't require much energy.)
7 E (The speaker says that divers don't look like they'd do anything to win, but appearances are deceptive, so it is therefore not true.)
8 F (The speaker says that he didn't know how much precision is required to bat successfully when playing cricket.)

EXAM TASK

1 E (The speaker says that everyone focuses on solutions, not problems.)
2 C (The speaker says that it's the company's policy to move people up in the organisation as soon as they're ready for more responsibility.)
3 G (The speaker says she's spent two weeks learning all about the organisation.)
4 A (The speaker says the work really makes him think. He says he's enjoying it and loses track of time, suggesting he finds it interesting.)
5 H (The speaker says that the company has a unique approach to everything, from products to offices to the way in which they manage their staff.)
6 A (The speaker says that working out what to do first and what to leave until later is more difficult than it seems.)
7 E (The speaker says that some of the software his new company uses is a mystery to him.)
8 C (The speaker says she needs to arrange meetings with line reports but they're not responding to emails.)
9 F (The speaker says he's not sure if he's doing the work right or not.)
10 B (The speaker says she wishes more people had been employed so she wouldn't have to take so much work home to do in the evening and at weekends.)

SPEAKING

Part 1 Interview

Practice task

2

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

3

1: A is too short and lacks detail.
C includes too much detail. It sounds more like written English than spoken English. Perhaps the candidate has prepared the answer before the test and rehearsed it.

2: A answers the wrong question. The response should be about their main activity e.g. work or study.
B doesn't include enough detail.
3: B answers the question 'How much time do you spend studying English?'
C doesn't include enough detail.
4: B relates to why they are learning English, not what they enjoy about it.
C is very negative, and lacks detail.
5: A is just an opinion and does not answer the question.
B gives a list of what the candidate likes, but does not go into detail or give reasons.
6: A talks about people in general when the question asks for a personal opinion.
C lacks detail (Which field? What role within this? How much?).
7: B doesn't answer the question and is quite negative in tone.
C lacks detail.
8: B lacks detail (e.g. Where? Why?).
C might be an attempt to be funny, but it doesn't answer the question and is actually a little rude.

Strategies and skills

Extending your answers

1

1 hard ('It's hard to … but if I had to, I'd …' is a way of choosing a favourite (or least favourite!) out of all your ideas or experiences)
2 other ('on the one hand … on the other hand' allows you to make a positive and a negative point in a single sentence)
3 addition ('in addition to' is used to add extra information)
4 opportunity ('Given the opportunity, I'd …' is a good way of hypothesising about something you'd like to do in the future)
5 plan ('If everything goes to plan, …' is a good way of introducing what you want to do in the future)
6 fact ('due to the fact that …' is a good way of giving a reason for something)

2

Suggested answers:
1 If you could visit anywhere in the world, where would you go?
2 How would you describe the area where you grew up?
3 How do you usually find out about the news?
4 What new skill or sport would you like to learn in the future?
5 What sort of work would you like to do in the future?
6 Which person do you most admire?

3

1 The speaker gives reasons for their choice and examples of what's interesting.
2 The speaker explains why both the negative and positive factors were true.
3 The speaker gives a reason (why they watch the news on TV).
4 The speaker explains in detail why they would choose a particular activity.
5 The speaker adds detail about their university course, the type of company and where they'd like to work.
6 The speaker gives a detailed reason and compares his dad to the general population.

Adding examples

4

1 For instance ('For instance' is used to add an example; 'As well as that' is used to add an example after a previous example.)
2 such as ('such as' is used to add an example; 'then again' is used to add contrasting information.)
3 like ('like' is used to add an example; 'as' is used to show a similarity with something.)
4 say ('say' is used here to add examples of activities he already does; 'perhaps' can be used to give examples of things you might do or try.)

Giving reasons

5

1 due/owing (either can be followed by *to* + gerund (*-ing* form))
2 reason ('for the reason that' is used to add a reason)
3 due/owing (either can be followed by *to* + noun)
4 view ('in view of' is a more formal way of adding a reason)
5 result ('as a result of' explains why something happened)
6 grounds ('on the grounds that' is often used to explain why you did or didn't do something)
7 seeing ('seeing as' is used to add a reason for something)
8 start ('for a start' is used to add the first of several reasons for something)

6

Students' own answers

7

Students' own answers

8

Students' own answers

Using a range of language

9

1 affordable (something that is 'affordable' is 'cheap')
2 exceptionally ('exceptionally' is a slightly stronger way of saying 'extremely')
3 accomplish ('accomplish' has a similar meaning to 'achieve')
4 imaginative ('imaginative' has a similar meaning to 'creative')
5 substantially ('substantially' has a similar meaning to 'a lot')
6 illustrate ('illustrate' has a similar meaning to 'explain', especially if it's with an example)
7 hysterical ('hysterical' means very funny and is often used with 'absolutely'); in this case, only the second instance of 'funny' can be replaced.
8 immediately ('immediately after' means the same as 'just after')

Asking for repetition

10

1 b ('would you mind' is followed by the *-ing* form of the verb)
2 d ('could you' is followed by the bare infinitive (infinitive without 'to') of the verb)
3 f (Use the past tense here because the examiner asked the question in the past)
4 e (Use the past tense here because you 'didn't hear' the question in the past)
5 a (Use the full infinitive (with 'to') after 'is it possible')
6 c (this is a very polite and formal way of asking someone to repeat something)

EXAM TASK

Example answers:

Where are you from?
I'm from a city in the north of Colombia called Cartagena. It's on the Caribbean coast of Colombia and it's a really nice place to live.

What do you do there?
Well, I actually completed my degree in engineering last year, but I thought I'd almost certainly get a better job if I spent some time improving my English. So at the moment, I'm actually learning English full-time. I also have a part-time weekend job as a waiter in a restaurant, to earn a little money while I'm studying.

How long have you been studying English?
For about eight years now. I started when I was still at primary school and continued it throughout high school and college.

What do you most enjoy about learning English?
Well, there's so much on the internet that's in English – more than in any other language. The best thing for me, though, is being able to communicate with other online gamers around the world, even though English isn't necessarily our first language.

Do you prefer spending time with a large group of friends, or just one or two?
Lots of people prefer to be with a big group of friends, but I'm actually much more comfortable being with only one or two. The reason is that I'm quite a quiet person, and large groups tend to get dominated by the louder, more confident people, which I find quite frustrating.
I much prefer to be in the company of a smaller number of people.

What's the best thing about the town or city you live in?
I think the best thing about it is that there's so much to do there, and I don't just mean for people my age. For instance, if you're young like me, there are lots of nightclubs and places like that, but there are also cinemas, theatres, museums and shops that people of all ages and backgrounds will love.

Who was the biggest influence on you when you were a child?
My grandparents, I guess. I used to stay with them a lot, for example after school each day, because both of my parents work full-time. I loved the way they gently guided me in the right direction in life, and actually still do.

Would you prefer to have a job you really enjoy or one which pays very well?
Preferably one which I enjoy and which also pays very well! But seriously, if I had to choose, without a doubt I'd go for the one I really enjoy. The quality of my life is what's most important, and while it's true that money buys a certain amount of freedom and contentment, I wouldn't want to spend eight, nine hours a day feeling miserable just to have lots of it.

