

Test 1

Reading and Use of English Part 1

Training

Identifying collocations

- 1 make a difference / sense / an exception / trouble
- 2 do your best / the shopping / someone a favour / harm
- 3 have an experience / an effect / patience / a row
- 4 take notice / something for granted / pleasure / turns
- 5 put pressure on someone / something into practice / an end to something / your mind to something
- 6 give a talk / your word / credit to someone / someone a chance
- 7 set an example / a record / an alarm / fire to something
- 8 keep a promise / a diary / a secret / in touch
- 2 1 set a/the record
- 2 give (me) your word
- 3 kept in touch
- 4 had a row
- 5 take turns
- 6 puts his mind to
- 7 do me a favour
- 8 did her best
- 3 1 B 2 D 3 C 4 A 5 C 6 B 7 C 8 D

Understanding the precise meaning of words

- 1 C
- 2 B
- 3 C
- 4 B
- 5 D

Exam Practice

- 1 C 'safety' collocates with 'assume'. The other adverbs here don't.
- 2 D All four options can be used with 'up' as phrasal verbs. However, 'end up' is the only one that fits the meaning of the sentence – it means 'eventually finish' or 'eventually find yourself'.
- 3 B 'suggests' is the only one of these verbs which collocates with 'research'.
- 4 A The passive structure '[something] is characterised by ...' is often used to describe the most typical or noticeable qualities of something. The other verbs are not used in this way.
- 5 A 'distance' is the only one of these nouns that relates to races and measuring an athlete's win or loss.
- 6 D 'narrowly' is the only one of these adverbs that collocates with 'lose' or 'lose out'. It also collocates with 'win'.
- 7 B All these verbs mean 'think about', but 'reflect' is the only one that takes the preposition 'on'.
- 8 C 'feeling' collocates with 'happiness' and is the only noun here that can be followed by the preposition 'of'.

Reading and Use of English Part 2

Training

Useful language: relative pronouns

- 1 where
- 2 why
- 3 when
- 4 which
- 5 who
- 6 what
- 7 which
- 8 whose

Useful language: adjective + preposition

- 1 at
- 2 with
- 3 for
- 4 of
- 5 to
- 6 for
- 7 of / about
- 8 for
- 9 to
- 10 by

Useful language: verb + noun + preposition

- 1 of
- 2 from
- 3 in
- 4 on
- 5 of
- 6 for
- 7 for
- 8 of

Useful language: connecting words

1 Concession	Time	Condition
although / though	after	if
despite	until	even if
even though	ex. when	in case
in spite of	before	unless
Comparison	Reason	Correlation
than	so that	both ... and ...
rather than	in order to / that	not only ... but
whereas	because	(also) ...
as ... as	so as to	either ... or
	so as not to	whether ... or not
		neither ... nor

- 2 1 until
- 2 Not only
- 3 Rather than
- 4 unless
- 5 Despite / In spite of
- 6 whether
- 7 Although / Though / Even though

Exam Practice

- 9 until If you read the whole text, you find out that scientists recently discovered where blue diamonds

- 10 come from – before that, no one knew. So the gap needs a word that indicates the period up to this recent time. We can't say 'before recently', but we can say 'until recently'.
- 10 it impersonal passive structures like 'it is thought / said / reported / argued' are common in texts about academic research.
- 11 between When a range with two points is described, we say 'between X and Y' or 'from X to Y'. Be careful not to mix them up.
- 12 as 'known' is followed by 'as' when it has this meaning of 'called'.
- 13 which This relative pronoun refers back to '46 blue diamonds'. It's important to look further than the word(s) immediately before the gap. Sometimes the words which relative pronouns refer to can be found further away. Similar combinations with 'of' are common in more formal English, e.g. 'some of which', 'one of which', 'none of which', 'several of which'.
- 14 Not If you read the whole of this sentence, you will see that the two parts of the sentence are held together by the structure 'Not only ... but also'.
- 15 than This follows the comparative structure 'four times nearer'.
- 16 according 'according to' is a prepositional phrase which means 'as stated by'.

Reading and Use of English Part 3

Training

Useful language: identifying types of words

- 1 and 2
- 1 professional A word between a definite or indefinite article (a/the) and a noun is usually an adjective.
- 2 Unfortunately A single word at the start of a sentence which is followed by a comma will be an adverb. In this case, the rest of the sentence indicates that a negative meaning is referred to.
- 3 differences 'many' before the gap indicates that a plural noun is needed.
- 4 fitness A word coming between two nouns will be an adjective or a noun.
- 5 enables The gap between 'medical care' and 'modern footballers' needs a verb.
- 6 envious An adjective is needed to follow 'he's quite'.
- 7 drawbacks A noun is needed for the gap between 'the' and 'of'. 'One of the' indicates that a plural noun is needed.

Useful language: using prefixes and suffixes

Verb	Noun	Adjective	Adverb
<i>create</i>	<i>creation</i>	<i>creative</i>	<i>creatively</i>
	<i>creator</i>	<i>uncreative</i>	
<i>intend</i>	<i>intention</i>	<i>intentional</i>	<i>intentionally</i>
	<i>intended</i>	<i>intended</i>	<i>intentionally</i>
<i>originate</i>	<i>origin</i>	<i>original</i>	<i>originally</i>
		<i>unoriginal</i>	<i>unoriginally</i>
<i>popularise</i>	<i>popularity</i>	<i>popular</i>	<i>popularly</i>
		<i>unpopular</i>	<i>unpopularly</i>
<i>increase</i>	<i>increase</i>	<i>increasing</i>	<i>increasingly</i>
		<i>increased</i>	
<i>please</i>	<i>pleasure</i>	<i>pleasing / displeasing</i>	<i>pleasingly / displeasingly</i>
<i>displease</i>		<i>pleasant / unpleasant</i>	<i>pleasantly / unpleasantly</i>
	<i>pleasurable</i>		
	<i>kindness</i>	<i>kind</i>	<i>kindly</i>
		<i>unkind</i>	<i>unkindly</i>

Useful language: understanding suffixes

Suffix	Function	Meaning	Examples
-er, -or	to make a noun from a verb	<ul style="list-style-type: none"> person who does something object that does something 	<i>thinker, boxer, operator</i> <i>ruler, projector</i>
-ist	to make a noun, often from another noun	<ul style="list-style-type: none"> people in certain professions people with certain beliefs some musicians 	e.g. <i>journalist, scientist</i> <i>anarchist, theorist</i> e.g. <i>pianist, guitarist</i>
-tion, -sion	to make a noun from a verb	for many different things	e.g. <i>pollution, collection, suspension, admission</i>
-ness	to make a noun from an adjective	often for feelings, qualities and states of mind	<i>sadness, kindness, readiness</i>
-ise / -ize	to make a verb from an adjective	cause to have a quality	<i>modernise</i> e.g. <i>supervise, categorise</i>
-ment	to make a noun from a verb	process or result of doing something	<i>enjoyment</i> e.g. <i>resentment, contentment</i>
-ity	to make a noun from an adjective	quality or state of something	<i>modernity, sensitivity</i>
-ship	to make a noun, often from another noun	status	<i>friendship</i> e.g. <i>membership, partnership</i>
-ily	to make a verb from an adjective or noun	cause to have a quality	<i>notify</i> e.g. <i>mystify, simplify</i>
-ive	to make an adjective from a verb or noun	for many different things	<i>active</i> e.g. <i>talkative, pensive</i>

