

Test 3

PAGE 80
Reading and Use of English Part 1

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

1 A
if you are unable to *resist* something, you know that it is wrong but you do it anyway. In this context, the writer is saying that burglars cannot stop themselves from eating food they find in houses, even though this may slow them down. It is possible to *decline* or *refuse* food, but only when it is offered to you.

2 D
premises is preceded by the preposition *on*. *Premises* refers to both buildings and land that an organization, company or person owns. *Houses*, *locations* and *grounds* take the preposition *in* in this context. It is also unlikely that burglars would find food in *grounds* e.g. areas of land around a house.

3 B
tendency is the only abstract noun here which fits the structure *There is a _____ to do something*. It means that in general, whenever burglars eat food in someone’s house, they tend to leave some of it behind.

4 C
hope is the only abstract noun that fits the structure *in the _____ of + ing*

5 B
We can use *reliability* to describe how well a test, process or method works, and if they work well all the time. The rest of the paragraph talks about how certain foods produce good DNA results, but other foods do not.

6 B
The expression *to limit yourself to something* means that you only allow yourself to use, take or do something in a small amount. You can *ration* food or supplies, and to *restrain* someone or something means that you do not allow them to act, move or behave in a certain way.

7 D
remains can refer to the part of a meal that is not eaten

8 C
In this context, *virtually* means ‘almost’; in other words, the chocolate was not at all helpful in providing DNA evidence. ‘*hardly useless*’ would be an unusual combination, but it would mean ‘it is not useless at all’. The adverb *extremely* can only go with gradable adjectives.

PAGE 81
Reading and Use of English Part 2

- 0 **whom:** *whom* is a relative pronoun used to refer to a person/ people, and which often follows a preposition, e.g. ‘of’.
9 **were:** *were* is the auxiliary verb forming part of a passive structure – *In a recent study, 725 participants, ... , were presented with a moral dilemma*.
10 **because:** *because* is used here to introduce the reason why the workers are in danger.
11 **so:** *so* is followed by *that* to show the purpose of the previously stated action.

- 12 **it:** *It* forms part of a passive construction; instead of saying ‘Scientists found that ...’. the writer says *it was found ...* to introduce the results of the experiment.
13 **by:** the preposition *by* is often used to show how something is done or achieved.
14 **in:** the phrase *in life* is often preceded by ‘early/earlier’ or ‘late/ later’.
15 **this:** *this* refers back to the whole concept expressed in the previous sentence i.e. *Breaking a moral code by killing the bystander seems easier to do when considering the problem in a language learnt later in life*.
16 **more/better:** The writer is saying that when people think in a foreign language, they think in a less emotional way, and as a result of this, they are more/better able to think in a pragmatic way instead.

PAGE 82
Reading and Use of English Part 3

17 breakable 18 naturally 19 application 20 stabilise/stabilize
21 technological 22 energetic 23 beneficial 24 replacements

PAGE 83
Reading and Use of English Part 4

- 25 was no need][to have made
26 more][to do with his
27 was (about/high) time (that)][he took/started taking
28 recognized Takeshi][due to
29 not have kept][that information from
30 would have/get][the rubbish taken/someone take the rubbish

PAGES 84–85
Reading and Use of English Part 5

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

31 D
The writer says that *if you think* [humans] *are the only creatures with a moral sense ... you’re in good company*. This simply means that many people believe this to be true. The writer is not saying he agrees. He also disagrees with *most experts* by saying yet *I’m convinced that many animals can distinguish right from wrong*. A *misconception* means ‘a wrong belief which many people have’.

32 A
The writer says *Biologists have had real problems trying to explain why people are frequently inexplicably nice to each other ... Perhaps we expect a payback somewhere down the line, or maybe our good deeds are directed only towards kin*. The word *inexplicably* means ‘impossible to explain’. The use of *perhaps* and *maybe* also suggest a lack of certainty.

33 C
The writer states ... *on the rare occasions when an animal says ‘Let’s play’ and then beats up an unsuspecting animal, the culprit usually finds itself ostracized by its former playmates*. ‘*Let’s play*’ suggests the animal wants to engage in non-aggressive social play. *To beat up* in this context means ‘to attack aggressively’ – so the animal is not following the rules of social play. To be *ostracized* means that an individual is ignored or excluded by others.

34 D
The writer says *If I’m right, morality evolved because it is adaptive. It helps many animals, including humans, to survive and flourish in*

their particular social environment. In the writer’s opinion, therefore, moral behaviour [morality] developed [evolved] in such a way that it would help people to survive.

35 D
The writer says that ... *provided virtue is rewarded by a greater number of offspring, then any genes associated with good behaviour are bound to accumulate in subsequent generations*. A simpler way of saying this is if good behaviour results in a greater number of ‘children’, then any genes connected to good behaviour will probably increase in future generations.

36 B
The writer says *First, we didn’t invent virtue – its origins are much more ancient than our own. Secondly, we should stop seeing ourselves as morally superior to other animals*. He is suggesting that people should not believe humans invented moral behaviour nor believe that we are morally better than animals.

PAGES 86–87
Reading and Use of English Part 6

37 D 38 B 39 C 40 D

37 Reviewer B refers to the extent to which economists might share Roscoe’s viewpoint when she says *We economists construct models ... because they are useful pointers. Of course we think economics is at the centre of things ... but that is a far cry from (not the same as) believing that economics explains everything that goes on in people’s lives. But without it, the ability to understand what is going on, price options accordingly and be able to make informed decisions would be reduced. Philip Roscoe does not agree*. In other words, the writer is saying that economists believe that economics can and does help people make good choice, whereas Roscoe does not.