Do you think you spend too much time on the internet?
Sometimes I do, I guess, but most of the time I don't feel that way at all. What I use it for most is keeping in touch with my friends. While I'd much prefer to do this face to face, I don't always have time to meet them, and they don't either, so I see it as a more efficient use of my time, actually.

How do you hope to use your skills in English in the future?
I use them a lot already, of course, because I have a lot of friends from other countries and we all use English to communicate. My aim is to work for a large multinational business, say a big tech company such as Apple or Microsoft. To get to the top in companies like that, you have to know how to speak English really well, so I hope that's where my skills will take me.

Is there a festival or celebration you particularly enjoy?
The one I enjoy the most is a local celebration that only happens in my town, not nationally. It originated when the main industry there was fishing and has continued since then. On 21st March each year, they build a wooden model of a fish and carry it through the streets. It's then set alight and thrown into the sea. It's meant to bring good luck to the fishermen. I don't know if it works, but it's great fun.

What's the most interesting aspect of trying new things?
I'm someone who gets bored quite easily, so I love that feeling I get when I'm trying out a new sport, for example, or a different kind of food. It really helps to keep me entertained. It causes problems too, since I rarely practise anything for long enough to get really good at it, but that's just the way I am.

SPEAKING

Part 2 Individual long turn

Practice task

2
Students' own answers

3a
1 Student A compares the pictures. Student B only describes each one.
2 Yes, both students do this, and both speak for about a minute.
3 Both students talk mainly about the people but also about other things in the pictures.

3b
Student A, because he provided more detail and compared the pictures as well as answering the questions.

4
Students' own answers

Strategies and skills

Comparing

1
Students' own answers

2
Suggested answers:
1 The main similarity between the pictures is that in each one there is a group of people who are having a discussion.
2 What the two pictures have in common is that the people who are having the discussion are gathered around a table.
3 In the first picture, it appears as though the people are taking part in a formal business discussion, whereas in the second one, a group of friends or classmates have met in a café and are having an informal and relaxed chat.
4 A significant difference between the pictures is that in the first picture, the people are in a work-based situation. This is not the case in the second picture, which seems to be a café.
5 The people having the discussion in the first picture appear to be quite serious, suggesting it's a formal discussion, whereas the people seem more relaxed and smiling in the second picture as it's a rather informal gathering.

3
First picture:
It's likely that they're taking part in a business discussion, therefore they're probably discussing issues to try and convince members of the team that their viewpoint is the correct one.
They are perhaps discussing business issues with a view to moving the business forward in some way.
I'm of the opinion that this type of discussion is quite hard to be a part of, because you have to know lots of detail about what you're discussing and respond carefully to points that other people have made.
I think certain types of people are extremely good at this type of discussion and therefore find it quite easy to take part in, whereas others perhaps are less capable of putting their point of view forward confidently, so will find it difficult.
Second picture:
The people in the picture are likely to be friends and/or classmates, so probably know each other well. There's no apparent pressure on them.
They could be catching up on news or just taking a relaxed break from studying.
This looks like it would be a very easy discussion to be part of, as everyone is so relaxed and they're not debating challenging business issues.
I think the time would fly in this kind of discussion because it would be fun and not difficult at all to be involved in.

4
Students' own answers

Speculating

5
Possible answers:
They might be good at coping with stress because they look quite relaxed.
I would guess that they've had a lot of training to be able to work in a busy kitchen like that.
It's possible that they sometimes make mistakes and get told off by the head chef.
It could be the case that they've worked together for a long time, which would make it easier and quicker.
I'd imagine that they are incredibly busy at certain times of day and less busy at others.
I suppose that they're all used to working really quickly and carefully.
I'd assume that they've either been told exactly what to do, or just know because they're so experienced.

6
Students' own answers

Structuring a long turn

7

1 First of all (this phrase is a common way to introduce a long turn)
2 In contrast (this phrase highlights the difference or differences between things)
3 whereas (this word is used to compare differences between two things or ideas)
4 on the other hand (this phrase is used to highlight a difference between two things or ideas)
5 However (this word has a similar meaning to 'but', so contrasts things or ideas)
6 as is the case (this phrase means that something is true; 'as you'd expect' doesn't apply here as it used to describe something you believe is likely, not something that you know)
7 when compared to (this phrase is used to compare two things or ideas)

Answering the follow-up question to your partner's long turn

8

1 B (it is impersonal and gives a general opinion supported by an example)
2 A (it extends the answer with a reason)
3 A (it extends the answer with a reason. B gives a reason but doesn't really answer the question.)
4 B (A answers the question from the wrong perspective.)

Dealing with unfamiliar vocabulary

9

1 give me a moment (this phrase is used to ask for thinking time)
2 gone blank (this phrase is used to say that you can't think of what to say)
3 come back to me (this phrase indicates you're trying to remember something)
4 not totally sure (this phrase is used to show you don't know something is definitely correct or true)
5 should know (this phrase is used to show you can't remember or don't know a word or how to say something)
6 think of what it is (this phrase indicates that you can't remember how to say something)

EXAM TASK

Suggested answer:

Examiner: Candidate A, it's your turn first. Here are your pictures. They show people helping others in different situations. I'd like you to compare two of the pictures, and say how difficult you think it might be to help someone in these situations and how you think the people who are helping might be feeling.

Candidate A: First of all, I'd like to talk about the similarities and differences between the two pictures. The first one shows a nurse who is helping a female patient to walk. The nurse is gently holding her arm to support her. In contrast to the other photo, which shows a man giving directions to two people who are possibly tourists, the picture is taken indoors, in a hospital ward. The second photo is taken on a small road with houses. It's maybe spring or autumn as the tourists are wearing warm clothes.
I'd imagine that it's relatively easy for the nurse to help the patient, as she will have received lots of training in how to do this, and probably has lots of experience of doing this too. Similarly, I'd guess that the man knows the city he presumably lives in very well, so will have little difficulty directing the tourists to where they want to go. It's my belief that the man likes helping visitors to his city and is feeling pleased to be able to help out in this small way. The nurse, on the other hand, is assisting the patient in a far more significant way as she is helping her regain her health, perhaps after having an operation of some sort. I therefore think that the sense of satisfaction she gets from helping is much deeper than that of the man.

Examiner: Thank you. Candidate B, which of these ways of helping do you think people would be most grateful for?

Candidate B: I think it would probably be the patient in the hospital. She's clearly not feeling that great, and that tends to make anyone is in this situation more grateful for help than they would normally be. I'm sure the tourists are very grateful for the help they're getting too, but I suspect it won't be to the same degree as the patient.

Examiner: Thank you. Now Candidate B, here are your pictures. They show people attending important events. I'd like you to compare two of the pictures, and say what the people might find enjoyable about attending these events, and how difficult you think the events might be to arrange.

