

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

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

## 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

- 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, Castronovo 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'.
- 12 **be** 'There tend to be' means 'There are often'.
- 13 **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.



- 3 Sometimes the word given in capital letters can be put in the gap without any changes. You must change the word given in capital letters in some way.
- 4 You need to add a prefix or a suffix, but not or both. And sometimes you need to form a compound word.
- 5 Only Both UK and US spellings are accepted. But the spelling must be correct.

#### Useful language: choosing the correct word for the context

- 1 investigation
- 2 unfashionable
- 3 electricity
- 4 disapproval
- 5 economists
- 6 explanation
- 7 interaction
- 8 accurate

#### Useful language: spelling correctly

- 1 successful
- 2 government
- 3 necessarily
- 4 negotiations
- 5 environmental
- 6 accommodation
- 7 exaggeration
- 8 advertisement

#### Exam Practice

- 17 **popularity** 'this' before the gap indicates that a noun is needed.
- 18 **perception(s)** The adjective 'public' before the gap and 'of' after it indicate that a noun is needed here. Both the singular form and the plural form are possible.
- 19 **charismatic** 'most' is used as part of a superlative form, describing animals.
- 20 **Ironically** This is the first word at the start of the sentence and is followed by a comma, which indicates that the missing word is an adverb.
- 21 **survival** 'their' before the gap and 'prospects' after it indicate that the word needed is either an adjective or a noun functioning as an adjective. 'Surviving' can be used as an adjective from 'survive', but it doesn't fit with 'prospects'.
- 22 **extinction** The adjective 'possible' before the gap indicates that a noun is needed.

- 23 **complacency** 'this may lead to' before the gap indicates that a noun is needed.
- 24 **unintentionally** The verb before the gap indicates that the missing word is an adverb that qualifies the verb. The sentence suggests that companies may be giving people the wrong idea about the conservation status of these wild animals. However, the problem identified earlier is 'complacency', not deliberate trickery or fraud, so 'intentionally' is not appropriate here.

### Reading and Use of English Part 4

#### Training

##### Review

- 1 Two. The mark scheme divides the answer into two parts.
- 2 Three.
- 3 Six.
- 4 You will lose marks. You must use the key word unchanged.
- 5 Two.

#### Useful language: understanding phrasal verbs

- 1 1 g 2 d 3 f 4 h 5 a 6 c 7 b 8 e
- 2 1 catch on  
2 turned down  
3 stem from / stemmed from / have stemmed from  
4 chill out  
5 soak up  
6 bumped into

#### Useful language: being accurate in the way you use language

- 1 Adam suggested ~~Jane to do~~ that Jane do / did a law course.
- 2 Don't forget to take a small ~~amount~~ number of coins with you.
- 3 Everyone should have equal ~~possibilities~~ opportunities in education.
- 4 I won't let you ~~to~~ make the same mistake again.
- 5 The bus stopped to allow passengers ~~going to go~~ to the shops.
- 6 We could hear some classical music ~~to play~~ playing in the background.

#### Exam Practice

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

- 25 **HIGHLY unlikely (that) Lily | will get** 'Highly' is often used to emphasise 'likely' or 'unlikely'.

- 26 **knowledge (that) Ian | has MADE up** The phrase 'it's common knowledge' is often used to express the idea that many people know / everyone knows. The phrase 'to make up one's mind' means 'to decide'.
- 27 **(always) USED to | get on my** If something 'used to' happen, it happened regularly in the past, but doesn't happen any more. The phrase 'get on someone's nerves' means 'to annoy someone'.
- 28 **she had / she'd RUN out | of energy** You can 'run out of' many things – time, energy, patience, petrol, money, ideas, inspiration. Here, the past perfect form ('had run out of ...') is necessary because Silvia's energy ran out before she realised it.
- 29 **was SUPPOSED | to have** We use 'be supposed to' when something expected or intended doesn't happen. To refer to a past expectation, we use 'was supposed' and we can follow it with the past form of the infinitive – in this case 'to have arrived'.
- 30 **to be | taken into ACCOUNT** 'To take something into account' means 'to consider something'. In this case the form required is passive, with 'have to' substituting for 'must'.

### Reading and Use of English Part 5

#### Training

##### Review

- 1 True.
- 2 False. Some Part 5 texts are about science and technology, but they can also be about many other topics.
- 3 False. The questions come in the same order as the information in the text. Also, some questions tell you which paragraph or line to refer to. Other questions contain words which make it very obvious which section of the text you should be looking at.
- 4 True. Some questions test implied meaning.
- 5 True.

