

- 25 **would rather you did not/didn't** *Would rather someone + verb in the simple past form means the same as prefer someone not to do something.*
- 26 **even though I had not/hadn't/I'd not** The participle phrase *despite not having had* changes to *even though + a clause in the past perfect negative: even though I hadn't had.*
- 27 **is too young** The negative phrase *not old enough* changes to the affirmative *too young.*
- 28 **I remind her of** *Remind someone of someone* means to make someone think of someone because they are similar in some way.
- 29 **need not/needn't have taken** The past modal form *needn't have taken* means you did something, but it wasn't necessary.
- 30 **had to get home by** *To get somewhere by a time* means to be there at or before that time.

Part 5 p68

31 B Paragraph 1

To be set free is often used about people or animals being released from captivity. It is appropriate here, because the girls would probably have felt they were in captivity for most of their stay in Paris.

- A This option suggests a decision has been made by someone else.
- C This option implies that the students were being forced rather than permitted to go somewhere.
- D There is no mention of whether this is true or not.

32 D Paragraph 2

The writer states that the girls *were not used to the noise and bustle of city life. They'd spent the odd day in London or Manchester before, but always with their parents.* Therefore they had been supervised.

- A The writer states that the girls had been given a street plan, so they knew where to go.
- B The writer states: *they knew enough about the ticket system and the different lines and their directions.*
- C The writer says the girls *were not used to the noise and bustle*, not that it was *too* noisy for them.

33 C Paragraph 3

The writer states: *They were slightly surprised when the waiter replied in fluent English, but they weren't upset.* *Slightly surprised* suggests it wasn't too important.

- A The waiter answered in English, so he must have understood them.
- B The girls *weren't upset*, suggesting that they weren't offended by the waiter's behaviour.
- D They were only *slightly surprised*. *Astonished* means very surprised.

34 A Paragraph 4

The writer states that the girls went to the department store to choose *presents to buy for their mothers, fathers, brothers and sisters.*

- B The girls bought tourist T-shirts rather than fashion items.
- C The girls are described as buying presents for others, not themselves.
- D Alexis says *Let's do our shopping now*. This suggests that their focus was on buying, not just looking.

35 C Paragraph 5

The writer states: *they didn't want to spend any more money*, suggesting they had already spent enough.

- A We don't know whether they could afford it, only that they didn't want to spend more money.
- B There is no mention of what the time was at this point.
- D The writer states: *Jo didn't have a head for heights*, meaning she was afraid of high places, but this isn't the reason they didn't go.

36 B Paragraph 6

Becky says: *I think we're going the wrong way.*

- A The girls didn't travel on the wrong line – they took the right line in the wrong direction.
- C The girls caught a train, but one going in the wrong direction.
- D The main problem was that they were travelling in the wrong direction; we are not told that the train didn't stop at their station.

Part 6 p70

37 E This develops the idea expressed in the previous sentence. The sentence which follows says more about why girls feel these pressures: *There is also evidence that parents demand higher standards of behaviour and performance from their daughters than from their sons.*

38 A The idea of competition between girls occurs in the sentence before the gap. The sentence which follows mentions examples of bullying: *cruel treatment they receive online.*

39 G *This understanding* refers back to the word *understand* in the previous sentence. The *six ... characteristics* mentioned at the end of sentence G are listed in the sentence which follows: *the need for independence, the desire to rebel, close friendships, planning for the future, emotional disturbance, and taking responsibility for themselves.*

40 D *Not only this* builds on the idea expressed in the previous sentence: *The psychologist reassures parents by telling them that their daughters' difficult behaviour is completely normal.*

41 C *She* refers back to *the psychologist* in the previous sentence. The sentence which follows the gap gives a particular example of a parent–teenage girl relationship.

42 F *They* refers back to *Most experts*, the subject of the previous sentence. The word *this* in the sentence after the gap refers to the suggestion that parents should try to keep track of their daughters' online activity.