Candidate B: The two pictures I've chosen show very different kinds of important event. The first shows a wedding. It looks as though the actual ceremony has finished and now everyone's come out of the venue and is standing around the bride and groom to watch them doing something important to do with the event – I think they're cutting the wedding cake, actually. The second event couldn't be more different as it shows a stage at a huge music festival or concert. There are thousands of people watching whoever's performing, but we can't actually see the band in the photo because of the bright lights that are shining out from the stage. The people there are probably very informally dressed and generally relaxed, but excited to see the band. In contrast, the wedding guests all look very smart and relatively formal. Perhaps some of them don't know the others particularly well, so are probably feeling quite tense and on show. However, going to a wedding is always an interesting experience. It's always a privilege to see two people getting married, and it also provides a great opportunity for guests to meet new people or catch up with those that they haven't seen for a long time. The music festival is interesting in a different way as it must be incredibly exciting, for the audience of course, but especially for the musicians that play there. I think the wedding would be far easier to organise than the festival. There's still an enormous amount to arrange, such as invitations, venues, food and so on, but it's on a much smaller scale than a music festival attended by tens of thousands of people.

Examiner: Thank you. Candidate A, which of these events do you think would be the most expensive to organise?

Candidate A: The music festival, without a doubt. For the wedding, you might have one band playing and food for perhaps a couple of hundred people to arrange, but for a festival of that size, you'd need to pay for a huge security team and fencing to go around the site, and book and pay for all the bands. I have no idea how much all the stages and sound systems would cost, but it can't be cheap.

SPEAKING

Part 3 Collaborative task

Practice task

1

Students' own answers

2

Students' own answers

3

Students' own answers
The following should be ticked:
The value of a qualification depends on where it comes from. (Student B says both the country and the university within a country changes the value of the qualification.)
Being unhappy will affect your ability to study. (Student B says you can't possibly do well at university if you're not happy.
Having money worries will affect your education. (Student B says if you're worrying about money all the time, you won't be able to concentrate on studying.)
A good social life can help you learn about a country's culture. (Student A says that getting to know lots of people, especially locals, is a great way to find out more about the culture of the country.)

Not ticked:
It's better to go to an English-speaking country. (Student B says that the language must be one that you'll be able to use in the future but doesn't specify it should be English.)

Working at the same time as studying is a bad idea. (Student A says that perhaps getting a part-time job will help with living costs.)

4

1 Yes (e.g. 'What do you think?')
2 Yes (e.g. 'There's little point getting a degree that employers or universities in your own country don't really recognise.')
3 Yes (e.g.' You can't possibly do well at university if you're not happy, and part of that comes from speaking to the people you love regularly.')

5a

Yes. The students agree in the end that language skills are the most important.

5b

The following should be ticked:
I see what you mean; I hadn't really thought of it like that; I'll go along with what you said

6

Students' own answers

Strategies and skills

Interacting in a two-way conversation

1

Asking for opinions: How do you feel about …; So, what are your thoughts about …; Wouldn't you agree that …;

Giving opinions: From my perspective …; My view on this is …; Well, if you ask me …

Referring to your partner's points:
I appreciate what you're saying. However …; I'm not convinced that's true …; That's a really clear way of explaining …;

2

Possible answers:
1 As far as I'm concerned, meeting friends during a break isn't a great idea because if you get deeply involved in a conversation you can really lose track of the time.
2 If you ask me, going for a short walk during a break is a great way to relax. For example, I was struggling with something at work last week so I went for a walk to the park, and the answer just came into my head as I was walking.
3 I'm not convinced that having something to eat is always a good idea because afterwards, you can feel a little bit sleepy and it's actually quite hard to start working again.
4 My thinking is that listening to music is a perfect way of winding down during breaks, because you forget all your stress and just get lost in what you're listening to.
5 It seems to me that a light snack is a great idea during a break. For example, I usually have some fruit during my morning break and I feel as though I've got more energy afterwards.
6 My opinion is that checking your phone isn't always the best thing to do, because often there are messages that you need to respond to and so on, and it's more stressful than the work or study.

3

1 Yes, both students seek the opinions of their partner. All of the phrases from Ex 1 are used during the conversation.
2 Yes, they do this throughout the conversation.

4

Students' own answers

Evaluating, referring, reassessing

5

1 correctly ('if I understand you correctly' is used to check your understanding of the other speaker)
2 saying ('Are you saying…' is used to check your understanding of the other speaker)
3 understood ('Just to make sure I've fully understood what you've said' is used to check your understanding of the other speaker)
4 by ('So by saying that, do you mean…' is used to check your understanding of the other speaker)
5 thinking ('And thinking about what you said about…' is used to check your understanding of the other speaker or add information to their point)
6 trying ('Are you trying to say that you agree with …' is used to check your understanding of the other speaker)
7 said ('When you said that you think …' is used to check your understanding of the other speaker, add information or agree/disagree with the other speaker)
8 clarifying ('Would you mind just clarifying the point you made about …' is used to ask the other speaker to clarify what they meant)

Agreeing and disagreeing

6

1 A: weak disagreement but with an acknowledgement of importance; B: strong disagreement; C: weak disagreement
1: B, 2: A, 3: C
2 A: strong agreement; B: weak agreement C: moderate agreement;
1: A, 2: C, 3: B
3 A: neutral; B: moderate disagreement; C: strong disagreement
1: C, 2: B, 3: A
4 A: strong agreement; B: moderate agreement; C: weak agreement
1: A, 2: B, 3: C
5 A: moderate disagreement; B: strong disagreement; C: weak disagreement
1: B, 2: A, 3: C

Negotiating towards a decision

7

Negotiating towards a decision:
1 c **2** f **3** d **4** a **5** e **6** b
Reaching agreement on a decision:
1 f **2** a **3** e **4** b **5** d **6** c
Expressing inability to reach a decision:
1 e **2** d **3** a **4** b **5** f **6** c

8

1 you think this one's the most important; both of the opinion that
2 rule out this one as being; think we're ever going to agree about
3 you telling me that this is the most important one; decided on problem-solving as being
4 we choose a different one then, if we don't agree on; just have to agree to disagree about

EXAM TASK

Example answer

Examiner: Now, talk to each other about how much these events might affect people's lives.
A: OK, well I'd say that all of the events might have a big effect, but let's start with becoming famous, shall we?
B: Sounds good to me … Well, I've heard people say that you have no idea how much being famous changes your life until it actually happens.
A: Yes, I've heard that too.
B: I guess it has an impact on your whole life. You can't do lots of the normal, everyday things that people do, like going shopping or going out for a meal.
A: Yes, I definitely go along with what you say. It must be so difficult when people come up to you all the time when you're just out and about. It'd be quite nice to begin with, but it must become annoying really quickly – you'd have no private life at all unless you just stayed at home. So how do you feel about passing your driving test?
B: I think that has a big effect, but maybe not as much as some of the others. It gives you more freedom if you can get your own car and just go off in it when you want.
A: I hear what you're saying, and I agree that it's definitely not as significant as becoming famous, but I think most people love the independence that being able to drive gives them.
B: Hmm, I guess so. What about receiving a lot of money, then? What are your thoughts about that?