#### Understanding attitudes and feelings

Positive	Negative
proud	doubtful
optimistic	uneasy
convinced	cynical
delighted	dismissive
confident	unsure
enthusiastic	hesitant
appreciative	resentful
	frustrated
	sceptical

- 2 1 enthusiastic  
2 optimistic  
3 cynical, sceptical  
4 frustrated  
5 doubtful, unsure  
6 dismissive  
7 convinced  
8 resentful
- 3 proud → pride (n) → proudly (adv)  
doubtful → to doubt (v) → doubt (n) → doubtfully (adv)  
convinced → to convince (verb) → conviction (noun)  
resentful → resentment (n – attitude) → to resent (v) → resentfully (adv)  
optimistic → optimist (n – person) → optimism (n – attitude) → optimistically (adv)  
dismissive → to dismiss (v) → dismissal (n – action) → dismissively (adv)  
confident → confidence (n) → confidently (adverb)  
enthusiastic → enthusiast (n – person) → enthusiasm (n – attitude) → to enthuse (v) → enthusiastically (adv)  
uneasy → uneasiness (n – attitude) → uneasily (adv)  
delighted → to delight (v) → delightedly (adv) → delightful → delightfully  
sceptical → sceptic (n – person) → scepticism (n – attitude) → sceptically (adv)  
frustrated → to frustrate (v) → frustration (n – attitude) → frustrating (adj) → frustratingly (adv)  
cynical → cynic (n – person) → cynicism (n – attitude) → cynically (adv)  
unsure → surely  
hesitant → to hesitate (v) → hesitation (n) → hesitantly (adv)  
appreciative → to appreciate (v) → appreciation (n) → appreciatively (adv)

#### Understanding references

- 1 something you wouldn't expect of someone in his profession = they see him on his bike all around town  
The structure of the sentence indicates what the answer is:  
Fans say they see him on his bike all around town, which ... is something you wouldn't expect of someone in his profession
- 2 D – his habit of cycling everywhere expresses a similar idea to they see him on his bike all around town.
- 3 1 A I think Gantner has *certain limitations* as a filmmaker. Although his editing is sharp and energetic,



and his application of special effects can't be faulted, his story-telling skills are considerably less impressive. The actors he casts tend to make up for his shortcomings in this respect, though.

- 2 D Three years ago, I joined a singing group. It is often said that music is an international language, and despite our age differences – the youngest member is 18 and the oldest nearly 80 – and the fact that we include two nurses, a bus driver, two accountants, a student and a retired judge, we are living proof of *that cliché*. We are from Nigeria, Japan, Mexico, Korea, as well as several European countries, with the diversity of mother tongues, customs and ways of thinking that you would expect, but when we're singing, we're as one.

### Exam Practice

- 31 D 'Spence is not afraid of stirring things up' suggests that he is deliberately provocative. A: The reviewer says that the book includes psychology and physics, but doesn't say that Spence is good at making science accessible. B: 'triggering much resentment among cookbook writers' means that other writers are annoyed rather than inspired. C: 'it has almost nothing to do with the practicalities of cuisine' means that the book isn't about ordinary cooking, but that isn't the same as saying that Spence is dismissive of traditional cooking.
- 32 A The reviewer expresses disapproval of dishonest practices in 'more worryingly, supermarkets label mass-produced food items with the names of non-existent farms' in order to 'exploit' their customers. B: 'Googling their guests' refers to the use of technology, but the reviewer doesn't express concern about it. C and D: The statement that chefs and food manufacturers 'have been quick to grab a slice of the action' suggests that businesses have been influenced by Spence's ideas and have been adapted to use them, but the reviewer doesn't express surprise or admiration.
- 33 C Using findings about colour to reduce the sugar content and about 'crunch' to make insect-eating more attractive are both offered as ways in which gastronomy can make valuable contributions to society. A: 'Spence advises against giving this much publicity' does imply withholding some information from the public, but it's not the main point of the paragraph. B: Spence's belief that 'in years to come, our cuisine could be shaped by his own finding' about crunchiness is not the same as saying that future food resources will depend on people like Spence. D: Experimenting with the crunch of a crisp may seem an unlikely procedure, but this isn't the main point of the paragraph.