Reviewer D shows he has a similar opinion to B when he says *Economists will not always be persuaded by Roscoe’s accusations as his economic research is, at times, quoted rather too selectively* [referred to in a way that suits Roscoe’s purpose]. *Indeed, having once worked in the field* [of economics] *myself, I would say that it is not economics itself that is at fault but the particular use of certain types of economics as political and financial justification*. Writer D is also saying that economists and Roscoe have different views on the influence of economics.

38 Reviewer B’s opinion about the persuasiveness of Roscoe’s argument is shown in the sentence *I was hoping for deeper insights into the nature of economics, but by the end of what is otherwise a very readable and entertaining book, I wasn’t any the wiser*. [I hadn’t learnt anything useful.] The other reviewers are much more positive:

Reviewer A says *Roscoe makes a convincing case for the way economics has commodified aspects of our lives*.

Reviewer C states *Roscoe sets out a credible* [very believable and convincing] *line of reasoning ... an edifying* [informative] *and yet gloomy read*.

Reviewer D *On the whole, Roscoe reinforces his argument with logic and indisputable data that neither consumer nor economist can ignore*.

39 Reviewer A supports Roscoe’s use of online dating as an example of how economics has had a negative influence on human behavior in the following sentence: *online dating substitutes a calculated approach* [it’s too scientific and artificial] *to finding the ‘right’ partner for the spontaneity of a serendipitous* [lucky] *encounter* [meeting]. The word ‘right’ is in inverted commas to show that the reviewer believes that this adjective is incorrect.

Reviewer C says *Using dating sites as an example of the insidious* [dangerous] *influence of economics, he masterfully debunks* [discredits] *the notion* [the idea/belief] *that we can use surveys and statistics to create perfect relationships and that partners should ever be commodities to be compared and consumed*.

40 Reviewer A praises Roscoe’s style: *He gives us an incisive*, [perceptive] *and truly engaging* [written in an appealing way] *critique of a doctrine still shaping our society*.

Reviewer D has a negative view of Roscoe’s style: *However, it’s a pity that he takes so long to do so* [to make his good points]. *The early sections on the history of economic theory are dryly academic; lacking the drive and power of the rest of the book*.

PAGES 88–91
Reading and Use of English Part 7

Further Practice and Guidance (pages 90–91)						
1 a	2 b	3 b	4 c	5 a	6 b	7 c
8 b	9 c	10 b	11 c	12 a	13 a	14 b
15 a						

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

41 G
The connection between the text above 41 and G is *this seemed more like a military operation* and *But that, however, was exactly what it was*. The writer is saying that in reality, this expedition was was a real military operation. It also mentions in G that the writer was not a soldier and in the text below G, the writer says that Mark, the leader, would not be responsible for him – because he is a civilian, and not a soldier.

42 D
In the text above 42, Mark promises not to let the writer fall, in other words, he will keep him safe. D begins with *Despite that reassurance*. To ‘reassure someone’ means to promise a person something in order to remove anxiety or fear.

43 F
In the text above 43, Mark explains all the reasons why climbing Mont Blanc is a dangerous challenge. F begins with *To add to my apprehension, it was this same route that had beaten me the last time around*. The writer suggests that travelling on the same route is an additional fear to others that Mark has already mentioned. F also connects to the text under 9: the writer says that the soldiers did not appear *too fit*. Then he says that *looks* (appearances) *can be deceptive*. He is saying that he was wrong about the fitness of the soldiers.

44 A
In the text above 44, the writer says that he had *turned back* or given up on the route up the Col two years ago. Option A begins with *This time ... I was having better luck*. He is saying that he is having more success on the same route on this expedition. A also connects with the text under 10: the writer says that *everyone was suffering*. The next piece of text begins with *Even digging snow pits for the tents was a real struggle*. Digging the snow pits was extremely difficult because everyone was suffering from exhaustion.

45 E
This paragraph finishes with the writer believing *at least the worst was over*. The text under 45 says *I couldn’t have been more wrong* and continues *the descent made everything that had gone before seem easy*. The writer is admitting that he made a mistake – that the ascent to the top of the mountain had been easier than the descent to the bottom.

46 B

This paragraph begins with *It looked like the decision had been made for us*. This refers back to the previous text that mentions that the soldiers were forced to change direction because a large piece of ice was blocking their route. B finishes with the writer mentioning how easy it is to make a mistake. The text under 46 then says that he slipped and was unable to stop himself from falling.

PAGES 92–93
Reading and Use of English Part 8

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

47 C

The writer says *the bulk of my income went towards the science* [most of my income was spent on science] *I did rather than to improve the standard of living enjoyed by me and my wife. I saw no point in acquiring the latest equipment, because I knew that such apparatus was probably 10 years out of date already and that I could invent it myself.*

48 B

The writer comments *No doubt the few surviving dinosaurs* [another species] *60 million years ago felt the same about the safer mammalian world* [the world of animals] *that was thrust upon them*. The writer is making the general point that a degree of danger should be part of scientific discovery, and that now, because a lot of science is carried out by computer stimulation, it is not as thrilling as it once was.