A: I think it must have quite a big effect, but how much probably depends on the amount of money you receive. It it's a few thousand pounds, then it's quite a lot of money but it won't have a huge long-term effect.
B: That's really true, but if it was millions, then you'd be able to pretty much do what you want. You could buy what you wanted, go where you wanted. The freedom it would give you would be incredible. You wouldn't have to work or anything.
A: Absolutely! So what are your opinions about starting your first job then?
B: I think it's a big event in anyone's life. It's the first time you're earning and really being part of the adult world, in a way.
A: Are you saying that you think it'll have a bigger effect that something like being famous then?
B: I wouldn't say that, but you're only ever going to start your first job once so it's still really important. Being famous will bring lots of negative changes as well as the positive, but I can't think of many negative ones for starting your first job.
A: I suppose you lose the freedom to do what you want when you want, which you have much more of when you're not working.
B: True. What about moving abroad, then?
A: I suppose it has a massive effect if you go somewhere really different. Wouldn't you agree that if the country you move to is pretty similar to your own country, then it's probably not going to feel that important?
B: Yes, totally. But if it's like nothing you've experienced before, then it will have a big effect on you. I suppose you get less of an effect the longer you stay there, too. It probably has more impact when you first go abroad.
Examiner: Thank you. Now you have about a minute to decide which of these things has the most significant effect on people's lives.
A: I think I'd definitely rule out passing your driving test.
B: I'd go along with that. I'd also argue that, unless your first job happens to be as something like a professional footballer, starting your first job isn't the most significant either.
A: Whereas becoming famous probably is. In fact, what you said might be the best way for us to consider each one.
B: I'm not sure exactly what you mean …
A: Well, it's not just the immediate effects that we have to think about, but how long-term they are too. Starting your first job, for example, might have a really big effect at the time, but that doesn't last for ever.
B: No; maybe a few months, but then you get used to it.
A: Exactly! So, I'm definitely of the opinion that becoming famous would have the biggest impact. It'd affect every area of your life, some positively, some negatively, and it's not as though people suddenly stop being famous, is it?
B: And a lot of the changes are very profound, like not being able to do a lot of the things that we take for granted because you'd be recognised.
A: There are some positive aspects too, of course, like having your talent or work recognised, whatever that is, and possibly having lots of money. Yes, it's got to be becoming famous.

SPEAKING

Part 4 Discussion

Practice task

2
Students' own answers

3
1 Yes (e.g., Student A gives the example of someone being naturally good at being organised if both their parents are. Student B gives the example of someone who's naturally better at workplace presentations.)
2 They agree with each other. Student B says that he was going to say something similar to Student A, and adds an example to support his agreement.

4
1 is made (Student A mentions this: 'I think schools have a much more academic focus than a vocational one')
2 is not made (Student B says she can't think of any jobs she was ready to start when she left school.)
3 is made (Student A says schools provide skills needed for many jobs, such as reading, writing and working closely with other people.)

5
1 Yes (Student A says 'What about you?')
2 Yes (Both students give their opinions about whether knowledge and qualifications or experience are more important.)
3 Yes (For example, Student A says 'someone who has a lot of experience at doing a job is always going to be better at it than someone who doesn't'; Student B says 'if you're studying, you're developing your knowledge but you might also get quite a lot of experience of some tasks and skills')

6
1 'That's a really good idea, actually.'
2 'I'd go along with you'
3 'I'm not so sure, you know'

7
1 The employer benefits most so they should pay.
2 She disagrees.
3 An employer spends a lot on training and the employee then gets another job.
4 The employee has to pay the cost of their training back if they leave within a certain time.
5 She thinks it's a good idea.

Strategies and skills

Justifying your opinions

1
1 e (The list of benefits can all be linked to tourism in a city.)
2 h (The reason matches with individuals and the environment.)
3 a (The reason matches with whose responsibility it is and skills people need in the home.)
4 b (The reason gives a disadvantage of working from home.)
5 g (The reason matches the topic of asking people for advice before making a big decision.)
6 d (The reason matches with communicating face to face.)
7 f (The reason matches with how a room is decorated.)
8 c (The reason matches with friendship and honesty.)

2
1 A ('on top of that' is another way of saying 'also'.)
2 C ('as well as this' allows you to add another reason.)
3 B ('plus' allows you to add a second reason.)
4 C ('In addition to that' is used to add an extra reason.)

3
1 instance ('For instance' is used in the same way as 'for example'.)
2 an example ('To give you an example' is used as a way of introducing an example.)
3 common knowledge ('It's common knowledge' is used to introduce an example that's generally thought to be true.)
4 only have to ('You only have to …' is used to introduce an example that supports an opinion.)
5 Doing so ('Doing so' allows you to introduce an example of a previously mentioned action.)
6 Amongst other things ('Amongst other things' tells the listener that this is just one example out of many.)

4

Possible answers:

1 Amongst other things, they read an awful lot of information on social media, for example posts by friends, news feeds, and so on.
2 It's common knowledge that each newspaper has a different political point of view, so they will write stories which match with that.
3 You only have to go to any large town or city to see how many shops there still are there and how many people there are using them. Business might be more difficult with the internet, but it's not impossible.
4 Doing so will improve employees' motivation at work and their loyalty to the organisation.
5 For instance, there could be more serious documentaries and discussion programmes and maybe fewer shows about cooking, which are all very similar.
6 To give you an example, people generally feel good about themselves if they help an older person carry something, so it improves your self-esteem.

5

The following should be ticked:
I have a friend who …; To give you an example from my own experience …; What really helped me to do this was …

6

Possible answers:

1 I don't agree with that at all. Speaking for myself, I spent four years after school studying hard to get an accountancy qualification, so I don't think it'd be fair if I was then paid the same as someone who has gone straight into a job that doesn't require specialist training and skills.
2 I think it's very important indeed. On one occasion, I remember not doing this at all. It was just before I had several important exams. I assumed I had enough time to study for them all but didn't really plan anything, and realised at the last minute that I didn't have enough time to properly prepare. I've never made the same mistake since.
3 I think so, yes. In fact, I have some experience of that myself, actually. When I left university, I got a job with a small local firm but there wasn't really much chance to progress. I soon left and started working for a big IT company which has loads of opportunities for promotion and specialisation in certain areas.

Developing a discussion

7

1 add something to
2 make a point
3 interesting argument
4 hear what you're saying
5 also say is
6 in addition to
7 one point you mentioned
8 apart from what you
9 the complete opposite
10 you a question about

8

Students' own answers

9

a 3 (Showing adverts is a way of encouraging people to do something.)
b 5 ('Forgetting their political differences' relates to countries working closely together.)
c 1 ('Pollution' relates to vehicles; 'them' refers back to 'city centres'.)
d 4 ('Technology already exists' relates to whether the environment can be fixed.)
e 2 ('anxious' connects to whether people should worry.)
f 4 ('any problem can be solved' links to whether the environment can be fixed.)
g 3 (Making something cheaper is a way of encouraging people to do it.)
h 1 (This relates to city centres.)
i 2 ('their concerns' connects to whether people should worry.)
j 5 ('If they don't' refers back to countries working closely together.)
Students' own answers

10

1 h, c **2** e, i **3** g, a **4** f, d **5** b, j

11

1 I hear what you're saying but I'm not sure I totally agree with you.
2 What I'd also say is that
3 Is it OK if I make a point about that too?
4 If I could, I'd really like to add something to what you've said.
5 And in addition to the ideas you mentioned, I'd also say that