21 summarised / summarized

- immersion
- membership
- determination
- violinist
- complexity
- employment
- identify

Useful language: adjectives and adverbs

Noun	Adjective	Adverb
<i>tradition</i>	<i>traditional</i>	<i>traditionally</i>
<i>energy</i>	<i>energetic</i>	<i>energetically</i>
<i>function</i>	<i>functional</i>	<i>functionally</i>
<i>drama</i>	<i>dramatic</i>	<i>dramatically</i>
<i>politician</i>	<i>political</i>	<i>politically</i>
<i>essence</i>	<i>essential</i>	<i>essentially</i>
<i>sarcasm</i>	<i>sarcastic</i>	<i>sarcastically</i>
<i>athlete</i>	<i>athletic</i>	<i>athletically</i>
<i>emotion</i>	<i>emotional</i>	<i>emotionally</i>
<i>controversy</i>	<i>controversial</i>	<i>controversially</i>
<i>irony</i>	<i>ironic</i>	<i>ironically</i>
<i>nutrition</i>	<i>nutritional</i>	<i>nutritionally</i>
<i>enthusiasm</i>	<i>enthusiastic</i>	<i>enthusiastically</i>
<i>anecdote</i>	<i>anecdotal</i>	<i>anecdotally</i>

22 emotional

- enthusiastically
- nutritional
- anecdotal
- Controversially
- sarcastic

Exam Practice

- 17 economic** An adjective is needed before the noun 'development'.
- 18 threatened** 'are' before the gap and 'by' after it indicate that this is a passive structure, so the past participle of a verb is needed. The infinitive is 'threaten'.
- 19 endangered** Reading the whole of this sentence carefully tells us that the trees have a serious problem. 'Dangerous' is an adjective formed from 'danger', but it doesn't fit the meaning of the sentence.
- 20 existence** 'their' before the gap indicates that a noun is needed.

21 expansions

- The structure of the sentence indicates that a noun is needed. Also, 'two' indicates that it must be a plural noun.
- moisture** The structure of the sentence indicates that a noun is needed.
- increasingly** 'complex' after the gap is an adjective, so the word here is likely to be an adverb.
- analysis / analyses** Reading from the start of the sentence tells us that a noun is needed here. In this case it could be singular or plural.

Reading and Use of English Part 4

Training

How to approach Part 4

Your thinking may be something like this:

- 'Last-minute' before the gap is different from 'at the last minute'. 'Last-minute' is an adjective, so a noun should follow it.
- 'Off the match' is different from 'cancel the match'. We need a verb before 'off' to express the same meaning as 'cancel'.
- The ideas 'it was decided' and 'cancel' are missing from the second sentence.
- The key word MADE must relate to either 'it was decided' or to 'cancel'. But 'made off the match' doesn't make sense – 'made off' doesn't mean 'cancel'. So MADE must be related to the idea 'it was decided'.
- The noun 'decision' can follow the adjective 'last-minute'. But it needs to be followed by a verb. 'was MADE'. 'A last-minute decision was made' has the same meaning as 'it was decided at the last minute'. The phrasal verb 'to call off' means 'cancel'.
So, the complete second sentence is: 'Because of the heavy rain, a last-minute decision was made to call off the match.'

Applying the approach to Part 4

- 1 hasn't SEEN her cousin for
- 2 he had LET Maria know
- 3 have paid (more) ATTENTION to what
- 1 AS easy to find
- 2 would not/wouldn't have TURNED down
- 3 keeping an EYE on

Making sure sentences have the same meaning

- A
- A
- B
- A
- B

Exam Practice

The vertical line shows where the answer is split into two parts for marking purposes.

- 25 **AS hard / difficult to visit as** 'Not as ... as' is used as a comparative structure.
- 26 **lost TOUCH with / all (of) / fallen out of TOUCH with / all** 'lose touch with' is the opposite of 'stay in contact with'.
- 27 **promotion / CAME as a surprise** After 'sudden' a noun is needed, and 'promotion' is the noun from 'promote'. '[It] came as a surprise / shock (to someone)' is a common expression.
- 28 **are BOUND to be / (some) complaints / is BOUND to be some complaining** 'Bound to happen' means 'certain to happen'.
- 29 **would NEVER have / would have NEVER / taken** 'if you hadn't suggested it' in the second part of the sentence is part of a third conditional structure; the other half must be 'would (never) have / (never) would have + past participle. We talk about 'taking up' a sport or hobby when we start doing it regularly.
- 30 **in FAVOUR of / banning** 'is in favour of' means 'supports the idea of'. After the preposition 'of', the verb must be in the -ing form.

Reading and Use of English Part 5

Training

Identifying the ideas and feelings expressed in the text

- 2 Jenny Granger, lead singer of the rock band The Traces, has spent most of the last three years painting, and a book showcasing her art has just been published. As one critic recently pointed out, rock stars becoming painters has become quite a regular thing. (A) Given that the Rolling Stones' guitarist Ronnie Wood and the great American singer-songwriters Bob Dylan and Joni Mitchell have all had high profile exhibitions of their paintings, Granger's career change is perhaps not so surprising. But she has certain doubts. 'There are so many people who've been painting all their lives and they can't get their work into a gallery,' she says. 'Then I play around with some colours for a couple of years and because of who I am, there's a big fancy book of my paintings, and (C) lots of articles and reviews in the press about it! It makes me quite uncomfortable.' She may not be the most technically skilled of artists, but (B) the portraits, landscapes and abstract images that she paints have improved in quality over time. (D) One writer has claimed that she's a phoney, but that's clearly not right. In fact, she's very genuine. 'I have no

problems admitting that I'm not a great painter, but I'm serious about what I do,' she says. But yeah, my current situation – the focus being on me – is rather embarrassing.'

- 3 Jenny refers to feeling embarrassed in line 8. 'It makes me feel quite uncomfortable', and in the final line 'my current situation – the focus being on me – is rather embarrassing'. Both comments are in connection with the attention her art is getting. So the correct answer is option C.

Working out the meaning of words from the context

- 1 'Moan' is a verb which means 'complain'. We use it in a negative way to mean 'complain too much or unnecessarily'. About how difficult their lives are after 'moaning' gives a clue about what 'moaning' might mean. The rest of the sentence indicates that the writer might be using it to express disapproval.
- 2 'Shun' is a verb which means 'avoid something'. The information that 'Jenny is very protective of her privacy' and 'she rarely gives interviews' provides a clue to what 'shun publicity' might mean – 'avoid publicity'.
- 3 'Dwell on' is a phrasal verb which means 'keep thinking or talking about something'. The first sentence tells us that Jenny has an interesting past, but the second sentence tells us she prefers to talk about the future. This suggests that 'dwell on' must mean something like 'talk about or focus on'.
- 4 'Point-blank' here is an adverb which means 'directly and clearly'. Jenny usually says 'exactly what she thinks' (in the sentence after 'point-blank') gives a clue to what it might mean. 'Point-blank' can also be used as an adjective.
- 5 'Prowess' is a noun which means 'great ability or skill'. We are told that 'Jenny had no musical training', which suggests that she may not have had great musical ability.