Part 7 p72

43 B Paul says: *I had no idea whether I'd enjoy it or not, so I bought an inexpensive machine.*

44 C Ed says: *As a young boy, I remember reading a story about a robbery that took place in our town ... As soon as I got my first metal detector, I hunted in this place.*

45 D Sally says: *My dad had told me that one day I would find a precious gold coin. Well, amazingly, not only did I find one, but I found more: three gold coins, five silver ones and various other old artefacts.*

46 C Ed says: *... several townspeople suggested a particular site where the box might have been buried.*

47 A Megan says: *I certainly won't stop hunting; perhaps I'll be luckier next time.*

48 C Ed says: *The thief was arrested ... he'd buried the cash box and wouldn't say where it was. ... As soon as I got my first metal detector, I hunted in this place ...*

49 D Sally says: *You can be sure I'll go on hunting there.*

50 A Megan says: *I'd taken the metal detector I'd been given as a birthday present*

51 B Paul refers to metal detecting as a *profitable hobby.*

52 A Megan says she found *some bottle tops buried in the sand, and a tent pole.* These are worthless objects.

Writing

Part 1 p74

The answer should address these points:

Content The essay should give an opinion on whether it is a good or a bad idea for robots to do many of the jobs currently done by humans. The essay should consider a variety of reasons for the situation, including those given in the notes.

Communicative achievement The answer should be in an essay format with neutral or formal language. The target reader is a class teacher.

Organization Clear organization and paragraphing, with use of linking words where appropriate.

The essay should either provide an opinion in paragraph 1 and then present arguments to support this opinion OR consider both sides of the argument before giving an opinion in the final paragraph.

Language There should be level-appropriate vocabulary and use of functional language to describe, express opinion, give reasons, express contrast, make additional points, evaluate, and conclude.

Sample answer

We hear the word 'robot' more than we used to. In the past, robots were machines that looked like small humans. Commentators now think that robots will soon do many of the jobs done by humans.

Robots have done some jobs for many years, for example in car factories. They are now starting to do other jobs, for example, in hospitals where they can check patients and even decide their treatment. In future, it is likely that robots will do more everyday jobs, for example in food production and building. The public is reacting in different ways to this development. Some think that it would be good for robots to do more jobs because this will give humans more free time. There are others, however, who believe that it could be dangerous if robots start thinking for themselves.

I am sure that robots will do more human jobs, but I believe they should only do unpleasant or difficult work. They must not make too many people redundant or start to control humans.

(172 words)

Examiner's commentary

Content The candidate answers the question very competently. All the content points are addressed and fully expanded. Register and language use is consistently appropriate.

Communicative achievement The essay is very well written, using the conventions of the task effectively to hold the target reader's attention. The language is neutral throughout and the topic is treated in an appropriate way. Balanced views and opinions are given in a well-argued manner.

Interesting ideas – for example, the danger of robots controlling humans – are mentioned briefly.

Organization The text is well organized, and a range of simple cohesive devices is used. Paragraphing is appropriate, although the final paragraph where the writer expresses their own opinion is a little brief.

Language Language is well controlled, and a range of structures and vocabulary is used. Some awareness of less common lexical items is evident – for example, *reacting*, *redundant*.

Part 2 p79

Question 2

Content The email should be about a song or piece of music that the writer likes or dislikes, with reasons given for their choice.

Communicative achievement Informal language. Email format. Suitable for an English-speaking penfriend.

Organization Clear organization and paragraphing, with use of linking words where appropriate.

Language Describing, explaining, giving reasons.

Sample answer

Hi Sam,

Good to hear from you. Your class project sounds great! I'm sure you'll get some really interesting replies.

I've decided to tell you about a piece of music that I really love. It's called The Stranger from Limoise and it's a kind of slow French folk tune that I first heard when I was on holiday in France. Since then, I've managed to find a recording of it.

So, why do I like it? There are several reasons, but the main one is the melody which is sad and happy at the same time. Secondly, whenever I hear it it reminds me of that fantastic French holiday and takes me back to the square in a sleepy little village in the middle of the French countryside, when we saw people dancing to this tune. It was a magic sight which I'll never forget.

Good luck with your project.

Keep in touch

(153 words)

Examiner's commentary

Content All points are addressed. The piece of music is described briefly, and the candidate provides some clear reasons for their choice.