EXAM TASK

Examiner: Given the choice of living anywhere in the world, which country or region would attract you the most?
A: I think I'd choose a big city in an English-speaking country – somewhere like Melbourne in Australia. I've heard that it's a really cosmopolitan place, so there's lots going on there and it'd be relatively easy to find work. The climate in that part of Australia's pretty good too, I believe. What about you? Where would you choose?
B: I'm not a big city person like you, but I'd definitely want to spend time in a place where English is the first language. I've often wondered about California in the USA. I have a friend who went there and loved it, not to the big cities like Los Angeles and San Francisco, but to the north of the state. There aren't many people there so I think I'd really like it.
Examiner: Some people choose to live in many different places throughout their lives. Do you think this is a good idea?
B: In some ways I suppose it is. I mean, it's a great idea to go somewhere new every couple of years as it'd stop life from getting boring, but more often than that and I think it'd be really disruptive. As soon as you'd settled in somewhere, it'd be time to move somewhere new.
A: What I'd also say is that it really depends on the type of person you are. Some people like nothing better than living in the same place all their lives, but others never feel settled anywhere so move from place to place very often – it just comes naturally to them.
B: I agree, and if I could just add something to what you've said: it's not that one is necessarily better than the other. It's just that each one suits different people.
Examiner: Which has a greater influence on someone's life, the home that they live in or the town or city where they live?
A: I think the home probably has more of an influence. You spend so much more time there than you do out and about in town, so if you've got an apartment or house that's really spacious and comfortable, that'll have much more of an influence on your life than how nice the city you live in is.
B: I'd go along with the point you made and also say that when I went to college, I lived with some friends in this horrible house and I just wasn't happy there. I loved the people I lived with, I really liked the city, but it wasn't enough. As soon as I'd moved to a different house, I was happy again, so I think that's a really clear example of the point we're both making.
A: Exactly!
Examiner: Some people say that the weather in an area influences the character of the people living there. What's your opinion on this?
B: I think it definitely has an influence but it's not the only thing that does. In my opinion, the weather changes the way you live your life so, for example, if you live somewhere that's really cold and dark in winter, you're perhaps going to spend a lot of time in your own home and have fewer chances to socialise. But I think personality is more powerful than this – if you're a sociable person, you're going to find chances to meet and be with people wherever you live.
A: I think you're right, and in addition to what you said, I'd say that people are naturally social, perhaps to a greater or lesser extent depending on the individual, so they'll find opportunities to be sociable regardless of the climate. The context might change – indoors or outdoors – but people the world over love spending time with others.

Examiner: Some people say that almost everyone will live in cities in the future. Do you agree?
A: I'm not sure I do, actually. I think there'll be more and more migration to cities, but I still think a significant proportion of the population will live in rural areas. Lots of people prefer living in these quieter regions, and even if a greater percentage of jobs are based in the city, it's totally possible to commute from a town or village into a city to work.
B: I agree, and what I'd add to that is that I predict that working from home will become increasingly common, so should the vast majority of jobs be based in cities in the future, because they're the natural places for many companies to be, thanks to modern technology many workers won't actually have to be physically present at the company buildings in order to carry out their duties.
Examiner: Some people say that living in the countryside is better suited to older people. What's your view on this?
B: No, I don't agree with this at all. I think it depends on your character far more than how old you are. Speaking for myself, although I live in a city now because I'm studying here, I'd much rather be out in the countryside, away from the crowds of people.
A: I'm sorry, but my opinion is more or less the opposite of what you said. I find spending any time at all in the countryside really boring and can't wait to get back to the city when I'm there.
B: But what I was saying is that that's because of the kind of person you are, not because of your age. I'm more or less as old as you are, but there's nothing I like more than spending a weekend or a whole holiday in the countryside.
A: Hmm, I guess you're right – it's more to do with personality than age.

PRACTICE EXAM

Reading and Use of English

Part 1

0 C ('predominantly' has a similar meaning here to 'mainly')
1 B (If you can find a large amount of something in a place, you can say there is a 'concentration' of that thing.)
2 D ('constitute' has a similar meaning here to 'make up')
3 A (If something is 'resident' in a place, it means it lives there.)
4 D ('bear a resemblance' has a similar meaning to 'look like')
5 C ('in the form of' is used here to specify what kind of nutrients the algae provide.)
6 A (We use 'in return' to say what one thing or person gives back to another after receiving something.)
7 B (If something is 'under threat', it means it is in danger.)
8 A (To 'meet a requirement' means to provide something that is needed.)

Part 2

0 to (The phrasal verb 'amount to' is used to compare two things that are the same.)
9 use (The phrasal verb 'make use of' means to use something for a particular purpose.)
10 far ('far' is used here to give the impression of 1997 being a long time ago.)
11 which ('which' is being used as a relative pronoun to refer back to the materials.)
12 a (You need the indefinite article, 'a', before 'thrill' here.)
13 how ('how' is used here to express the degree to which something happens.)
14 on (The verb 'thrive' is usually followed by the preposition 'on'.)
15 but (The phrase 'not only … but' also is used to give two facts, reasons, etc.)
16 Whether ('whether or not' is used to express a choice between two possibilities.)

Part 3

0 typically (We use 'typically' to say that this is what usually happens.)
17 combination (A 'combination' is a mixture of two or more things.)
18 considerably (We use the adverb 'considerably' to mean a 'lot'.)
19 exposure ('exposure' is the noun of the verb 'expose', meaning that something comes into contact with something else.)
20 impossibility ('impossibility' is the negative noun formed from the adjective 'possible'.)
21 exceedingly (We use the adverb 'exceedingly' to mean 'very' or 'extremely'.)
22 consequence (A 'consequence' is something that happens as a result of something else.)
23 pressure (If something is 'under pressure', it is pressed or squashed by something.)
24 harden ('harden' is the verb made from the adjective 'hard'; it means to become hard.)

Part 4

0 makes no difference (to me) (if something 'makes no difference', it means it has no effect on something or someone.)
25 in spite of | being/feeling (You use a verb with *-ing* after 'in spite of'.)
26 haven't (got)/don't have a/have no | clue (as to) why (if you 'haven't got a clue', it means you can't understand something; it's a mystery to you.)
27 customer/customers' satisfaction | was at an ('customer satisfaction' is a common collocation; 'satisfaction' is the noun, 'satisfied' is the adjective.)
28 giving/lending me | a hand (with) lifting) (if you 'give someone a hand' with something, you help them.)
29 would/'d do whatever she could/ whatever it took (if you 'do whatever it takes', you try your very best to do something.)
30 have had | nothing to do with (if you 'have nothing to do with' something, it means you weren't involved at all.)

Part 5

31 B (Young storks fly back to Africa rather than copying their parents by staying in Spain.)
32 A (The reviewer says there's a 'profuse … cast' of birds (many species) in the book.)
33 D (The reviewer is impressed by both Rose's knowledge of birds and his use of his classical music skills to bring their calls to life.)
34 C (It's used to highlight the fact that the descriptions are complicated and that a reader may need time in order to understand it ('take that in').)
35 D (The reviewer suggests that Rose's ideas on grouse shooting are fixed and don't take important scientific evidence into account.)
36 B (It's the European politicians who can bring about change by rejecting current agricultural policy and allowing their countries to thrive as a result.)

Part 6

37 D (Morio Furukawa says that homeschooled children are almost as grown-up as their peers who go to school, whereas the other three experts say homeschooled children are more mature.)
38 B (Morio Furukawa and Virat Bhalla both think that homeschooled children have lower educational attainment than those in state schools, whereas the other two experts feel that their attainment is higher.)
39 D (Morio Furukawa thinks there should be no monitoring of homeschooled children or their parents, whereas the other experts think monitoring is necessary.)
40 C (Both Virat Bhalla and Elena Collias think that parents who are considered incapable of teaching their children properly should be prevented from homeschooling them. The other two experts think that all parents can become adequate teachers with sufficient support and training.)