49 D

The writer explains that *The crux* [root of/reason for] *of invention is always necessity. In other words, people invent things because there is a great need for them.*

50 A

The answer comes from *soon, I worry, we face a life in which society sees an outstanding brain as like a nail that stands out and which must always be hammered in.*

51 B

The writer says that *In today's world, more and more, the exciting and slightly dangerous experiments once done with chemicals, high voltages and radioactive substances are now generally done by computer simulations. From my viewpoint, science lost its glamour* [its exciting and magical quality] *about 30 years back ago.*

52 D

The writer complains that *the recently devised process* [new system] *of peer review* [reviews and support from other scientists] *is prejudiced against outsiders and loners. The few lone scientists now in existence find it almost impossible to publish their work and ideas* [disseminate their research] *in scientific journals*. In other words, unless a scientist has worked in a collaborative way with other scientists, scientific journals will not publish their work.

53 A

The answer comes from *Science, he* [Lehrer] *wrote, was now so complex and expensive that only governments and corporations could afford to support the teams required.*

54 C

The writer states that *I have always, from childhood on, regarded science as a calling, a vocation, never as a career.*

55 A

The writer makes the point that *a Faraday or a Darwin* [a scientist like these kinds of men] *would be buried in paperwork and obliged to spend their time solving problems concerning health and safety*. The writer is implying that there are too many regulations regarding health and safety – and that these stop scientific progress.

56 B

The writer says that *It is a mistake to regard a lone scientist as an unnatural or pathologically disabled person* [someone who is unable to relate to other people]; *I do not think that I was disabled or even lonely.*

PAGE 94
Writing Part 1

Model answer for Question 1 (Essay)

The lack of affordable housing in many urban centres around the world is a growing problem. It will only get worse as populations grow and there is increased migration from rural areas. This is not an issue any government can ignore.

One solution to this crisis might be the development of high-rise buildings. Tower blocks and skyscrapers are already a common feature of the landscape in many cities, and obviously take up less land than other kinds of housing. However, there should be clear rules in place that architects and developers have to follow. It is too often the case that the quality of such buildings is poor; the insulation is insufficient, there is little natural sunlight and there are no outdoor spaces for recreation. Tall buildings can only be considered a solution if they offer a decent quality of life.

The other possibility is the planning and construction of smaller homes. At the moment, most new homes are designed in a standard way – that is – with two or three bedrooms to accommodate a family. However, many people are now choosing to live alone, or to have smaller families or to retire to smaller properties. By building smaller houses, these people would have greater choice and would be able to rent or buy something within their budget.

Overall, I would say that the second approach is the preferable one as people generally prefer to live in their own defined space. Tall-buildings may sometimes be necessary, but they cannot really provide tenants with a real sense of ownership.

PAGES 95–96
Writing Part 2

Further Practice and Guidance (page 96)

A detailed study: Informal letter

Communicative achievement

You would probably want to make your friend feel less nervous and more confident. You could achieve this by giving helpful advice and by reassuring your friend that interviews are not as frightening as some people imagine they are.

Content

- a description of an interview that you experienced (second para.)
- advice about what to do and say in an interview (third para.).

Starting

(c) is the best answer. It can be used to start most letters which are responding to a friend's letter (unless your friend has told you about some very bad news).

(a) This is simply copying the question – which you should never do in Paper 2. It is also a strange way to start a letter.

(b) This is more suitable for a very formal letter.

Finishing

(d) is the best answer. It is used to wish somebody luck.

(e) This is a common way to end many informal letters, but in the sample letter, there is no mention of a future arrangement.

(f) The writer of the sample letter is giving help, not receiving it.

Language (phrases and phrasal verbs)

on top of = in addition to

it'll stand you in good stead = it'll help you prepare for the future and give you an advantage

started off = began

to figure out = to understand

in your case = in your situation

this goes without saying = I don't need to say this because it is obvious

come out with = suddenly say

back it up = support

Model answer for Question 4 (Review)

Which tent? The Explorer 5X vs The Trail Blazer

At first glance, the Explorer 5X tent was exactly what I was after. Four of us had planned to go camping in the Lakes, we had limited space in our car, and none of us were experts at putting up a new tent. In the shop, the tent was already erected and it seemed spacious, bright, and solid. The shop assistant assured me it was a state-of-the-art piece of camping equipment, and that it was relatively straightforward to put up. The price at \$499 seemed reasonable, so that helped make my mind up. A week later, in the Lakes, we found ourselves struggling to understand the written instructions. There were no pictures to help us. Even when we had finally assembled the tent, some of the cords were not long enough to reach the poles. We also discovered to our horror that the tent leaked at the connection points.

To give the shop its due, when we returned the tent, they did not hesitate to offer a refund when we explained the problems. However, we'd already scheduled another camping trip for the summer break, and so we needed a replacement. In the end, we settled on the Trail Blazer. Although it only came in a dull green, we were told that the fabric was definitely waterproof and we were happy to see the illustrated instructions. The tent also came with spare cords and tent hooks. I'm happy to say that the Trail Blazer was far easier to erect, and did a much better job of keeping off the rain. Great for amateurs!

PAGE 97
Listening Part 1

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

1 C

Marian says that ... *people ... look for anything that can connect you to them*. She then gives an example of how a stranger told her about a child she had given up for adoption because she thought that Marian had, too, because of a story she had written. Marian adds that the woman *thought I was someone who could relate to her* [understand her because they had similar experiences].

2 B

Marian implies that people are generally unhappy when she says *I think the world's become a rather depressing place for many people, and it's comforting for them to read about the misfortunes* [unhappy events/bad luck] *of others*.