Identifying opinion expressed in the text

- 1 do justice to = treat something in the right way or properly
be in awe of = feel great respect for someone / something
conjure up = create something unexpected as if by magic
envisage = imagine what will happen in the future
with hindsight = the understanding of an event or situation only after it has happened
In her early twenties, Jenny went to art school, but dropped out before completing her degree. 'I was spending all my time playing music, and I wasn't doing justice to the art course,' she says. 'But I hung out with a group of young artists. I remember being very

impressed with them. In fact, I was really in awe of how clever and cool some of them were. Jenny also recalls that they were dedicated to self-improvement.

- 2 (A) 'They seemed to have been born with perfect technique – they could conjure up a brilliant painting or sculpture out of nothing almost overnight. (D) But they were very disciplined too – they worked at getting better.' So did Jenny envisage successful artistic careers for any of her friends? 'I didn't think about it at the time,' she says. 'But with hindsight, 20 years later, I can see that (C) their ideas actually weren't very radical or new. They did pretty much what they were told to do. That hasn't stopped a few of them doing very well for themselves, though. In fact, (B) a couple of them are now world-famous artists and their paintings sell for millions of pounds.'

- 3 A Jenny says, 'They seemed to have been born with perfect technique.' So she thought they had natural talent. There is nothing in the text which indicates that her view now is any different.

B Jenny says, 'That hasn't stopped a few of them doing very well for themselves, though. In fact, a couple of them ... their paintings sell for millions of pounds.' So she says they have made lots of money. But there is nothing in the text to say her view in the past was, or her view now is, that they focused too much on money.

- C Jenny says, 'with hindsight, 20 years later, I can see that their ideas actually weren't very radical or new. They did pretty much what they were told to do.' So her view now is that they were rather conventional in their thinking. Earlier in the text, Jenny says she was 'in awe of how clever and cool some of them were'. This implies that in the past she thought they were not conventional – so her view has changed.

- D Jenny says, 'they were very disciplined too – they worked at getting better.' So, Jenny's view now is that the artists spent plenty of time trying to develop their skills. Nothing in the text tells us that her view in the past was any different.

Exam Practice

- 31 A Sentences 3–5 in the first paragraph tell us that Wilson made exaggerated claims for the game before its release and people were angry 'when features promised during development were not present when the game came out'. B: The text says Wilson's comments on *Way Beyond* were reported, but it doesn't say they were misrepresented. C: The text says that Wilson made unrealistic claims in his promotion of *Way Beyond*, not that he had an unrealistic belief

in his ability to promote it. D: People were angry about the game, but the text doesn't say Wilson didn't understand what gamers wanted.

- 32 D 'Most reviewers ... praised its lonely mood, its weirdly beautiful aesthetic qualities. A: The text says that reviewers 'unintentionally gave the critics ammunition', but this doesn't mean they exaggerated the game's weaknesses. B: The text says that 'many disappointed players moved on to other more conventional games', but it doesn't say the press encouraged comparison. C: The text says reviewers noted 'the astounding technical feat of generating an entire universe of planets, each with its own ecosystem' – this means they admired the designers' ability, rather than questioning it.

- 33 C Wilson's resentment is expressed by 'the way they did it was so unfair and over the top. We really felt that all of our hard work hadn't been recognised and some of the criticism was unreasonable'. A: Wilson was affected, but the text doesn't say he was surprised at how much he was affected. B: The text doesn't mention whether he was protected or not. D: Wilson thinks the reaction was unfair, but admits that the mistakes he and his colleagues made in the launch of the game were what sparked the reaction. So he knows what motivated the behaviour of the people who attacked them.

- 34 D The paragraph starts by saying 'Wilson and his team didn't give up. Instead, they decided to keep working on *Way Beyond* and to concentrate on what the people who were actually playing it wanted'. So the paragraph explains how he handled the situation. A: The paragraph mentions the pressure involved in trying to make a game that people want to play, but the main purpose of the paragraph is not to describe that. B: The paragraph mentions people who work in the games industry, but the main purpose is not to explain what they're like. C: Wilson refers to difficulties he faced as a child, but the main purpose of the paragraph is not to tell us about his background.

- 35 A 'one' in this phrase refers to an update. The writer goes on to describe the three updates mentioned, of which 'the key one' means that 'you can ... invite other players to explore with you, in groups of four'. B: Players could always move around easily. 'You could always fly around the universe, explore planets ... (etc.)', so there is no significant update in this area. C: The text says you can now 'construct bases and colonise a planet with ever-expanding constructions', but it doesn't say this is the crucial update. D: The text makes it clear that the game now has more resources, but it doesn't say this is the crucial update.

- 36 B 'contrary to what one might assume, *Woy Beyond* has sold extremely well right from the very start' indicates that its commercial success would surprise some people. A: Wilson mentions that the development team of six was unusually small, but this isn't what the writer says would surprise people. C: Wilson says he and his colleagues listened and responded to feedback, but the writer doesn't say this would surprise people. D: Wilson says they 'kept the feeling (they) always wanted to have of landing on a planet that no one's ever been to before', but the writer doesn't say this would surprise people.

Reading and Use of English Part 6

Training

Summarising opinions in the texts

- Public libraries should continue to do this.
- It isn't sensible for libraries to do this.
- Public libraries should continue to do this.
- The answer is B.

Looking for paraphrases to identify opinions in the texts

- Phrases that could be used to express views about public libraries bringing people together:
 - They're places where people can meet.
 - You can make useful contacts there.
 - You can concentrate there because they're quiet.
 - Probably not.
 - They connect communities.
 - Anyone can go to a public library – they're not exclusive places.
- Text B: libraries are a reminder that life is not just about ourselves, but about other people too

Text C: Whether it's a child looking for a fun story, an immigrant in need of language learning materials, a student wanting a place to study, or a pensioner seeking company, we can all go to one place: the local library.

Text D: places where we could ... find company with others. ... The internet, shopping malls, gyms and cafes are where most of us go these days.

D is the answer to Question 2.

Reading the text carefully

- very expensive to run = a drain on public finances
important for companies = a vital service to the business sector

- B's opinion is that public libraries are good for the economy – 'they provide a vital service to the business sector'.
- B says other people think libraries are expensive – 'it is sometimes argued that public libraries are a drain on public finances'.
- libraries help the economy to grow – 'libraries contribute significantly to local wealth creation' (Text A)
- it's not clear if libraries make economic sense – 'whether this is a cost-effective service is open to question' (Text C)
- libraries are too expensive to run – 'a luxury we cannot afford' (Text D)
- A shares B's view.