Part 7

41 F (The 'treasures' mentioned at the beginning of F refer back to the masterpieces, boutiques and piazza mentioned at the end of the preceding paragraph.)
42 D ('the latter' at the beginning of D refers back to 'proliferation' at the end of the preceding paragraph. Also, 'both countries' mentioned after the gap refer back to Italy and Britain.)

43 B ('this kind of spread' refers back to the different sizes of city mentioned in the previous paragraph. Also, 'And perhaps they would be wrong' at the beginning of the paragraph after the gap refers back to the final sentence of B.)
44 G ('They' referred to at the beginning of G are the people who have talent, mentioned just before the gap.)
45 A ('it' in the first sentence of A refers back to the 'select club' at the end of the previous paragraph. Also, 'they' at the beginning of the paragraph after the gap refers back to 'government ministers' mentioned in A.)
46 C ('a megacity of this size' refers back to the city on 'a monstrous scale' at the end of the previous paragraph.)

Part 8

47 C (The final two sentences of paragraph C explain why a combination of oxygen and methane can be a possible indication of life on a planet.)
48 A (Paragraph A explains that in only 30 years, we've not only shown that there are other planets but have also found over 4000 of them.)
49 D (Paragraph D states that, 'Even with at least 40 billion other possible Earths in our galaxy, the likelihood of finding life is small.')
50 B (Paragraph B compares Earth and Venus to show how different planets' fingerprints can reveal important information about them.)
51 A (Paragraph A describes how Voyager took the first and only family portrait of our solar system, including the Sun and six planets.)
52 C (Paragraph C says that current technology can only find the largest and hottest planets in other solar systems.)
53 D (Paragraph D explains how observing a range of stars has helped identify important information about them which tells us about our Sun, and suggests we do the same with planets.)
54 B (Paragraph B explains what a fingerprint of a planet is and what scientists can learn from it.)
55 B (Paragraph B defines the 'habitable' or 'Goldilocks' zone, which is neither too cold or too hot for liquid water to exist.)
56 A (Paragraph A makes the hypothetical estimate of 200 billion planets existing in the Milky Way to support the point that our solar system is 'far from exceptional'.)

WRITING

Part 1

Essay

Example answer:
Boosting interest in the arts
Many people think that a thriving arts sector is one of the best indicators of a healthy and happy country. Having access to music, art, theatre and cinema gives people the cultural stimulation they need to be contented citizens. Boosting interest in the arts should therefore be a priority. There is much debate, however, about the best way of achieving this.
The means of boosting interest in the arts that the majority of people turn to is to increase government funding. Those in favour of doing so argue that the arts are a great investment because people are more productive workers if they access them in their leisure time. Those against raising government funding generally claim that there are far more important things to spend the money on, such as hospitals and reasonably priced housing.
A second way of increasing interest in the arts is to allow students increased access to arts subjects at school. In general, these are dropped quite early in a young person's academic career. A change to the national school curriculum to ensure that drama, music and art remains in students' timetables would mean, some say, that all young people would develop a genuine interest in the arts.
In my view, the latter approach would have minimal effect. If students do not like art or drama, they cannot be forced to have lessons in them for their entire school career. Increased government funding, on the other hand, has been shown to allow the arts scene to thrive, so this would be by far the best approach.

Part 2

Report

Example answer:
Introduction
The aim of this report is to give an overview of the recent talk at the college given by the famous singer Marcela Sassoon, who was once a student here. It will also recommend other speakers who could be invited to give future talks.
Marcela Sassoon's talk
Ms Sassoon's talk was delivered to the whole school. The main part focused on the period of her career that took her from being a music student to becoming a professional singer. She explained in detail how the work she did in college enabled her to develop her knowledge of music in general and her singing skills in particular. Ms Sassoon also gave a brief account of what life is like for her now as a world-famous singing star.
Because the majority of Ms Sassoon's talk concentrated on the importance of college education for successful transition from education into a professional career, it was extremely useful for students. Some may think that what they are studying now will not really be of great use in their working lives, but Ms Sassoon clearly demonstrated this to be untrue. The enthusiastic applause at the end of her talk proved how much students had appreciated her visit.
Recommendations for future speakers
Future speakers need not be limited to former students, although this added an interesting angle to Ms Sassoon's talk.
I would suggest that speakers be sought from other vocational areas, such as successful scientists, sports stars, chefs and businesspeople, in order to give a good balance of interest for students across the college.

Review

Example answer:
I've recently downloaded a music streaming app called Applause and I wanted to share my experiences of using it with you.
I'd grown a bit fed up of my old app, CreativeTune, as the bank of songs on offer in the library seemed relatively small, and I almost never liked the recommendations it came up with for me based on my listening habits.
Although it has its faults, Applause has none of the issues that motivated me to look for a new streaming app in the first place. The song library is huge! 35 million songs and counting, and your monthly fee allows you instant access to every one. You can also upload your own tracks if they don't happen to already be on there, and listen to them. Applause comes with thousands of playlists that you can stream, too. I've tried several of these based on the genres of music I'm really into, and they've generally been good apart from the odd bad song, which is kind of inevitable.
As my parents and siblings are all into music too, we got a family plan, which gives access for up to six people. It's amazing value at only $15 per month. If you're doing it individually, however, you might find it expensive compared to other streaming apps – one of the very few drawbacks I've found.
I'd recommend the app to anyone who loves music, especially if, like me, you've got broad musical tastes and want access to a wide range of music. Five stars, without a doubt!

Proposal

Example answer:

Introduction

The aim of this proposal is to suggest a usage for the piece of land next to the company buildings, and to urge senior management to retain the land for this purpose rather than selling it.

The proposed usage

The land in question is currently covered with wild plants, bushes and small trees. Staff are not allowed access to it as there is a high fence around it and the gate is permanently locked. Litter has blown into the area, making it look unattractive and potentially affecting the company's public image.

With minimal expenditure and effort, the land could be converted into a garden and outdoor rest and recreation area for staff. With the addition of seating and picnic tables, this could become an ideal location for staff to spend their breaks.

Converting the land

Much of the area already has stone pavements, which would make perfect seating areas. Most of the vegetation would need to be removed and replaced with flowers. Some of the bushes and all of the trees could remain, and the litter would need to be cleared up. Little more would be required, apart from adding outdoor furniture as described.

Benefits to staff

Currently, there is only one staff kitchen, which has a small seating area. This is usually overcrowded at breaktimes and is an unpleasant place to eat. Having external space would increase morale and foster relationships within the staff team. As all of these benefits lead to greater productivity and staff contentment, I would strongly urge management to consider this proposal.

LISTENING

Part 1

1 B (The woman says that there's the occasional advert that she finds as enjoyable as the programme, but the man says that he's yet to see one that makes him feel that way.)
2 A (The woman says that it puts toy manufacturers at a bit of disadvantage, because no other sector is prevented from showing adverts to its target market.)
3 B (The man says that many theatres have started exclusively staging pieces created by someone audiences will have heard of.)
4 A (The woman suggests the man is greatly exaggerating how many theatres are only putting on plays by well-known writers, claiming that it is nowhere near as widespread as he's claiming.)
5 A (The woman says that she's not completely sure how many more winters she can stand on the houseboat as it's so cold.)
6 B (The man tells the story to suggest that even if she decides to leave her houseboat, deciding to live there in the first place was not a mistake.)