Communicative achievement Register is consistently appropriate: informal email language is used throughout.

Organization The writing has a natural flow, and a range of cohesive devices is used to good effect. The writing is well organized, and each paragraph has a clear focus.

Language A range of relevant vocabulary is used, including a number of less common lexical items, e.g. *melody*, *magic sight*.

Question 3

Content The review should give a description of a reality TV show and offer a recommendation, with reasons, to other people.

Communicative achievement Neutral language. Review format. Suitable for readers of an international magazine for teenagers.

Organization Clear organization and paragraphing, with use of linking words where appropriate.

Language Describing, explaining, giving reasons, recommending.

Sample answer

Maybe you're tired of reality TV shows because they are so similar to each other. Last night, however, I watched one I'd never heard of before. It was called Parent Swap, and was quite different from the others.

Two families with teenage children meet and spend a few days together in a hotel to get to know each other. When they leave, the teenagers swap families. In other words, one teenager from each family goes and lives with the other family.

This sounds quite a simple idea, doesn't it? But what makes it interesting is that the producers choose very different families. In last night's programme one family was rich and lived in a large country house, while the other was poor and lived in a small inner city flat.

Personally, I enjoyed seeing how the teenagers involved adjusted to life in a family very different from their own. Most of them coped very well. If you're my age, I think you'll enjoy Parent Swap. Try it at least once.

(170 words)

Examiner's commentary

Content All parts of the question are addressed. There is a clear description of the programme and sufficient information to enable the reader to decide whether or not to take up the writer's recommendation.

Communicative achievement Register is consistently appropriate throughout. The conventions of a review are, on the whole, followed. The style is appropriate for a teenage audience, and the writer speaks directly to the reader on a number of occasions.

Organization The structure of the text is well organized and coherent. There is a good introduction to the topic and the final closing sentence suggests people watch the programme 'at least once'.

Language A range of everyday vocabulary specific to the topic is used appropriately.

Question 4

The answer should address all the points listed in the question and include the first given line of the story, and mention a thunderstorm and a stranger.

Content The story should follow on from the given prompt and is a submission for an English-language magazine for young people.

Communicative achievement Neutral language. Story format.

Organization Clear organization and paragraphing, with use of linking words where appropriate.

Language Narrative tenses, discourse markers, direct or reported speech.

Sample answer

Jo was an hour from home when she noticed that her bicycle had a flat tyre. She'd been playing football in a neighbouring town and was cycling home. At first, she just thought the road was rather bumpy, but when she looked she saw that there was no air in her tyre.

She couldn't ride any further without damaging the wheel, so she decided to mend the tyre. She got off her bike, walked to the edge of the road and turned her bike upside down. Then she heard thunder and felt a few spots of rain. She ran with her bike to shelter under a tree.

'That was bad luck,' said a voice, 'getting a flat tyre in a storm.' Jo turned round and saw an old woman.

'I don't mind getting wet,' said Jo. 'But I still have a half-hour bike ride home.'

'I could give you a lift,' said the old woman.

'That's very kind, said Jo, 'but you don't have a car.'

'You're right,' said the old woman, smiling, 'but my son does. He's coming to pick me up.'

(183 words)

Examiner's commentary

Content The story follows on from the prompt in an appropriate way and includes mention of a thunderstorm and a stranger.

Communicative achievement The narrative is easy to follow and has a satisfying conclusion.

Organization The organization is clear, and the story holds together very well.

Language There is an appropriate range of vocabulary. A number of less common lexical items are used with some skill (*neighbouring, bumpy*), and there is evidence of knowledge of some idiomatic language (*a few spots of rain, give you a lift*). A variety of structures is used, and direct speech and narrative prose combine appropriately.

Question 5

Content The article should be based on the set text that the candidate has studied. It should briefly outline the story. The second paragraph should describe the ending and show how this follows on from what has gone before. In the third and final paragraph the candidate should say how effective they find the ending and, if relevant, provide a different, better alternative.

Communicative achievement The answer should be in article format, using neutral or formal register.