3 A

The man says that when he was a child he never expected to receive gifts except on his birthday. He implies that by screaming, his son will usually persuade him to buy whatever he want, whenever he wants it. He adds *He's not the only one I've seen using that trick* – which suggests that it is common behaviour for young children.

4 C

The woman says that *we can't be bothered* [we do not want to make the effort – because]. *We can now buy a lot for little money. We've got used to buying inexpensive, easily replaceable things.*

5 A

Kesaia says that the Europeans *brought cotton with them, and this was welcomed with a great deal of enthusiasm. It was much easier to work with ...*

6 B

Kesaia explains that some of the people who make tapa cloth *rely on it for survival – I mean the income it brings in, it can support a whole family*.

PAGE 98
Listening Part 2

7 windy 8 size 9 identification skills 10 fitness training/fitness 11 dolphins 12 light/darkness 13 blue bell
14 report

PAGE 99
Listening Part 3

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

15 B

Callum says that *When people find out what you do, their response is always positive ... they're always curious to learn more* [they want to know more]. *Most people are fairly ignorant* [they don't know much] *about geology, but when it comes to volcanoes, they don't hold back with the questions* [they don't limit the number of questions they ask].

16 A

Callum says that *it was on a field trip* [a research trip to a place of interest – in this context, a volcano] *that I saw my first eruption way down a crater. I was simultaneously quite terrified and quite amazed by the power of it all. I knew at that moment I would have to switch fields* [I instantly knew that I would have to change my area of study/change my career] ... *that volcanoes would be a lifelong fascination* [that I would always be interested in volcanoes].

17 C

Callum talks about a time when he was flying over a volcano and it was suddenly too dark to see where they were going. He admits that the situation is *All my fault, I'm afraid. I should have known better ... I had this awful sense of responsibility for putting Jack* [the pilot] *into that position* [that dangerous situation].

18 A

Callum says that *I can't say I've got used to the reporters, though* [he still feels uncomfortable dealing with reporters]. *It can take a great effort on my part to remain patient* [I have to try very hard to be patient] *with them when a volcano's going off and I'd rather be monitoring the equipment*.

19 B

Callum says *something that students don't anticipate* [expect] – *that they'll need to be able to produce papers concerning their research findings, and that therefore a good command of written English is vital* [it is really important that they are able to write clearly and effectively].

20 D

Callum says that *The thing about volcanoes is that ... you still never really know what's coming next. I like the element of surprise in my work, more so than having to work to a schedule which is what making a TV series seems to be all about.* In other words, he is saying that he is never sure what a volcano will do, which he likes, whereas you always know what you are doing when you follow the schedule of making a TV programme.

PAGES 100–101
Listening Part 4

Further Practice and Guidance (page 101)											
A detailed study											
1 N	2 N	3 N	4 Y	5 Y	6 N	7 N	8 Y	9 N	10 Y	11 N	12 N
13 Y	14 N	15 Y	16 N	17 N	18 N	19 N	20 Y	21 N	22 N	23 Y	24 N
25 N	26 Y	27 N	28 Y	29 N							

21 E 22 C 23 H 24 A 25 G 26 G 27 F
28 E 29 H 30 B

Speaker 1

21 E 26 G

The first speaker says *But without my smartphone, it'd be near impossible to know what was going on.* [what was happening] *It's the only way I can get to view the status* [find out about the progress and development] *of different orders and contracts on our database, and if needs be, it means I can chase up* [urgently remind] *anyone who looks like a weak link in the chain of operations* [someone who isn't doing their job properly]. The speaker also says *Having the phone means that I'm always in the loop* [I know what's happening at work] *and can keep an eye on things* [I can stay in control] – *and I'm grateful for that.*

Speaker 2

22 C 27 F

Speaker 2 says *it* [the area where I live] *can be a bit creepy* [scary]. *What it* [the app] *does is allow you to turn on the lights and TV, or your sound system or whatever, from wherever you are. So I reckon that'd scare off any would-be intruders and it means I can come home to a less intimidating* [threatening] *situation.* The speaker also says *The thing is, I set it all up and then – unbeknownst to me – my young son messed around* [interfered] *with it and he altered it so that only the inside lights were functioning.* In other words, she is worried that her son is going to misuse her phone, even if it's unintentional.

Speaker 3

23 H 28 E

This speaker says that *it* [a pedometer] *has actually made a big difference* [to his health]. He explains that *my lifestyle can be pretty sedentary – spending all day on the computer, I mean.* He then further explains how the pedometer has made a difference: *But with this little gadget, you just clip it on and it measures how many steps you've taken a day and then converts that into the number of calories you've burnt off.*

Speaker 4

24 A 29 H

The speaker is explaining that she is a mature student taking a college course. She tells us that *there I was, pencil in hand, ready to take notes, ... but it was a real strain trying to keep pace with the lecturer and I kept missing bits.* In other words, the process of taking handwritten notes was too demanding for her. She then buys herself a recording device but she says *I can hardly understand that either. You play it back and the sound quality is hopeless.*

Speaker 5

25 G 30 B

The speaker explains that when *we* [cardiologists] *are on call,* [when we have to be available to go to hospital if an emergency occurs] *we wear a pager, so that the hospital can get through to you ... without difficulty.* He also says that *I suppose it's true that it* [the pager] *doesn't go off* [call/activate] *that often, thank goodness.*

Test 4

PAGE 103

Reading and Use of English Part 1

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

1 C

ranged is followed by *from*; *consisted* is followed by *in* or *of*; *covered* is followed by *with*.