Exam Practice

- Expert A says that home-schooled children participate in an 'array of clubs, groups and associations ... where they mix with a wide spectrum of people'. Similarly, D says: 'home educators actually go to great lengths to involve their children in an impressive diversity of cultural and social contexts'. However, B says: 'Learning how to get on with other pupils and staff ... cannot be achieved outside school'. C refers to learning 'what it takes to live alongside and communicate effectively with individuals of all kinds', but says that here 'home schooling falls short'.
- Expert B suggests that home schooling is likely to have a negative impact on the family unit: 'I would fear for what being in each other's company constantly would do to our relationship – and I doubt we're unusual in that respect'. A, C and D argue that home schooling would strengthen the family unit. A: 'this tends to lead to much healthier relationships'. C: 'the chances are that their close family ties will be reinforced'. D: 'The process is also likely to be immensely helpful in terms of bonding, and thus runs counter to ... the fragmentation of traditional interpersonal structures'.
- Expert B doesn't think parents are well suited to teach their children: 'The majority of adults are ill-equipped to provide their offspring with the in-depth cross-curricular knowledge that pupils need'. Similarly, C says: 'most [children] will gain more educationally from being in class with a trained professional than alone with a loved one who lacks the requisite skills'. A and D both think parents are likely to be suitable as teachers at home. A: 'Parents' understanding of their children and commitment to their best interests will usually make up for whatever

specific expertise they may be short of'. D: 'the majority of parents who are motivated enough to tutor their own sons and daughters full time will become proficient through practice'.

- Expert A thinks the home is a suitable environment: 'In many ways, learning works better from a kitchen table than in an institutional setting'. B says that education in the home 'may well be a desirable alternative' for children who don't get the attention they need in a school classroom. D also emphasises the advantages of avoiding the 'peer pressure, bullying, rowdiness and other aggravations that school pupils have to deal with and which get in the way of education'. C has a very different view: 'the home is where you eat, sleep and play, and is therefore not particularly conducive to the concentration needed to absorb certain types of knowledge'.

Reading and Use of English Part 7

Training

Finding the links between the paragraphs

- a word that means people who know a lot about a specific subject = 'experts'
 - words relating to the idea that something is disappearing or being destroyed = 'in danger of extinction, wiping out'
 - a word that means sets of ideas = 'theories'
 - the two theories' indicates that the removed paragraph is about a theory that is different from, and possibly opposed to, the one described in the first paragraph. The first paragraph refers to the banana being in danger of extinction; the removed paragraph could refer to the idea that the situation is not so serious.
- In fact, that last point is relatively easy to answer. An earlier form of the disease was reported in Australia, Costa Rica and Panama in the late 19th century. It spread across Latin America, devastating production of the Gros Michel, a sweet and creamy banana that dominated the export market. But what can we learn from this?

B What followed was mass unemployment and huge economic losses. The banana industry took several decades to recover. By the 1960s, however, the Cavendish banana, which is resistant to the fungus, had replaced the previously successful Gros Michel banana. Today the Cavendish accounts for 99% of global exports.

C Others say such talk of disaster is exaggerated, however. They point out that bananas are as cheap and abundant as ever in our shops. The fungus causing the disease has been advancing steadily for three decades, yet global production has continued to rise. Latin America – where some 80% of exported bananas are grown – has so far managed to keep the disease away.

- fits best. 'Others say' links back to 'Some experts suggest'. 'Such talk of disaster' links back to 'in danger of extinction' and 'wiping out banana plantations'. Also, the second and third sentences in C emphasise that the situation of the banana isn't so bad – lots of bananas are sold and the disease hasn't yet affected Latin America. This is the second, opposing theory referred to at the start of the paragraph after the gap.

Reference words	Linkers	Content words / ideas
this	however	points
these	moreover	questions
he	similarly	developments
one of them	on the other hand	differences
it	as a result	issue
there	interestingly	
	later on	

- 'What researchers have discovered' in F links back to 'scientists have not yet come up with a chemical fix for TR4' in the paragraph before the gap. Also, 'it is thought to spread through infected plant parts and soil attached to shoes, tools, vehicles, planting materials and water' links forward to 'That's how plant diseases often advance' in the paragraph after the gap.
- 'Dr Charles Staver ... agrees' links back to 'It's only a matter of time,' says Dr Miguel Dita, a plant disease specialist in Brazil. 'Many banana companies have operations in Asia, Latin America and the Caribbean'. Also, 'Banana industry technicians travel around the world, so there's also a high risk of them bringing it in. And it could be a tourist bringing in an ornamental plant' links forward to 'Either way, the implications are extremely serious' after the gap.

- 'One approach is to' links back to 'Clearly something needs to be done to combat the disease. But what?' just before the gap. Also, 'Another way to slow the spread of the disease could be to' at the start of the paragraph after the gap links back to D.

Exam Practice

- 41 E 'This strange peace' in E links back to 'The profound silence' and 'this isolated landscape' in the first paragraph. Also, 'a loud "boom"' that isn't bad and 'beautiful-sounding "singing" ice' that's 'scary' link forward to 'contradictions of this kind' in the paragraph after gap 41.

- 42 G 'Such changes affect your speed and route' in G links back to 'One day it was covered in a layer of water; the next it had a light dusting of snow' in the paragraph before gap 42. Also, 'Our guides stabbed their sticks into the ice, testing its depth. We stuck to ice that was between 10cm and 15cm thick, though 5cm would still be adequate' in G links forward to 'safety precautions like this' in the paragraph after gap 42.

- 43 B In the first sentence of B, 'it' refers back to 'the best ice' at the end of the paragraph before gap 43. In the second half of B, 'it was only on the third day, a Saturday, when we finally saw any other skaters...' and we just glided past crying "Hei hei!" links forward to 'Not that skating is an inherently unsociable activity' at the start of the paragraph after gap 43.

- 44 D 'That was the extent of my experience too' in D links back to the mention of the Australian 'who'd only been skating on a public rink' at the end of the paragraph before gap 44. Also, 'wild skating had been popular all over northern Europe' at the end of D links forward to the start of the paragraph after gap 44: 'This is difficult to imagine nowadays... rivers in Britain, France and Germany rarely freeze solidly enough for wild skating to be feasible.'

- 45 A 'Skating has evolved in other ways as well' in A links back to the changes ('warmer temperatures' and wild skating being limited to Scandinavian countries) mentioned in the paragraph before gap 45. Also, 'two safety "ice nails"' at the end of A links forward to 'In Sweden, these are a legal requirement' at the start of the paragraph after gap 45.

- 46 F 'By the fourth day, however, I had the hang of it' in F links back to the description of 'The trickiest part of being on the ice,' which the writer 'needed help with...' at first, at the end of the paragraph before gap 46.

Reading and Use of English Part 8

Training

Paraphrasing

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

2 Suggested answers

- the challenge of expressing ideas in a convincing way?
- a moment of acute embarrassment?
- a deliberate attempt to create distraction?
- the pleasure that can be derived from setting short-term goals?
- being given advice of doubtful value?
- the need to be aware of your own limitations?
- a difficulty caused by having to deal with inaccurate information?
- being able to transfer skills to a very different activity?
- the benefit of not taking yourself seriously?
- an important distinction?