Organization Clear organization and paragraphing, with use of linking words where appropriate.

Language There should be level-appropriate vocabulary and use of functional language to describe a story, give opinions, and give reasons.

Sample answer

The plot of [title of set text] is quite complicated, and involves a lot of different characters. As the story progresses, we see how these characters know one another, and how their actions impact on each others.

At the end of the story the six different people meet in a small hotel on an island off the west coast of Scotland. This is where they must face a dark secret that has affected all their lives. At the very end, Dr Johnstone reveals that when the characters were newborn babies, he swapped them, to see how their lives would be different if they were brought on by another parent. Hearing this news, Katy attacks the doctor, and accidentally kills him. The others all agree to keep their secret, and burn the hotel down.

In my opinion the ending is a bit too dramatic. I didn't feel it was effective because it was hard to believe a caring character like Katy would do something so terrible. I would have preferred if the six decided to tell the world what the doctor had done. This would be more realistic.

(187 words)

Examiner's commentary

Content The candidate has followed the instructions and fully answered the question about the ending of the story. The article expands on the ideas, giving examples from the book.

Communicative achievement The candidate uses the conventions of the task with some flexibility and style. The target reader's attention is held throughout.

Organization The text is coherent and well organized into paragraphs. A range of linking words and cohesive devices is employed (*At the end of the story ..., In my opinion ...*).

Language The candidate uses a range of vocabulary and grammatical forms with a good degree of control. Functional language to express opinions is employed effectively (*I didn't feel ..., I would have preferred if ...*).

Listening

Part 1 p80

- B** The speaker says: *I used to get annoyed, because it seemed that Helena could get away with doing things that I'd never been allowed to do – it didn't seem fair to me.* This suggests that their parents were less strict with her sister.

A The speaker says that she was *more sociable* than her sister, but doesn't mention how often they went out.

C The speaker mentions going to university next September.
- A** The speaker says: *We're launching it [new album] here in London two weeks today. I'm really excited!*

B The speaker says that she flew to the States to perform. This means she has been to America recently.

C The speaker mentions that the album launch is in two weeks, but doesn't say whether she will stay in London for that time.
- C** One of the speakers says: *It always feels more of an occasion in the evening, doesn't it?*

A The woman says she would prefer the evening, but this is before they decide which film to see.

B The woman says she would prefer the evening, but doesn't mention if she is busy during the afternoon.
- B** The speaker says: *Your passport ran out three weeks ago.* *Run out* means expired, or out of date, in this context.

A The speaker mentions having the passport with him at the time.

C The man has just got off a plane, but there is no suggestion that he was on the wrong plane.
- A** The teacher says: *In the end, it's up to you, Shaun. To make up your own mind* means to decide on something.

B Shaun only says that his parents disagree with his choice of optional subjects: *my parents think they wouldn't be very useful ... in the future.*

C The teacher does not tell Shaun which subjects to choose.
- B** The speaker says: *In the first half, very little happened. ... But, after half time, it all suddenly came to life.*

A The reporter says *it wasn't the most thrilling game I've ever seen*, although it became more exciting as the game progressed.

C The speaker mentions the game getting better after half time, when *it all suddenly came to life.*
- C** The speaker says: *amazingly, they [the parents] were in bed and still fast asleep.*

A The speaker says the window broke, indicating that there was damage to the house.

B The speaker mentions his sister *looking very scared.*
- B** The speaker says: *My father had been scared of dogs ever since he was bitten on the arm as a small boy. So I guess that's where my phobia came from.*

A The speaker's father was bitten, but the speaker doesn't mention a similar incident.

C The speaker mentions avoiding visiting people who owned dogs, but not that he was attacked by one.