2 D

fooled by means *tricked* and is the only option which makes sense here.

3 A

management tool is a fixed expression.

4 C

eager is the only option followed by the infinitive form and which makes sense here; *enthusiastic* and *excited* are followed by *about* and the *-ing* form.

5 D

dedicating is the only option which collocates with *themselves*.

6 C

meet the demand is a fixed expression.

7 B

help can be followed by a bare infinitive, in this case, the verb *free*. We would have to say *the bricks can assist managers in becoming free*.

8 D

The verb *represent* can be followed by *as* e.g. *The sun is often represented (shown, drawn) as a circle.* But we would say *Circles are often used to symbolize the sun.*

PAGE 104

Reading and Use of English Part 2

9 **what:** This refers forward to *an alarming rate*.

10 **in:** *in place* means *in position* – i.e. to be put in place, to be held in place.

11 **either:** this is followed by a noun in the singular form. It means 'on both sides'.

12 **it:** this pronoun refers to the uncountable noun 'garbage'.

13 **so:** is followed by an adjective (e.g. durable) + that + a consequence.

14 **are:** this is needed to form part of the present passive – *objects ... are found ...*

15 **not:** the expression *not to mention* is used to add a comment that emphasizes the main idea of the previous sentence, or clauses.

16 **as/since/because:** In this context, all the options have the same function i.e. they are followed by the reason for the preceding situation/state, etc.

PAGE 105

Reading and Use of English Part 3

17 anxiety 18 suspicion 19 outcomes 20 productivity
21 findings 22 unnecessary 23 increasingly 24 obsessive

PAGE 106

Reading and Use of English Part 4

25 will/would hardly][notice such/ the

26 cannot/can't stand][being lied

27 on (his/him)][taking over from

28 the possibility of][rain in

29 leave John behind][unless he turns

30 sooner had we escaped][than

PAGES 107–108

Reading and Use of English Part 5

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

31 C

The answer comes from *another wave of anxiety* [worry] *arose over the title, the cover, the promotion* [how it was being marketed] *and a publicity blurb* [the description on the back of the book] *that would somehow describe it in 20 words or fewer* [she implies that 20 words is not enough]. She did not have to abandon the whole book but only 85,000 words. Nobody has misled her [given her the wrong information] about the book's likely success; she was only imagining what it would be like to be a successful author. She does not say that her writing ability is poorer than she believed, only that she was asked to make changes.

32 D

The answer comes from *I ... smiled at passers by – because yes, they did pass me by* [walk past me]. *At last, someone came up. My heart skipped a beat.* [I was hopeful they would buy the book.] The writer holds her book up hopefully even though the shopper is looking for cookery books and walks away.

She is not reluctant to attend the book signing event because she says she is 'on a high' – in other words, feeling very positive. There is very little interest shown in her book, whereas 'amount of interest' suggests there was a good public reaction to it. The book was clearly displayed here, unlike other bookstores she had been to.

33 B

The answer comes from *you don't have to worry about facts getting in the way of* [preventing] *a good story. You can improve on real people, or merge several into one anti-hero; you can embellish* [improve and add to] *a true story.* In other words, the writer is saying that there are no limits as to what you can say in fiction, unlike in newspapers where you should report factual information only. She does not suggest that fiction writers receive public admiration: *getting published* is not done *for the fame*. She says she sometimes finds it hard to begin writing fiction [*a new chapter*] – but does not refer to finding motivation to write news stories.

34 A

The writer explains that people lend her books to other people. This means that those people do not have to buy the book and so the writer loses financially. *You grind your teeth* suggests that the writer does not complain when people tell her this, but inwardly she feels annoyed.

35 B

The answer comes from *writing on commission can be both professionally and financially rewarding* and ... *you need to write more than one ... a year to make ... a full time wage* but ... *you won't have any time left to write a novel.* She is not discouraging people from writing novels, just explaining the reality that you are unlikely to make a lot of money from it. She does not say what particular kind of commissioned book people should write, only that it is a good idea

to choose subjects that interest them. She is very objective about the financial side of a writing career; there is no language in the text that suggests criticism of the publishing industry.

36 C
The answer comes from *The joy of writing is in the crafting of something that has a life of its own and that can give pleasure to others*. In other words, she is saying that writers produce books in order to make others feel happy. She knows that the level of fame achieved by other kinds of artist e.g. singers, actors, will never be achieved by writers: *Let's face it, [Let's admit the truth] few authors are asked to sell their wedding photos to a women's magazine. Writing novels isn't a ticket to a celebrity circuit* [writing novels won't give you the opportunity to join real celebrities]. She mentions the idea of self-imposed attachment - *anonymous isolation* - but does not say that this would affect the quality of the writer's work.