Reading task

- D 'I have to focus on engaging their interest and on getting them to believe that the point I am trying to convey is significant and correct. The complexity of the content means that it's often demanding work.'
- B The idea of acute embarrassment is conveyed by 'there was this agonising silence which seemed to go on forever.'
- C The examiner started shouting at him when he was trying to answer to a question to put him off.
- A 'I might give myself a target of doing two cartoon pictures every 40 minutes. It makes the whole process more enjoyable.'
- B '...someone suggested I put scripts under my pillow at night - I would supposedly learn the lines in my sleep. I'm sure that's just a myth.'
- D 'I find myself working on a problem in a way that simply isn't working, even though I'm directing my full attention to it. Like many people, I don't like admitting defeat. However, I've learned from experience that rather than muddling through, it's sometimes better to abandon what I've been doing and to adopt a completely different approach.'
- C 'Believe it or not, passengers often get into my cab without knowing the address or even the name of their destination. Getting them to the right place requires huge concentration.'
- C 'I find mental devices like that very effective and I've actually used them to learn words and phrases in foreign languages when travelling abroad.'
- A 'Then I caught sight of myself in the mirror and I couldn't help but laugh because, for some reason, my reflection seemed so absurd. That put everything into

perspective: in the bigger picture, my talk about being a cartoonist had very little significance - and the talk went well.'

10 B 'The process of learning lines for a play is significantly different from learning them for a film.'

Exam Practice

- 47 B 'By the 1990s, the buses were carrying 1.5 million passengers a day. In fact, high ridership created problems, with long queues waiting to board buses and pay fares.'

- 48 A 'He created parks and gardens, and protected the city's rivers from being turned into concrete drainage canals.'

- 49 D 'BRT has become a cultural touchstone. Curitiba's answer to the freewheeling carnival spirit of Rio and the fast-paced, business-dominated lifestyle in São Paulo. As if to remove any doubt about its symbolic status for the city, the airport gift shop is built in the shape of a life-size BRT station.'

- 50 B 'A determined and clever deal-maker, Lerner persuaded private bus operators to provide the vehicles while he would pay for the new infrastructure.'

- 51 C 'There's no doubt that's where BRT systems carry the most people of any region in the world,' says one planning expert. 'It's probably down to the similar language and cultural context.'

- 52 B 'He called for longer buses, faster boarding through multiple doors, fares paid for before entering the bus and a single fare covering the entire network. Lerner also gave the bus stops, or "stations", a distinctive look by placing them in futuristic glass tubes. With these additions, the city gained the first bus rapid transit (BRT) network on the planet.'

- 53 D 'Contrary to what one might assume of a city known for sustainability, Curitiba has only recently begun to take cycling seriously.'

- 54 A 'They (the authorities) appointed a young architect called Jaime Lerner as city mayor, confident he would implement the planned changes.'

- 55 C 'Seeing how well the Curitiba BRT seemed to be working, the authorities in Bogotá borrowed and added to many of Lerner's concepts to build a viable larger BRT network of their own called the Transmilenio. ... From there, BRT's influence continued to grow, spreading as far as the United States, South Africa and China.'

- 56 B 'Planners advocated the building of subway train lines. The problem with this was that construction

would be costly and lengthy. Lerner instead decided to integrate dedicated bus lanes along the city's main arteries, allowing buses to run at speeds comparable to those of light rail.'

Writing Part 1

Training

Meeting the task requirements

- 1 content
 - 2 effect
 - 3 organisation
 - 4 range
 - 5 common
 - 6 complex
 - 7 control
- 2 1 How to improve people's health and well-being in modern society.
2 Two.
3 Which is the most effective measure to improve health and well-being in modern society?

- 3 Students' own answers

Useful language: expressing reasons

- 1 2 We're all responsible for our own lives. No one else. That's why I say it's up to us to take control.
- 3 Given that we spend more time alone than with other people, individual choice has to be the key factor.
- 4 Obviously, these days, when most people spend all day sitting at a computer, the media - including social media - are likely to have the biggest impact on people's choices.
- 5 A further argument for not forcing people to do exercise by law is that people have enough rules in their work life: they don't want them in their free time as well.
- 2 1 Because of the popularity of the media, this has to be one of the best ways of influencing people's behaviour.
- 2 The negative effect of modern lifestyles on our well-being is largely due to the popularity of technology.
- 3 People spend less and less time looking after themselves because of they are overwhelmed by the pressures of their daily lives.
- 4 So Tempting advertisements for unhealthy food and drink are everywhere, so we buy things we shouldn't without even realising. / Because there

- are** tempting advertisements for unhealthy food and drink everywhere, we buy things we shouldn't without even realising.
- 5 Should we look after our own health and well-being? Of course we should, **as / for / since / because** we are the ones who benefit from doing this.
- 6 Since **that** exercise is a key factor in keeping fit and healthy, the government should provide free, or at least subsidised, sports facilities in all towns and cities.
- 3 Students' own answers

Exam Practice

- 1 Examiners will look for a discussion of two of the following three areas of research which governments should spend money on: space, green energy, human eating habits. They will also look for a selection of one of these as the area of research which is more important for governments to spend money on, supported by an explanation of your point of view.
- 2 An essay.
- 3 Effective paragraphing: usually an impersonal, academic style rather than a colloquial style.
- 4 A neutral or formal register. You can use the first person, 'I', but avoid a conversational style.
- 5 Probably four paragraphs. The first can introduce the topic. The second and third will each discuss one of the points in the notes. The fourth will explain which of the two points discussed is more important. This pattern is straightforward and could help you structure any Part 1 essay.
- 6 You will want your reader to understand your point of view and the reasons for it.
- 2 Possible answers
- 1 invest in, make an investment in, fund, provide funds for, finance
- 2 is crucial, is vital, should be a priority, should be prioritised
- 3 accessing proper nutrition, having a balanced diet
- 3 Possible answers
- 1 Governments should spend money on researching space to continue to develop our understanding of the universe, to explore the possibility of space travel for ordinary people, to see if any other planets could support life, etc.
- 2 Governments should spend money on researching green energy to develop sustainable forms of energy, to protect the environment from pollution related to using fossil fuels, etc.

- 3 Governments should spend money on researching eating habits so that people can have a reliable source of information about what foods they should eat, so that food producers can improve their products for the benefit of consumers, etc.
- 4 This will be a matter of personal choice. The opinions are listed to help you start to think about the three points. You should choose two points that you think you will be able to discuss well in English, showing your command of a range of vocabulary and structures.

Model answer

This model has been prepared as an example of a good answer. However, please note that this is just one example from several possible approaches.

Governments around the world spend money on research. Two areas of research that I feel deserve government investment are green energy and human eating habits.

Our dependency on fossil fuels and other traditional energy sources has caused pollution and contributed to global warming. It has also had an effect on how different countries in the world work together as importers and exporters of oil and other fuels. So it is vital that governments fund research to develop other sources of energy, which are more environmentally friendly and can satisfy our growing needs for energy.

Another area of research which deserves government investment is people's eating habits. Governments have an interest in promoting good public health and part of this is knowing what food we need for good health. Nowadays, many people claim to be nutrition experts, when in fact their claims are not backed up by reliable research. There are many short-lived diets as well, which may cause more harm than good. The general public would trust research funded by the government, which could provide trustworthy information about eating habits.