Part 2 p81

- understand** The auxiliary verb *don't* is followed by a verb. The speaker says: *Lots of us are frightened of lightning and its almost strange power, perhaps because we don't understand it.*

- strikes** The adverb *never* needs to be followed by a verb. The speaker says: *Perhaps the most well known of these is that lightning never strikes twice.*
- location** The adjective *physical* needs to be followed by a noun. The speaker says: *some places are more likely than others to be struck by lightning. This is usually to do with their physical location.* *Location* means place.
- the open** The speaker says: *And as for people, I read about a Canadian park worker who spent a lot of his time working in the open and was actually struck seven times.* The phrase *in the open* means outside.
- downwards** An adverb is required to describe the direction of travel. The speaker says: *Another common belief is that lightning only comes from the sky and in a downward direction.*
- weather conditions** The definite article indicates that a noun phrase is required. The speaker says *lightning is associated in most of our minds with certain weather conditions – particularly rainstorms or changes in temperature.*
- Photographic** An adjective is required before the noun, *evidence*. The speaker says: *There is plenty of photographic evidence that shows lightning accompanying eruptions.*
- large orange** The indefinite article indicates that a noun phrase is required. The speaker says: *Glowing balls about the size of a large orange and of many different colours seem to float slowly in the air.*
- outside activities** The definite article indicates that a noun phrase is required. The speaker says: *The first thing to do is to avoid outside activities, particularly open-air sports, like golf and fishing.*
- electrical devices** A noun phrase is required. This should describe a set which includes the examples. The speaker says: *You should also unplug electrical devices like computers and televisions, because they can be damaged by the sudden increases in electrical power ...*

Part 3 p82

- D** The speaker says: *In my experience, the arrival of spring affects people, too. Everyone seems to walk around with a smile on their face.*
- F** The speaker says: *... autumn is the best season for several reasons ... maybe because my birthday is in the middle of September, actually the day before my father's birthday.* These are all examples of personal connections.
- B** The speaker says: *It hasn't always been like this; until I was about twelve, I loved spring as much as anyone else, but then suddenly one year, it all changed.* This indicates that a contrast, and therefore a difference in feeling.
- H** The speaker says: *For me, the only thing I didn't like about the summer was getting bitten by insects. Only one [bad] thing* and one disadvantage are synonyms.
- E** The speaker says: *It's the time of year when my mother cooked some of my favourite meals and we'd all sit round the table eating and chatting.*
A, C, and G are not used.

Part 4 p83

- B** Ruby says: *I'm just an ordinary seventeen-year-old girl who lives a normal life at home with my family.*
A The interviewer mentions that Ruby *is making an international name for herself*, meaning becoming famous worldwide, but Ruby doesn't describe herself in such terms.

- C The interviewer mentions Ruby's ability, but Ruby describes herself as an ordinary seventeen-year-old.
- 25 **A** Ruby says: *To be honest, I don't remember much about those early lessons.*
B Ruby says: *I certainly never made a fuss about going to lessons.*
C Ruby says: *I think I enjoyed them,* so is unclear on this.
- 26 **A** Ruby says: *One day my music teacher came round to our house and spent an hour talking to my parents. Afterwards, they told me that my teacher wanted to put me in for a national competition for under-ten-year-olds. That really made me want to go on doing it.*
B Ruby mentions passing exams before other children, but not that this made her decide to take the violin more seriously.
C Ruby mentions watching TV with friends as being just a thing she did, not an influence on her future.
- 27 **C** Ruby says: *They stressed that I couldn't have any time off school and that I'd have to keep up with all my schoolwork. But I didn't mind that.*
A Ruby says she wasn't allowed to take any time off school.
B Ruby mentions the other children, but not whether she would discuss the competition with them.
- 28 **C** Ruby says: *... by the time the competition came, I was exhausted.*
A Ruby says *it was a little scary,* but doesn't suggest she was very nervous.
B Ruby says *it was a little scary,* which suggests she wasn't relaxed.
- 29 **A** Ruby says: *I really enjoyed the day and it was such an honour to take part in the competition.*
B Ruby says: *I didn't mind not winning.*
C Ruby says: *playing the violin was something I enjoyed so much that I wanted to go on doing it for the rest of my life.*
- 30 **B** Ruby says: *I'm lucky enough to be able to do what I like doing.*
A Ruby says she performs as a soloist because that's what other people want.
C Ruby says: *for the most time, I'm still an ordinary girl who goes to school and lives with her family.* This is a normal situation, though, and not one that she feels fortunate to be in.