Part 2

7 Denmark (The member of the research team who assembled the team and sorted out the financing and the boat (i.e. organised the trip) was from Denmark.)
8 filming underwater (Sandra says the organisers were keen to take people who had done lots of filming underwater, which is why she was chosen.)
9 washing machine (Sandra compares being on the boat in a storm to being in a washing machine.)
10 migration (They hoped to learn more about Greenland sharks' lifespan, but the primary aim of the project was to find out more about their migration.)
11 slow heart rate (A colleague tells Sandra this, and she shares what she already knew about the sharks' poor eyesight.)
12 polar bears (Sandra expresses surprise that the sharks target polar bears: 'I'd never have considered polar bears to be something that they would target.').
13 aggression (Sandra was expecting them to lack energy, but they didn't. They did, however, lack any sort of aggression.)
14 (certain) human illnesses (A previous research project helped with studies on climate change, but this one may help with research into human disease.)

Part 3

15 B (Karen says that she was a bit taken aback by a few of her colleagues' comments, as they appeared to suggest that her central argument was flawed.)
16 A (Ian says that it's the rapid pace of the implementation he'd question about Karen's article, and uses the example of sport to support his argument.)
17 A (Ian says that the figures in the press only actually tell us one small part of the overall picture, so the situation is actually more complex that the statistics suggest.)
18 D (Karen says that electric motors have been successfully introduced into cars and trains to help the environment, but will never be sufficiently powerful to lift something as heavy as an airliner off the ground.)
19 C (Ian says that those in power want to sustain economic growth in travel and tourism yet also promise huge cuts in emissions; Karen says it's hard to reconcile what governments say about both green issues and movement of people from place to place.)
20 A (Karen says that she uses only the carriers that offer the cheapest tickets, and Ian says that he always chooses the cheapest flights.)

Part 4

21 E (Speaker 1 says that she decided to use the gap year to develop her interest in music to see if she could become a professional musician.)
22 G (Speaker 2 says that the aim of the gap year was to decide whether to study medicine or veterinary science.)
23 B (Speaker 3 says she chose to do a gap year so that she could do some sports coaching.)
24 F (Speaker 4 says he took a gap year to get money to help pay his tuition fees and living costs.)
25 H (Speaker 5 says she took a gap year to develop her writing skills before starting a journalism degree.)
26 C (Speaker 1 says that since she realised she's not good enough to become a professional musician, she'll do everything she can to succeed in her other chosen vocation.)
27 B (Speaker 2 says his decisions are now being made from an adult perspective, rather than from that of a school student.)
28 H (Speaker 3 says that she now has more respect for the sacrifices her parents have made by working to support their family.)
29 A (Speaker 4 says that he's enjoying working for his uncle's company so much that he's wondering whether going to university is actually a good idea.)
30 G (Speaker 5 says that she's changed a lot and has become more sensible and responsible, which will serve her well at college.)

SPEAKING

Part 1

Example answers:

I'm from a small city in Poland called Opole. It's a nice place.

I'm a student at the moment. I'm studying in my final year of secondary school and I'm hoping to go to university next year.

I've been studying English for about six years now.

I love learning languages anyway, but what's great about learning English is that so many people speak it. So even if I go to a country where I don't speak the language, I can be fairly sure that someone will speak English.

I'm very interested in knowing what's going on in the world, so I tend to check the news at least twice a day. I don't bother watching it on TV or getting a newspaper – I just look at a few different news websites either on my phone or on my computer.

It's essential! I have three really close friends who I spend lots of time with each week. We do loads of stuff together – playing sport, going shopping, seeing a film, that kind of thing. We've known each other for years so I can't imagine not being able to see them at least three or four times a week.
I'm not sure if it's exactly the best way, but using social media is certainly the easiest for me. It's so easy to send a quick message to someone and to make arrangements and things like that. There's nothing better than seeing each other face to face, of course, but for day-to-day keeping in touch, I think it's hard to beat.
I think I'd have to say my grandma. She's lived quite a hard life in many different ways and brought up four children while working full-time too. She's retired now but she's always there for us. I don't think I've ever seen her in a bad mood, which is amazing.
Last summer, I went to London with my parents and two brothers. My aunt, uncle and cousins live there, so we were visiting them but spent a week doing different things around the city. The first thing that hit me was how huge it was! I love the fact that it's always busy, even at night. We went to some great museums and did boat trips and that kind of thing too – it was great!
The teacher I had in my final year there. She was great – so full of energy and really enthusiastic about everything she was teaching us. She used to take us on some great little trips too, and made us think about things more deeply than the other teachers there. It was the perfect way to end my time at primary school.
If I could choose any job, I'd definitely be a marine biologist. I love anything to do with the sea, and I watch all the nature documentaries about the underwater world online and on TV. I've even learnt how to dive, so I can go and see it for myself. I'm hoping to study marine biology at university, so who knows? One day, I may even achieve my dream.
I'd like there to be more cheap or free sports facilities, especially for young people. I love playing basketball but have to travel about three kilometres from where I live to a sports centre to find somewhere indoors to play. I can play in the local park in the summer, of course, but not in the winter. It costs quite a lot to play there too, but we don't have much choice – if we don't pay, we don't play!

Part 2

Example answers:

Examiner: Candidate A, it's your turn first. Look at the pictures on page 125. They show people using communication skills in their jobs. I'd like you to compare two of the pictures, and say why communication skills might be important in these jobs, and how difficult it might be to do these jobs. All right?

Candidate A: OK, well my pictures show people doing different jobs in which communication skills are really important. I'd like to talk about two of these pictures, one of a TV reporter, probably a news reporter, and the other which shows a teacher in class with some primary school children. The reporter's out in the street and seems to be talking about a problem that's happened there, whereas the teacher's inside in a classroom talking to some young students who are sitting at desks. I think in both jobs it's really important to be able to communicate well. If the reporter can't communicate the details of the story, then the audience won't understand what's going on in the news. If the teacher's communication skills are poor, then her students won't really understand and won't learn anything.
I think there's a difference in how difficult each of the jobs is, though. The TV reporter has to do her job under a lot of pressure. If she makes a mistake or doesn't explain or describe things clearly, and is reporting on live TV, then the whole country will see, so my guess is that it's a pretty stressful job, and one that it takes a certain kind of person to do well. I'm sure that teaching's stressful too in its own way, but if the students don't understand something because she hasn't explained it well, she can just try again in a different way until they learn what she's trying to teach them. Most of the time, there's no one else watching her, so she's under far less pressure day-to-day. I suppose that the teacher has to talk and communicate well over a much longer period of time, though, probably for several hours a day. The reporter's story, on the other hand, might only be a few minutes long and may well be the only one she has to report on that day.

Examiner: Thank you. Candidate B, which of these jobs do you think would be the most rewarding?