PAGES 109–110

Reading and Use of English Part 6

37 D 38 B 39 C 40 B

- 37 Reviewer C makes the comment that *Considering the cultural and historical significance of the self-portrait, it is extraordinary that no author has ever dedicated themselves to this genre to a similar extent*. In other words, he is saying that he is surprised no-one else has written very much about self-portraits. We can see that reviewer D has a similar view when she says *It's hard to understand why self-portraits, as a genre, have until now been so little discussed. They include some of the greatest works of all time. Perhaps the huge diversity within self-portraiture, and its leaning towards pretentiousness, have kept scholars at bay* [have discouraged academic writers from writing about them].
- 38 Reviewer D says: *Nothing about this book is predictable. Hall argues that a coherent* [logical] *starting point for self-portraiture is the middle ages, because it was an age preoccupied with personal salvation and self-scrutiny*. However, reviewer B does not show approval of James Hall's decision to begin with a focus on the self-portraits of the Middle Ages. He feels that this is a predictable approach : *he takes the conventional* [usual, normal] *route by beginning his analytical journey in the medieval period, for it is at this time, so he claims, that the concept of the self-portrait truly takes form*. Like reviewer D, reviewer A feels that Hall's reference to the Middle Ages is unpredictable: *Unusually, Hall's history begins in the Middle Ages, because for him self-portraiture emerges as a reflex of religious conscience and the search for salvation*. Reviewer C also feels that Hall's cultural starting point is unpredictable: *It may come as a surprise to many in the art world that Hall recognizes the Middle Ages as the era in which the self-portrait takes on its distinct identity*.
- 39 Reviewer A is very critical of 'selfies'; the photos that people take of themselves and post to social media sites: *the selfies who document the busy banality of their lives aren't really making portraits, and it's unclear whether there is a distinct individual self* [whether there is a real personality] *behind their lookalike grins. A digital camera's gaze is skin-deep* [superficial, meaningless] *and can hardly compete with the almost surgical penetration of a painted self-portrait*. We can see that reviewer C feels the same when he says *Now the selfie, the clichéd, facile* [superficial, childish] *form of self-portrait, has become the predominant visual genre of our self-absorbed culture*.
- 40 Unlike the other reviewers, reviewer B does not think that James Hall's book conveys a sense of energy: *the sheer amount of detail becomes a burden* [something that weighs you down], *thus diminishing the vitality* [reducing the energy] *of the work*.

Reviewer A says '*Scattering insights* [always providing detail and interesting information] *on all sides, Hall's narrative advances through the centuries with masterly vigour* [energy].

Reviewer C says *These changes are the subject of James Hall's The Self-Portrait: A Cultural History, and he puts them in their historical context with dynamic* [energetic] *yet glorious detail*.

PAGES 111–112

Reading and Use of English Part 7

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

41 B
The first paragraph introduces the idea of prehistoric giant creatures, and then states that they *vanished from our planet entirely*. B develops this idea by explaining that this vanishing is *one of palaeontology's most intriguing mysteries*, and then mentions for the first time the debate about climate change versus human hunters. The first line of the second paragraph says *Yadvinder Malhi ... is one of these*, which refers back to *many scientists* in B. B also introduces the term *megafauna*: *... which killed off the planet's lost megafauna, as these extinct giants are known*.

42 G
In the second paragraph Malhi says that while some scientists believe that climate change killed off megafauna, he and other scientists think that human hunters were responsible. In G, the writer reports on how Malhi justifies this theory: *He [Malhi] points out that, after all, these creatures had already endured* [managed to survive] *millions of years of climate change but had not previously encountered Homo sapiens* [humans].

43 E
In the third paragraph we are introduced to Professor Adrian Lister. His opinion is that climate change and the loss of habitat weakened species of megafauna in the Americas and Australia, and that this allowed humans to easily hunt and kill them all. E states *This idea* [the idea already mentioned] *that humans were involved in any way in eradicating* [killing] *dozens of species of giant animal when we were still hunter-gatherers has important implications*. E then continues: *It was thought, until relatively recently, that it was only when humans invented agriculture that our species' relationship with the natural world become unbalanced. Until then, humans had a close affinity* [empathy, understanding] *with nature*. The first sentence of the fourth paragraph paraphrases this concept: *humanity's supposed innate harmony* [natural balance] *with the living world*.

44 A
In the fourth paragraph, the idea is developed that certain species of megafauna helped the ecology of their habitat. In particular, Mahli mentions the herbivores of the Amazon and how they helped fertilize the soil. In A, a further example is given of how a species of megafauna (the mammoth) helped to maintain the health of its habitat - in this case, the grasslands of Siberia.

45 C
The first sentence of the sixth paragraph begins with *One such experiment ...*. This refers back to the idea in C of scientists proposing an *interesting initiative* [a new scheme]. C explains that this new scheme is to put large animals that still exist into areas where the ecology might benefit from their presence. The sixth paragraph gives a specific example - reintroducing musk ox and moose to the Siberian landscape.

46 F
In F, we can read that Lister is *cautious about the prospects of such work*. This refers back to the idea in the sixth paragraph of bringing extinct megafauna back to life. Lister makes the point that no intact cell with a nucleus (belonging to a mammoth) has been found - and that therefore, there is no current possibility of cloning *a mammoth from frozen remains*.

PAGES 113–114

Reading and Use of English Part 8

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

47 C
I was from the wrong class and went to the wrong university ... You resign yourself to working at the local factory. Sarah is saying that her social background and education would not help her career in the UK.

48 D
People at work were far too competitive for my liking. Lucy is saying that she didn't like the competitive behaviour of her colleagues.

49 B
it would ... have been harder to break into this kind of field ... it may have taken longer in the US. Jenny is stating that she has achieved success in New Zealand more quickly than would have been possible in the USA.

50 D
Sometimes it bothers me that we're so remote - you can feel a bit cut off from ... the rest of the world Lucy is saying that at times she is bothered/frustrated by the fact that New Zealand is a long distance from anywhere else and that she doesn't always know what is happening in other countries.