While both of these areas of research are essential, in my opinion it is more important for governments to spend money on energy research. At the moment, there is plenty of information available for people to be reasonably healthy and poor public health is perhaps due to people's lifestyle issues rather than a lack of research. However, alternative green sources of energy need to be researched and developed, and so it is crucial for governments to support this.

Notes

- The first paragraph introduces the topic
- The second paragraph deals with one of the points
- The third paragraph deals with a second point
- The fourth paragraph explains why one of the points is more important than the other
- Only two of the three points are discussed
- Variety in sentence structures and sentence length
- Good use of linking between sentences and ideas
- A neutral, semi-formal register, which is appropriate to the task
- Correct length (258 words)
- No language errors

Writing Part 2

Training

Identifying the reader

- 1 an English friend
- 2 the advertising manager of an international wildlife organisation (Mrs Johnson)
- 3 the head of the council
- 4 the editor of an entertainment magazine
- 5 the college principal
- 2 1 informal (friendly)
- 2 neutral or formal (polite), but persuasive
- 3 formal (polite)
- 4 neutral or formal
- 5 formal (polite)

- 3 4 Inappropriate – too informal and direct. It sounds quite rude and would have a negative effect on the target reader.

Suggested alternative: I was surprised that the channel chose to show that particular series. I am afraid I lost interest after the first two episodes.

- 2 Register and tone are fine – neutral and persuasive.

- 5 Register and tone are fine – formal and polite.
- d 1 Inappropriate – too formal. It doesn't suggest any kind of relationship with the reader.

Suggested alternative: Don't do anything at all until you've had a chance to think about what's best for you! I like writing lists of all the pros and cons. Why don't you give that a try?

- 3 Inappropriate – too informal, due to the short, abrupt sentences.

Suggested alternative: The young people of the town really do not have anywhere to spend time together, especially during the winter months, so I propose creating a park in which there is also some kind of shelter.

Useful language: using a greater range of vocabulary

- 1 be unsure, have doubts
- 2 downside, drawback
- 3 go for, opt for, select
- 4 enhance, upgrade
- 5 appreciate, get pleasure from
- 6 complaint, concern, dilemma, issue

Useful language: communicating ideas using complex language

Possible answers

- 2 Introducing a Sunday bus service would enable people to travel easily.
- 3 Regular maintenance of the swimming pool would have prevented it from being closed down.
- 4 The condition of the cycle paths varies considerably from area to area.
- 5 To my mind, offering more sports facilities and increasing the frequency of buses are of equal importance.
- 6 It's the responsibility of the council to implement a better system for keeping the parks clean.
- 7 If the council hadn't closed one of the car parks last year, people wouldn't have to waste time driving around in search of a parking space.

Useful language: writing with control

- 2 I suggest recruiting more well-known performers to attract **the** people's attention. (unnecessary determiner)
- 3 I'm glad you've asked my advice. Unfortunately, **it's** not an easy decision to make. (missing reference pronoun)
- 4 As soon as I arrived **at** university, I knew I had made the right choice. (incorrect preposition)
- 5 I am confident this picture would attract **a** lot of attention. (missing determiner)
- 6 Although I know a lot of people enjoy this programme, I **would** not say it appeals to a wide audience. (incorrect verb tense)
- 7 I trust the same situation won't occur **it** again. (unnecessary reference pronoun)
- 8 Another issue is that the canteen opening hours **are** very limited, only until 3 p.m. What about students who are studying later in the day? (verb agreement)

Exam Practice

Model answers

These model answers have been prepared as examples of very good answers. However, please note that each of these is just one example out of several possible approaches.

2 Email

Dear Students,

I'm writing to tell you about a new idea to improve the college's website and to invite you to consider participating.

At the moment, our website is quite good for factual information, but it lacks a personal touch. This is where you can get involved! We have a plan to include short videos of current students talking about aspects of college life. The idea behind this is to give visitors to the website a real taste of college life, in an authentic and friendly way. If you have a positive college experience that you'd like to share on the website, we want to hear from you. Or perhaps you could help by being involved with the actual filming and uploading of the videos. We need people to direct and edit them as well. Just get in touch with the students' union office to indicate your interest.

We think this will really benefit the college. Having an updated website is important, as most people first find out about the college through the internet. We think that having videos of people like you will help interested students get a feel for what the college is really like. If you get involved, you can use your skills in a creative way. You will also receive an official acknowledgement of your contribution on the college website, which you can list on your CV.

Getting involved is easy - simply contact the students' union office for more details and to register your interest.

Best wishes,

Marco Rossi

Notes

- Clear organisation and paragraphing
- Students are directly addressed to make the email more engaging
- Points in the task are all directly addressed
- Variety in structures and sentence length
- Correct length (249 words)

- Not too formal or informal in register - too much formality would be inappropriate for an email, but too informal a style would not seem serious.
- No language errors

3 Review

Quizzes for You app

As a college student studying engineering, I use a number of apps to help me. The phone app Quizzes for You is my favourite at the moment.

The app allows you to input information that you need to learn, which could be formulas, procedures or any facts and figures. Then it takes all that information and converts it into a variety of quizzes. This means that you can test yourself and see what you know well and what you need to revise more. It keeps a score for you and lets you go back to any quizzes you want and try again.

I would recommend this app to any student who, like me, has a lot of factual information to learn. Just putting the information into the app is an excellent form of revision. Then, given that you nearly always have your phone with you, the potential to revise is always at hand. You can take short quizzes at any time, such as when you are on the bus or waiting for an appointment, so it puts time that might otherwise be wasted to good use. The app has been an extremely useful tool for me in the last year.

In my experience, the app is not very complicated to use, but I do think the developers could make it more user-friendly. I had to read the instructions a number of times, but not everyone would do that. If there were more interactive instructions or samples, that would be an improvement.

Notes

- Statement of what is being reviewed at the beginning
- Some basic information is given about the app
- The writer's opinion comes through clearly
- Clear organisation and paragraphing
- Variety in structures and sentence length
- Not too formal in register - formality is not necessary for a website review
- Correct length (255 words)
- No language errors

4 Proposal

I would like to propose two ways in which we could celebrate our company's great success this year.

First, I'd like to propose that we have a party. It would be a really enjoyable and relaxed way to acknowledge the success we have had. At the party, there could be a time for recognising the particular contributions that different individuals and teams have made to the overall company success. The staff would benefit from having some 'downtime' together and also from focusing on what we've done well. The company could benefit from the good feeling this would generate.

Another suggestion I'd like to propose is that we, as a company, take an afternoon off and get involved in some sort of community project. We are lucky enough to be located quite close to the beautiful Tyrella beach, so I propose that we could participate in a beach clean-up day there. I have done this myself and it is a great cause and a very satisfying project. This would be a way for our company to give back to the community we are a part of, and also it would allow us to spend time together doing something other than work and to get to know each other better. It would help us build stronger teams within the company.

Either of these ideas would be very attractive to staff, but if only one can be implemented, I think we should have a party, as it is more of a celebration. We could look at a community project another time.