Practice Test 3

Reading and Use of English

Part 1 p86

- 0 **A aim** An *aim* is an ambition or goal.
- 1 **A caught** The correct expression here is *something catches your attention*. You give someone or something your attention. *Pay attention to something* means *focus your mind on something*.
- 2 **D take** The correct expression is *take ... interest in something*. *Create interest* means make something interesting to other people. *Gain interest* means people become interested in you.
- 3 **C connection** A *connection with someone/something* is an understanding of, or relationship with, a person or thing.

- 4 **C choice** The expression is *have no choice but ...* meaning *have no other option* except the one named.
- 5 **A advantage** The expression *take advantage of* means *use something that is available*. You *take the opportunity to do something*.
- 6 **D therefore** *Therefore* means *for this reason*. *Although* and *however* express contrast, while *moreover* introduces supporting information.
- 7 **C keeping** The phrasal verb *keep up* means to continue or maintain something at the same level; *get up* means *rise*, while *set up* means *start something new*.
- 8 **B assist** *Assist someone in doing something* means *help someone do something*. *Allow* and *permit* are followed by a full infinitive and *let* by an infinitive without *to*.

Part 2 p87

- 0 **one** To give a single example of something, we use *one of*.
- 9 **was** The simple past of the passive (*was known*) is used because *once* indicates past time.
- 10 **in** After a superlative (*the largest fruit and vegetable market*), we use the preposition *in* to describe the category in which it is the largest, here *in the country*.
- 11 **which** The relative pronoun *which* refers back to *the famous square* and completes the non-defining relative clause.
- 12 **up** The phrasal verb *be made up of* means *consist of*.
- 13 **than** The structure *more than* is used with a number or an amount to show comparison, meaning *a greater number than (200)*.
- 14 **can/will** A modal verb of possibility (*can*) or probability (*will*) is needed before the infinitive *find*.
- 15 **at** The preposition *at* is used with *times*.
- 16 **over/around** The phrases *all over/around the world* mean *all parts of the world*.

Part 3 p88

- 0 **fitness** The use of the possessive pronoun *your* indicates that the noun form is needed.
- 17 **daily** The adverb *daily*, meaning *every day*, is needed to indicate how often the activity should be done.
- 18 **strength** The use of the possessive pronoun *their* indicates that the noun form is needed.
- 19 **performance** The possessive pronoun *your* and adjective *mental* indicate that the noun form is needed.
- 20 **harmful** An adjective form is needed since the gap is preceded by *the* and followed by a noun.
- 21 **gradually** An adverb is needed to follow the phrasal verb *build up*.
- 22 **choice** The indefinite article *a* followed by the adjective *careful* indicates that the noun form is needed.
- 23 **protection** The structure is *offer someone something*, so the noun form is needed here.
- 24 **heat** The noun form is needed here after the verb *keep in*, and *body* is used here as an adjective.

Part 4 p89

- 0 **looking forward to hearing** The phrase *be keen to* is replaced by *look forward to* and is followed by the *-ing* form of the verb *hear*.
- 25 **had/took a close look** The passive construction changes to active, and the phrase *had/took a close look* replaces *examined closely*.

- 26 **had arrived in time** *If ... wouldn't have* shows that a third conditional is needed; the phrase *in time* means *with enough time to spare*.
- 27 **said a word** The adverb *hardly* is followed by an affirmative verb form; the auxiliary *has* and the time phrase *this evening* indicate that a present perfect form is needed.
- 28 **not have enough money** To say that something is *too expensive for you* indicates that you do not have enough money to pay for it.
- 29 **rather you didn't/did not** The phrase *I'd rather* is followed by an object and the past form of the verb. In this case it is negative because the preference is for something not to be done.
- 30 **to keep an eye on** The phrase *keep an eye on (something)* means *watch (something) carefully*.