51 C
if you want to do something here, you just go for it, which is an attitude I admire beyond belief. Sarah is saying that New Zealanders are ambitious, and are not afraid of taking risks.

52 A
she's mourning for a country she once called home ... but I do miss it. We usually use the verb *mourn* when someone has died: *Everybody mourned* [felt and showed sadness] *when our great-grandfather died*. The writer suggests that Nicky thinks she has 'lost' her country.

53 D
... I'm not earning what I used to but my ... colleagues are ... easy-going (relaxed). *A good atmosphere more than makes up for* [more than compensates for] *the drop in salary*. Lucy is saying that she earns less money than she did in London but it doesn't matter because she now enjoys working in a friendly, co-operative environment.

54 A
I have to take great heed of earthquakes, which isn't an issue in South Africa. To take great heed of means 'to consider carefully'.

55 B
opposing views are what make strategies, concepts and designs better. Jenny feels that differences of opinion and discussion will finally lead to better results.

56 C
I wish New Zealanders could see their country as I do ... it saddens me that they don't think they're good enough on the global stage. Sarah is suggesting that she sees many positive things about New Zealand but that New Zealanders don't see for themselves.

PAGES 116–118

Writing Part 2

Further Practice and Guidance (pages 117–118)

A detailed study: Review

I		
	Review of the <i>Dr Who Experience</i>	Review of <i>Wildlife Photographer of the Year</i>
Content: Has the writer answered question 3 in a relevant way? Why/why not?	No. Although the writer has written a lively review, it does not respond to the second and third point in question 3. He does not make it clear what visitors would learn from the exhibition, or why it might be considered superior to similar exhibitions.	Yes. All three points in question 3 have been dealt with; the target reader would have a clear idea of what the exhibition is about (paragraph 1), what can be learnt from it (paragraph 2) and why it might be considered superior to other photography exhibitions (paragraph 3).
Communicative achievement: How has the writer made it clear that he is recommending the exhibition?	He begins by trying to grab the attention of readers: 'Calling all international science fiction fans ...' He uses some positive adjectives e.g. Spectacular exhibition, iconic costumes, excellent range His final sentence clearly shows that he thinks the exhibition is worth a visit: 'Even if you're not a Doctor Who aficionado, you'll certainly find this exhibition a highlight of your Welsh tour.'	He starts by saying that visitors to Auckland should include the exhibition on their itinerary. He uses some positive adjectives e.g stunning images, brilliant, fascinating, incredible. He finishes by praising the artistic and technical achievements of the photographers.

Language:	This writer has used a greater variety of structures, and also ones which are more complex: for example, his first sentence begins with a gerund, the second sentence is a rhetorical question, and the third sentence begins with a passive form.	There is some evidence of range in this review: the writer begins with a complex conditional structure, (if + present continuous, should + base form). The writer also uses the passive form of the past simple quite frequently. However, other sentences are more simple.
Which writer has used a greater variety of grammatical structures?		
Which writer has used a wider range of vocabulary, avoiding repetition?	This writer has used a greater range of vocabulary, and also made use of collocations (do battle, make their way, suit all budgets) and phrasal verbs (starts off with, do away with).	The writer has effectively used some photography and exhibition-related vocabulary. However, the use of more idiomatic language could have made this review more appealing to readers.

- 2 Although the first writer has a better command of grammar and vocabulary, he has not answered the question in the way required. The second writer *does* answer the question in a relevant way, however, and so would probably score more highly.
- 3
- 1 features 2 based 3 display 4 host 5 itinerary
- 6 capture 7 form 8 concentrates 9 tell

Model answer for Question 4 (Report)

Report on Bird Park and The Open-air Market

Introduction

The aim of this report is to assess the popularity of Bird Park and the Open-air Market amongst visitors to the region. It will also consider how greater tourist numbers might be achieved in the long-term.

Bird Park

This attraction was established in 1985 with the aim of providing a sanctuary for native birdlife species. It was opened to the public in 1990 and drew a high number of visitors for the next ten years. They were able to see birds in their natural habitat and also visit the Breeding Centre where they could watch young birds hatching. However, since 2000 the popularity of Bird Park has been declining and its facilities appear to be deteriorating. In other words, it looks old and tired.

The Open-air Market

Since 2011, the market has been drawing an increasing number of tourists. Although the stallholders sell a wide range of handcrafted items, it is the traditional food that the tourists are mainly coming for. The key reason why this attraction is more popular than Bird Park is that it is far easier for tourists to access the market from the city, thanks to the introduction of new bus routes.

Recommendations

To increase the level of tourist numbers at the Open-air Market, I would suggest that the tourist board puts on additional evening buses to and from the city centre. As for the Bird Park, I feel that it requires substantial investment from the local government for renovation and improvement of facilities. If these proposals can be achieved, I would then recommend that the tourist board improves the websites for both attractions.

PAGE 119

Listening Part 1

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

1 C

James says *not having one* [a TV] *lets me appreciate how addictive I did find it. Like if I went to a house and the TV was on, I'd find myself drawn* [really attracted] *to that, and drawn out of* [taken away from] *the conversation.*

2 A

James says that *I'd be willing to bet* [I am very sure] *that TV is coming to the end of its lifespan as the major form of entertainment. Eventually all digital media will go on to the Internet, so what'll be the point of having a TV?* In other words, James is saying 'Why do we need TV when, in the future, everything we watch or listen to will be available on the Internet?'