Candidate B: I think being a doctor would be the most rewarding of the three jobs. As a doctor, you have to help people. A teacher also does this of course, but not in a way that makes people feel better when they've been ill, or actually saves their lives, as a doctor does. I think it's probably more stressful, but also much more rewarding to be a doctor.

Examiner: Thank you. Now, Candidate B, look at the pictures on page 126. They show people learning how to do different things. I'd like you to compare two of the pictures, and say what the people might be enjoying about learning how to do these things, and which of these things might be most useful to learn. All right?

Candidate B: Well, I think I'll choose the pictures showing someone learning how to make a guitar and someone learning how to fix a car to talk about. Both of these are happening inside, one in a workshop where people make things with wood, and the other in a garage. The main difference between the two photos is how the people are learning. The boy making the guitar seems to be doing it from some written instructions that are on the table in front of him. In the car mechanic's workshop, they're working on the engine of a car, and the young woman who's learning how to repair the car is being taught by a teacher, who's talking her through what she needs to do and is showing her with his hands at the same time. I must say that the boy making the guitar seems to be doing a really good job because the body of the guitar that he's holding looks great. He's probably looking forward to completing the next task and to having a finished guitar that he can play that he's actually made himself. The young woman might be training to become a mechanic. She is probably enjoying learning how all the bits of an engine work and how she can repair them – it must be satisfying to learn a complicated skill like that. Unless you're thinking of becoming a professional guitar maker, I think learning how to fix a car is a lot more useful as a skill than being able to make a guitar. Not that many people actually play the guitar and they're actually quite cheap to buy. Almost every adult has a car, though, and they can be really expensive to fix, so it'd be incredibly useful to be able to do this yourself. Not only would you be able to get a job in a garage, but this skill would save you an awful lot of money over a whole lifetime!

Examiner: Thank you. Candidate A, which of these things do you think would be the most difficult to learn?

Candidate A: Making the guitar. It must be really complicated to cut out the little holes in the body of the guitar like we can see in the picture, and the neck has to be perfectly straight otherwise you won't be able to play it properly. I think he's making an electric guitar, too, which means you also need to learn all about how to put in the wires and so on, so there are a lot of different skills involved.

Examiner: Thank you.

Part 3

Example answers:

Examiner: Here are some things people do to help the environment and a question for you to discuss. First you have some time to look at the task. Now talk to each other about how useful it is for people to help the environment in these different ways.

Candidate A: OK, well I think that getting involved with a charity is definitely a good way of helping the environment.

Candidate B: Yeah, especially if you can actually do some voluntary work for them. I've seen loads of videos showing volunteers planting trees and doing things like that.

Candidate A: Yes, me too. And I suppose that if you don't have the time to do this, or can't do it for some other reason, then giving money to the charity will be almost as useful.

Candidate B: I agree. Choosing food carefully is a great way of helping too. You should choose products that are grown or made locally so that there isn't as much damage to the environment as transporting them hundreds or thousands of kilometres.

Candidate A: Yes, and I heard that eating less meat can really help too as less land's needed to grow fruit, vegetables and other crops than to raise animals for food … Almost everyone recycles these days, don't they?

Candidate B: Yes, but I think there are lots of problems caused by recycling. Quite often, the plastic or whatever's actually taken to other countries to be recycled, so loads of energy's used to transport it there.

Candidate A: Oh, I didn't realise that, so it's probably not as useful as we think then. Writing to politicians is a bit of a waste of time if you ask me. It's not that I think they don't care, it's just that they have so many letters and emails to deal with and so many other things to worry about, that it's more or less impossible.

Candidate B: I'm not convinced that's true, actually. My aunt wrote to a local politician about a factory that she thought was polluting the environment and within a month, the problem had been sorted out.

Candidate A: I don't know how often that happens, though. Anyway, using public transport instead of cars can make a massive difference and really help cut down on dangerous gases and other pollution.

Candidate B: I totally agree with you on that, and would add that cycling should be made part of any transport policy too, not just additional public transport. If far more people in cities, for example, commuted to work or school by bike, just imagine how much cleaner the air would be.

Candidate A: And how clear the roads would be too. Where I live, every day there are queues and queues of traffic, all sitting there with their engines running, going nowhere fast.

Candidate B: That's so true!

Examiner: Thank you. Now you have about a minute to decide which two ways of helping the environment are most effective.

Candidate A: Hmm, well top of my list would be the one we've just discussed – using public transport instead of cars. It'd be amazing if overnight, the majority of the population just left their cars at home and got the bus or train instead.

Candidate B: Or took their bikes … I suppose there are those who can't stop using their cars because there isn't any decent public transport where they live at the moment and it's too far to cycle, but I'm sure that if more people in general chose to use public transport it'd soon improve everywhere, so I'm with you on that one … Second for me would be the charities. I think the more people that support them financially or by volunteering, the greater the influence they can have.

Candidate A: I'm not so sure about that. I actually think that choosing food carefully might be more effective. Everyone eats, after all, so if billions of consumers switched to foods that do a minimum of harm to the environment, imagine the difference that would make.

Candidate B: Yes, I'd never thought of it like that. I think I'll change my mind and go for the option about food too.

Candidate A: Good choice!

Examiner: Thank you.

Part 4

Example answers:

Examiner: Do you think that you do enough to help the environment?

Candidate B: I do quite a lot, I think. I cycle to college every day rather than using public transport or a car, and I always try to cut down on how much electricity and water I use – just by switching lights and laptops off and things like that. It's always possible to do more, though, I guess.

Examiner: What do you think governments should do with companies that cause environmental problems?

Candidate A: I think they should be punished as harshly as possible. There's no real excuse for doing it these days. We know the environment needs our help so if a company's intentionally damaging it, something needs to be done.

Candidate B: It sends a powerful message to other companies too if they are punished – there will be consequences if you harm the world we live in.

Examiner: Some people say that air travel should be limited for environmental reasons. Do you agree?

Candidate B: This is a difficult one, because so many people fly these days and it's so cheap, relatively. Who would decide which air travel people should be allowed to do and which they shouldn't? I suppose you could limit it to one flight per person per year or something like that, but you'd have to make exceptions for certain people who need to travel by air a lot for their work.

Candidate A: The problem is, if unpopular decisions don't start being made, then nothing will really change.

Examiner: Do you think children learn enough about environmental problems at school?

Candidate A: They certainly learn a lot more than they used to but I still don't think it's enough. My parents say that they didn't really study anything related to helping the environment when they were at school, but we learnt lots about it. Things are changing so fast, though, that I think more education can only be a better thing.

Candidate B: Yes, because everyone needs to grow up knowing that it's their responsibility to deal with environmental problems – it's not just something the government or other people should sort out.

Examiner: How important do you think it is for countries to work together to solve environmental problems?

Candidate B: I think it's absolutely essential, no question about it. It's a global problem, not a national one, so we need solutions that are effective worldwide and not just in one or two countries. The only way for that to happen is for countries to cooperate with each other and work together.

Examiner: Are you optimistic that people's intelligence and creativity will find solutions to our environmental problems?

Candidate A: Yes, very much so. We can see it happening already with the massive growth in electric vehicles and renewable energy, for example. The great thing is that if people know they can make money by creating environmentally friendly solutions to things, then they'll do it. And because so many people realise how essential helping the environment is, there's a bigger and bigger market for green products and services.

Examiner: Thank you. That is the end of the test.