Notes

- The reason for writing is clear in the first paragraph
- All points required by the task are dealt with
- Clearly organised into paragraphs
- Formal enough for a work-related proposal
- Correct length (258 words)
- No language errors

Listening Part 1

Training

Understanding what is being tested

1 1 B 2 A 3 C 4 A 5 C

- 2 1 A is incorrect because if he was sure he would do well in the interview, he wouldn't be asking for help to prepare for it. C is incorrect because he says the job seems ideal for him.

- 2 B is incorrect because she mentions that she had nerves in a job interview, but she doesn't suggest

difficulties the man may have. C is incorrect because she advises the man to gather information about the company.

- 3 A is incorrect because he has already done the background research, so this is not what he thinks is the best way to prepare for the interview now. B is incorrect because he wants to practise answering questions - it is the woman who is going to think about which questions to ask.

- 4 B is incorrect because she is impressed by the amount of useful information in the ad. Although she questions the information about the salary being in dollars, she concludes that this is probably useful for international applicants. C is incorrect because she isn't confused by the information about the salary.

- 5 A is incorrect because she doesn't question the man's motives at all. B is incorrect because she doesn't doubt his abilities to do the job or to do well at the interview.

Exam Practice

- 1 A B: Adam says he now has good friends in the community, but he doesn't say this is what attracted him to Montreal. C: He mentions that he and his family love celebrating Canada Day, but he doesn't say anything about the value other inhabitants put on celebrating that tradition.

- 2 C A: Although they both mention people who are moving away from their street, neither of them comments on the frequency with which people move house in Montreal. B: Only Juliet mentions that her sister would like to live in the city centre.

- 3 A B: Soraya says the opinions expressed in the press and journals now are very different from earlier ones, but she doesn't comment on their accuracy. C: She doesn't attempt to explain or clarify why people have changed their opinions.

- 4 B A: Halim expresses the opposite opinion: 'It did go into the pros and cons of the uses of plastic. C: He also says that the documentary covered the significant points: 'It covered the main ideas we'd discussed in class.'

- 5 B A: Jane says parents cope well with their teenage children's moods, which suggests they do understand them. C: She also suggests that parents do recognise that their children's needs have changed because they adapt to giving more emotional support.

- 6 A B: Ed mentions that his son is reluctant to wake up before ten, but this is not what particularly interests

him. C: Although he is keen for his son to have a good circle of friends, he doesn't say that he's particularly interested in the influence of peers on teenagers.

Listening Part 2

Training

Making sure the answer fits the meaning of the sentence

- 1 Any five words for courses at university could fit here.
 - 2 Both 'horticulture' and 'business' could fill the gap, but only 'horticulture' fits the meaning; 'business' is wrong because she chose 'the former'.
 - 3 grade
 - 3 proud
 - 4 1 In question 2, 'water' could be mistaken for the answer. In question 3, 'excited' or 'happy' could be mistaken for the answer.
 - 2 'water' is incorrect because, although her parents helped her understand when to water the flowers, we don't know that they praised her for it. They praised her ability to grade the flowers.
- 'excited' is incorrect because it's how she felt when she was asked to deliver flowers to shops, and 'happy' is incorrect because it's how she felt about talking to the florists. When the flowers were displayed she felt proud.

Exam Practice

- 7 **observation** Synthetic pesticides are mentioned, but Ben doesn't use them, and he says that observation is more important than the protection of young trees.
- 8 **leaves** Bark is also mentioned, but it's when leaves are discoloured that the tree needs fertiliser.
- 9 **weather** Two factors are mentioned, but the weather is more important than the delivery dates.
- 10 **bacteria** Other farmers use soap, but he doesn't.
- 11 **irrigation** Although he mentions grass mowers and a shed, these are not systems and don't fit with the meaning of the sentence.
- 12 **size** He checks the levels of sugar and juice, but the sentence is about what he does last.
- 13 **scissors** Ladders and metal baskets are also mentioned, but Ben and his workers don't use them.
- 14 **touch the earth** He also uses the term 'intelligent food choices', but this doesn't fit the meaning of the sentence.

Listening Part 3

Training

Understanding distraction

- 1 A is the correct option.

B is wrong because even though resources are mentioned (examples of pottery and the university's online archive of works of art), Pedro doesn't say they are what he prefers about studying at university.

C is wrong because he says he chose a course that covers various subjects, not that having more choice is why he prefers studying at university.

D is wrong because the well-known people mentioned are former students, not people Pedro works with.

- 2 B
- 3 A: In the recording you hear 'being able to get my opinion across', which implies oral communication, but Clare says she was already good at that at school.

C: In the recording you hear 'group work' and 'collaborating', but only in connection with school. We don't know if she does team working at university or whether she has improved that skill.

D: In the recording you hear 'giving a talk', but Clare does not say she has improved this.

Exam Practice

- 15 D A, B and C all refer to other teachers and schools and are not Amy's opinion.
- 16 C A: Only John makes the point about rules with children: 'Don't you think most parents talk about how, where and when to use phones a lot with their children before they allow them to have one? B: Only John mentions young children. D: Neither speaker says this. In fact, Amy refers to parents making rules about children's use of social media, which suggests that they do know what sites their children use.
- 17 B A, C and D are all mentioned, but John doesn't approve of them.
- 18 C A: Amy refers to a police report about the number of smartphones stolen, but there is no suggestion that the ban had any effect on this. B: Amy says students enjoyed their teachers' lessons more, but we don't know if teachers spent more time on them. D: The opposite opinion is expressed: 'It didn't go down well with some mums and dads.'
- 19 A B: John says that schools, not workplaces, should look again at their policy on the use of smartphones. C: He gives examples of workplace rules, but doesn't say these are hard to enforce. D: He says that it's a

good idea that children get used to not being able to use phones, but not that they are a valuable tool.

- 20 C A: Amy says there will always be 'heated discussions' on this subject, but not that there is disagreement between teachers and parents. B: She says 'sometimes the debate may seem trivial', but that doesn't mean that serious matters are being concealed. D: Although she mentions the speed of technological change, she isn't saying that the debate is outdated.

Listening Part 4

Training

Focusing on the message

- 1 Task One: F; Task Two: D
 - 2 In Task One, some people may be distracted by A, 'to meet new people', but this is wrong because she had already started meeting new people and she doesn't say this was her reason for starting a new hobby.
- In Task Two, some people may be distracted by F because the speaker mentions 'mum and dad', but she doesn't say she neglected them because of her new hobby, only that they found her choice of hobby amusing.

Exam practice

Task One

- 21 G 'a gripping read and well written' reflects G. A may be tempting, but it's wrong because it's not how she felt when she entered the competition.
- 22 H 'I'd give me the chance to get feedback on my work and I'd take it on board' reflects H. C is wrong because he had no convictions about whether he would win or not: 'whatever the result, win or lose.'
- 23 F 'I had numerous sleepless nights thinking: what'll happen if I don't win?' reflects F.
- 24 B 'I knew there'd be a big formal dinner and the winner would have to get up and come out with words of wisdom and the thought made me feel numb with fear' reflects B. C is wrong because 'At that stage I had no idea whether I'd even win or not.'
- 25 E 'I was so hacked off by all the criteria I had to meet for the competition' reflects E. D is wrong because 'funny' refers to the amusement she feels now, not when she entered the competition and not in response to the reactions of friends.