Part 5 p90

31 C Paragraph 1

The writer states: *The appeal for young travellers was clear: expensive hotels were not mentioned, which attracted those managing on a limited budget. Limited budget suggests little money.*

- A** The guides *emphasized the importance of ... meeting local people*, but they did not explain how to make friends.
B While the guides *emphasized the importance of spending time in a country and taking the time to get to know other cultures*, the writer does not say that they gave any new information about the cultures.
D While the guides encouraged *spending time in a country and taking the time to get to know other cultures*, there was no suggestion that trips should be very long.

32 C Paragraph 2

The phrases *a tendency to make decisions spontaneously* and *a willingness to cheerfully adapt* highlight their enjoyment of the unexpected.

- A** The writer mentions the Wheelers' use of unreliable transport bringing out their willingness to cheerfully adapt.
B Their *tendency to make decisions spontaneously* suggests that they did not seek practical advice in advance.
D They saw that tourists needed information *on where to stay and how to survive*, not good facilities.

33 B Paragraph 3

The writer stresses: *the main selling point was that they produced guidebooks to places nobody else investigated*. The fact that nobody else investigated the locations suggests they were unusual.

- A** The writer says that today *they have to sell enough books to remain profitable*, but does not compare its sales to that of the competition.
C The writer states: *they prefer not to use advertising*.
D Today's *Lonely Planet* writers cover almost everywhere, but we are not told in the third paragraph that the number of writers made *Lonely Planet* books different.

34 D Paragraph 4

Tony says: *it's always valuable to know what's happening* and that *keeping up to date is the key*, suggesting that they achieve this partly through reader feedback.

- A** Tony says: *complaints from readers are often beyond our control ... but of course it's always valuable to know what's happening*, suggesting that there are good reasons for the complaints.

B Tony says *complaints from readers are often beyond our control*, but this doesn't mean that writers need to be controlled.

C Tony mentions that feedback is often about prices going up, but he doesn't say that they pay readers anything for their feedback.

35 B Paragraph 5

The Wheelers say: *you need to honestly consider [if] you really want excitement or moments of discomfort*, suggesting that adventure is not for everyone.

A They mention that *if you are interested in culture, this will affect where you go*, but not that all travellers should focus on culture.

C They say that *you should only travel for as long as you're happy to be travelling*.

D They say you should consider *what the options are for getting there and travelling around*, but do not mention convenience.

36 C Paragraph 6

The writer says building the company *was never easy* and that the Wheelers *had to take months off [other jobs] to do research*, suggesting they overcame many challenges.

A The writer says that the Wheelers *had to take months off to do research* but that *they would still love to repeat that life-changing trip*, which suggests they are not tired of travel or research.

B The writer says that *it was never easy*, but there is no suggestion that they regret the time spent travelling.

D The writer says that *the books have inspired many to follow in their footsteps and see the world*, but not that the Wheelers have inspired others to write.

Part 6 p92

- 37 **D** The words *strength* and *determination* refer back to the other women looking *confident and extremely fit*, and this idea is continued in the following sentence: *In fact ..., I made it my mission to be at the peak of physical fitness ...*
- 38 **F** The phrase *this preparation* refers back to the ten days spent getting used to the environment and training on the ice. The slow progress they made is explained by the *terrible conditions* referred to in the following sentence.
- 39 **A** *This trip* refers back to *trekking solo to the South Pole*; *I'd be alone* refers back to *solo*, and *I felt differently* is focussed on in the following sentence: *Other people were also concerned for my safety*.
- 40 **E** The phrase *physical difficulties* refers back to having to drag a 120 kg sleigh, while *the emotional ones* are addressed in the following sentence: *I missed my family terribly*, which is introduced by the phrase *For example*.
- 41 **B** The phrase *At the same time* adds another challenge – lack of sleep – to the difficulties already described in the previous sentences. The phrase *hardly any sleep* refers forward to the phrase *cut back so much on the amount of rest I had*.
- 42 **G** *That's why I never thought about giving up* refers back to the challenge suggested in the phrase *No woman had ever done this*. The phrase *I had to admit defeat* in the following sentence refers back to *giving up* in sentence G.

Part 7 p94

- 43 **B** Amanda says: *It's virtually impossible just to go along to your local pool ... There are so few occasions when it's empty enough to practise without other people around*.