3 B

Martin says that *I think the image of the teaching profession in our society is pretty poor – no one wants to go to work and be disrespected. In the past and still in some cultures, people look up to* [respect] *teachers, but not here in the UK, not anymore.* In other words, Martin is saying that teachers do not have much status in society – their profession is not well respected by other people.

4 B

Martin mentions the argument to show that female staff respond to playground fights by reprimanding boys, but male staff leave them to find their own solution and a way to co-operate after they have finished fighting.

5 C

Shelley explains that *It* [applying to appear on the show] *was actually for a dare* [her friends had persuaded her to do something to prove she was brave] ... *someone from the show rang me up and I'd got an interview, and when the others found out* [when my friends heard this news] *they wouldn't let me quit* [they wouldn't let me change my mind and not enter].

6 A

Shelley says that the tabloids get on her nerves [the low quality newspapers annoy her] because *I could be out doing the shopping and suddenly there's someone* [a reporter] *across the road taking your photo. Basically, it's quite intrusive,* [it invades my privacy] *but I guess that's what happens.*

PAGE 120

Listening Part 2

7 ancestors 8 climate change 9 rope 10 rats 11 crops
12 seabirds 13 disease(s) 14 symbol

PAGE 121

Listening Part 3

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

15 C

Toby explains that *I sort of chose it* [Madagascar] ... *mainly because the kind of work on the volunteer programme there looked like it was really going to stretch me* [challenge me] *and take me out of my comfort zone* [I would be in a situation I was not familiar with] ... *like a test of character.*

16 D

Toby explains that *mum was all for it* [mum thought it was a good idea]. *Actually, she really got into it* [she became very enthusiastic about it] *by getting out books from the library and going online and I'd come home and she'd be telling me about the history and the culture, and that was quite handy* [useful] *really.*

17 C

Toby says that in the village *There was no running water and no sanitation, and that took quite a bit of getting used to* [that was difficult for me to adapt to].

18 B

Toby's wallet was stolen by a man he did not know well. Toby says that *I'd got used to the honesty of the people in Madagascar. It was sad to be reminded that not everyone is like that.* In other words, he is saying that it is a shame that not everyone is as honest as the people he had met in Madagascar.

19 D

Toby says that *The odd* [strange] *thing was my attitude towards England. After Madagascar, I could see the enormous gap in consumption between the UK and African countries and knew that if everyone in the world lived like a UK citizen then there'd be no resources left to use.* In other words, Toby is criticizing people in the UK for consuming and wasting too many resources.

20 A

Toby says *don't for a moment think you're superior* [to the people you are helping] *in some way. You need to recognize what you're gaining in return* [getting back] *from the people you're living with.*

PAGE 122

Listening Part 4

21 H 22 E 23 C 24 G 25 A 26 D 27 E 28 A
29 C 30 H

Speaker 1

21 H 26 D

We can tell that the speaker is talking about 'lack of open spaces' from the way she recalls her childhood in Cornwall: *the beach, the long walks in the countryside. You could walk and walk and not meet another living soul.* She compares this to: *where our kids are growing up, there's nowhere for them to really play or run about ... It's all concrete and not a bit of grass in sight.* In Task 2, option D is correct because she says *last week we made the decision to pack up* [pack our things and leave] *and head back* [return] *to Cornwall.*

Speaker 2

22 E 27 E

We can tell the speaker is talking about inconsiderate neighbours when he says *You can hear it through the walls, really loud. And it's not just the sound – the walls, the floor, the bed, they actually vibrate because of how loud it is. We've asked them to turn it down and they do*

for a day or two and then it's back to square one [it returns to the way it was originally]. In other words, he is saying that the neighbours' music is so loud that his wall and furniture shake. He asks them to make it quieter, but they only keep it quiet for a few days. In Task 2, option E is correct because he says *I find I'm losing my temper* [becoming angry] *a lot – at work, with my wife, and it's not fair on them.*

Speaker 3

23 C 28 A

We can tell that the speaker [a taxi driver] is talking about heavy traffic when he says *You could get from A to B* [you could travel from one place to your destination] *in 20 minutes ... Now it takes twice as long. And you can see the passengers in the mirror, fuming because they're stuck in a jam* [traffic jam/heavy traffic] *and the fare's going up.* He also says *The government is talking about restricting access to the city centre – not letting private vehicles in – but I don't think that's practical* which means that he disagrees with the government's proposal to ban cars from the city centre. In Task 2, option A is correct because he says *I had a word with* [I talked to] *a mate of mine – I heard he was looking for some help* [he is looking for people to work] *on a construction site – and he said I could start* [start the job] *whenever I liked. I'm considering it* [thinking about it], *to tell you the truth.*

Speaker 4

24 G 29 C

We can tell that the speaker is talking about pollution when she says *You hear a lot of complaints about air quality, – people can't breathe ... but I still have to wear a mask on the bike because of the lethal fumes* [smoke/gases]. In Task 2, option C is correct because she says *I've stopped cycling ... and it's having an effect on my weight and my general fitness, and I resent that* [dislike this/think it is unfair].

Speaker 5

25 A 30 H

We can tell that the speaker [a police officer] is talking about being alone when she says *It's a massive city with a huge population but you can still feel isolated* [alone/by yourself]. *I like my colleagues but it's not like we really socialize* [we don't often socialize] *after work.* In Task 2, option H is correct because she says *The odd thing is, I've actually got used to it* [I don't mind it anymore]. *I'm quite fond of my own company* [I like being by myself] *these days, so I'll probably stick at* [continue doing] *the job for a while longer.*