Task Two

- 26 G 'bookshops were overwhelmed with readers suddenly wanting anything and everything I'd ever

written' reflects G. D is wrong because it was her agent who dealt with fans' emails.

- 27 B 'the mental switch I made from writing novels based on historical facts to more descriptive, character-driven stories' reflects B. C is wrong because 'he was travelling when he heard that he'd won the competition.'
- 28 E 'I spent hours staring at a blank screen' reflects E. F is wrong because she says that being 'headline news' was 'great', not an intrusion.
- 29 A 'I was being asked to write a follow-up novel by companies in countries I knew little about' reflects A. B is wrong because there is no mention of him travelling to these countries, and G is wrong because the market interest was in a new novel, not his previous work.
- 30 H 'Winning has also made me a more assertive person, sure enough of myself to say ...' reflects H.

Speaking Part 1

Training

Focus on assessment: how your speaking is assessed

- 1 Grammatical Resource
- 2 Lexical Resource
- 3 Pronunciation
- 4 Discourse Management
- 5 Interactive Communication
- 6 Global Achievement
- 2 1 A reasonable range of vocabulary. This could be developed, for example, by using a range of adjectives to describe the restaurant, the food and the band.
- 2 Yes, it is all suitable for the topic and task.
- 3 The grammatical forms are generally simple – mainly present tenses, with one example of 'used to' referring to the past.
- 4 There are several errors, including use of the wrong preposition and a verb agreement error: Not as much as I am used to. I'm not so keen on it any more, because I have my laptop and I can watch movies on that. I tend to watch American series in the main, especially crime ones.
- 5 Yes, it answers the question.
- 6 No, the linking words are simple and limited. The candidate needs to use a wider range of cohesive devices, including more linking words / expressions and referencing.
- 7 No, it doesn't answer the question.
- 3 Students' own answers

Speaking Part 2

Training

Useful language: speculating

1 *Alternatives to the words spoken in the recording are in brackets.*

- 1 impression
- 2 seem
- 3 suppose (reckon)
- 4 Perhaps (Maybe)
- 5 looks
- 6 reckon (suppose)
- 7 appears (looks)
- 8 make
- 9 maybe (perhaps)

2 Students' own answers

Keep talking

1 To extend his talking time, the candidate talks about what he thinks might have happened before the picture was taken ('It looks like she's waiting for someone to pick her up and I get the impression that they're late; I suppose she's just got off a flight, possibly a long-distance one, so she's feeling pretty tired') and what might happen next ('Once she's been picked up, I expect she'll go home, have a shower and take a nap before she bothers with unpacking those cases we can see in the picture').

2 Students' own answers

Speaking Part 3

Training

Useful language: expressing and justifying opinions

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

- 1 due to / because of / owing to
- 2 because / since / as / due to the fact
- 3 due to / because of / owing to
- 4 because
- 5 due to / because of / owing to

Speaking Part 4

Training

Useful language: agreeing and disagreeing

- 1 I couldn't
- 2 agree
- 3 feel
- 4 Absolutely

Test 2

Reading and Use of English Part 1

Training

Review

1 Yes. It's a good idea to read the whole text through quickly to get an overall idea. To complete some gaps correctly, you need to be aware of more than just a few words before and after a gap.

2 No.

3 Yes, mainly. However, there will be some gaps where you need to look carefully at the grammar of the words before and after the gap.

4 It's best if you can find the correct answer first, but if you find it hard to do that, then you can try to decide which options don't fit, and find the correct answer that way.

5 Yes, one or two of the questions often test your knowledge of phrasal verbs.

6 Yes, it's possible.

Useful language: using the correct phrasal verbs

- 1 came across
- 2 taken off
- 3 cutting down
- 4 brush up
- 5 get over
- 6 put forward
- 7 cater for
- 8 took on

Useful language: choosing the right words in fixed phrases

- 1 bearing in mind
- 2 none of your business
- 3 when it comes to

- 5 true
- 6 point
- 7 Wouldn't
- 8 take
- 9 differ
- 10 necessarily
- 11 sure
- 12 exact

2 Students' own answers

4 at my disposal

5 went to great lengths

6 ahead of schedule

Exam Practice

1 B 'Rescued' means 'saved from a dangerous or unpleasant situation'. In this case, Castro saved the evening's performance. Although the other three verbs have meanings related to keeping something in good condition, none of them collocates with 'performance'.

2 C 'Do justice to someone' is a set phrase which means 'show the best qualities that someone has'.

3 A 'If something is of some renown', it is well known. We can't use the other three nouns in the same way following the words 'of some'.

4 D 'Applause' is the sound of people clapping to show they have enjoyed or approved of something. None of the other nouns fit with 'loud', which describes something that can be heard.

5 B 'Shed tears' is a common collocation, meaning 'cry'. We don't use 'drop', 'cast' or 'spill' with the word 'tears'.

6 A A 'turn of events' is the way in which a situation develops, especially when the change is sudden or unexpected.

7 C 'Take over' means to start doing a job or being responsible for something instead of someone else. 'Fill out' means 'complete (a form or questionnaire)'. 'Bring about' means 'make happen' (but Ian Vayne didn't make the role happen). 'Cover up' means 'hide'.

8 D 'As it happens' is a fixed phrase, which we use to introduce a surprising fact.

Reading and Use of English Part 2

Training

Review

- 1 No. The main focus is on grammar and common words and expressions used to hold a text together.
- 2 Yes, both are possible.
- 3 No.
- 4 Yes, sometimes. So don't worry if you can think of two possible answers. But make sure you only write one word.
- 5 No. Contractions count as two words.
- 6 Yes.

Useful language: using the correct verb forms

- 1 would / could
- 2 have
- 3 might / could

- 4 having
- 5 being
- 6 would / could
- 7 Having
- 8 doing

Useful language: using fixed phrases

- 1 order
- 2 According
- 3 by
- 4 far
- 5 so
- 6 few

Exam Practice

9 Although / Though / While / Whilst If you read the whole of this sentence, you will see that a contrast is being made between happy and tough times in the job. If the gap was in the middle of the sentence, 'but' would be used to join the two clauses together. The same contrast can be made by using 'Although', 'Though', 'while' or 'Whilst' at the start of the sentence.

10 as The meaning expressed in the second part of this sentence is 'and so is working shiftwork - as is' can be used to mean 'and so is'.

11 like Here 'like' means similar to; 'be' 'There tend to be' means 'There are often'; 'nothing / little' 'There's nothing worse than ...' is a commonly used phrase for talking about things that you dislike very much. 'There's little worse than ...' is much less common and the meaning is less strong.

14 for When something is your responsibility, you are responsible for it.

15 whether 'Whether' is often used to introduce alternative possibilities and can be followed by a subjunctive - in this case 'be'. Here the possibilities are 'at night' or 'during the day'.

16 However 'However long' means 'It doesn't matter how long'.

Reading and Use of English Part 3

Training

Review

- 1 Part 3 is mainly a test of grammar vocabulary.
- 2 You can write either one or two words in each gap. You can only write one word in each gap. If you write more than one word, you will lose a mark.