- 34 B 'Spence has a way with words and cheerfully leads the reader on a journey' is about communication, and the examples that follow are all about his skill in describing a variety of experiences and interesting discoveries. A: The explanation about the complaints over the chocolate bar suggest that Spence pays attention to detail, but that's not why he's likened to a magician. C: Magicians usually keep their methods to themselves but the reviewer doesn't say Spence does this. D: The reviewer mentions 'dining experiences with top chefs' and 'cinema events', but the places Spence goes to aren't what makes him like a magician.
- 35 C 'Spence's point is that there is no such thing as a neutral context for eating' tells us that 'a neutral context' is the opposite of 'a multi-sensory atmosphere'. A: 'a spoiled experience' when inappropriate cutlery is used is not the opposite of 'a multi-sensory atmosphere'. B: 'inevitable manipulations' are environmental effects that chefs create and so are part of the 'multi-sensory atmosphere'. D: 'the company we keep' are the people we eat with, who are part of 'the multi-sensory atmosphere'.
- 36 D The reviewer draws attention to a weakness in the book: 'factors that Spence pays less attention to ... there is remarkably little here on the multiple ways that eating can become dysfunctional ... it has less to say about what we as humans bring to the table.' A: The reviewer refers to Spence as 'addressing the growing number of people who eat alone', but doesn't say the book is suitable for these people. B: The reviewer says that Spence demonstrates 'how much the environment of the table affects our eating', which is a point made earlier, but the paragraph as a whole doesn't illustrate this. C: Most of the final paragraph is about what Spence doesn't deal with in the book. This is not addressed previously in the review and, therefore, the final paragraph doesn't bring together the review's main ideas.

## Reading and Use of English Part 6

### Training

#### Review

- 1 True
- 2 False. Sometimes they are reviews of books, but often they are simply four different experts giving their views on a particular topic.
- 3 False. There are four questions, but the answers can be any combination of letters. In fact, it is unlikely that there will be one A answer, one B answer, one C answer and one D answer.

- 4 True. Sometimes one of the texts will contain nothing that is relevant to a particular question. However, you should still read all the texts carefully to make sure you haven't missed anything.
- 5 True. It's a good idea to read them quickly before you look at the questions, so you have a general idea of what they're about.

#### Useful language: giving opinions

- 1 1 The strength of Smith's book lies in its organisation.
- 2 Smith convincingly demonstrates how we have severely damaged many local ecosystems.
- 3 Some of Smith's solutions are not very feasible.
- 4 The explanation Smith comes up with for the decline in bird numbers is rather implausible.
- 5 The main drawback with Smith's book lies in the way he expresses himself.
- 6 Smith's idea that land should be allowed to go back to being wild is very attractive.
- 7 Smith's last book quite rightly received some very positive comments.
- 8 It's impossible to tell whether or not Smith's forecasts are valid.
- 9 Smith's prose style in this book is its biggest weakness.
- 10 Smith makes some practical suggestions for dealing with the problems.
- 11 Smith's evidence for the environmental destruction that humans are causing is compelling.
- 12 The praise that Smith received for his previous book was well deserved.
- 13 Smith offers a very credible theory regarding the falling bird population.
- 14 As for Smith's predictions about the future, the jury's still out.
- 15 The structure of Smith's book is a definite plus.
- 16 Smith puts forward the rather unappealing notion that we should let parts of the country return to a completely natural state.

- 2 Pairs of sentences expressing similar views:

- 1 and 15  
2 and 11  
5 and 9  
7 and 12  
8 and 14

Pairs of sentences expressing opposite views:

- 3 and 10  
4 and 13  
6 and 16

### Exam Practice

- 37 D C concludes that 'The sensible choice is to continue to build on the successes of solar, wind and thermal energy until tidal technology has reached a point where it is viable.' So for C it shouldn't be a priority. D also argues against tidal power and says that 'more traditional energy sources like oil and gas cost less and make more sense to exploit'. However, B says: 'Everything we know about global warming ... points to the need to expand our ocean power resources without further delay.' A doesn't say whether or not it should be a priority, but the enthusiastic comments on the 'huge prize' to be gained and the 'colossal importance' of the environmental benefits suggest agreement with B.
- 38 A D says that 'tidal schemes can harm animal and plant life' and gives an example of the 'disastrous' effects of a French barrage on some species. B doesn't discuss marine ecosystems. C has a similar view to D: 'Noise from construction and from turbines, the corrosion of building materials and the way that turbines change water flows can all be very disruptive for flora and fauna.' However, A has a different view: 'Any new technology will inevitably affect the environment to some degree. However, the evidence suggests that barrages and underwater turbines have a relatively benign effect.'
- 39 C C thinks that appearance is a problem: 'Towering concrete barrages ... are clearly unsightly, and even submerged turbines can impinge on an area. The change in the speed and height of tides as a result of these schemes ... can detract markedly from the visual appeal of these places.' However, A, B and D have little concern about appearance. A: 'These structures are often not easily visible from land' and are relatively 'inoffensive'. B: 'All the evidence ... indicates that these installations are minimally intrusive.' D: 'whether it offends aesthetic sensibilities is a trivial matter.'
- 40 D B says: 'Everything we know about global warming – its causes and implications for the future – points to the need to expand our ocean power resources without further delay.' A takes a similar position: '[Tidal power schemes] produce no greenhouse gas emissions, and given what we know about the severity of climate change, this is of colossal



importance'. C doesn't favour tidal power, but does acknowledge its benefit for global warming: 'it has no toxic by-products ... which cause temperatures around the world to rise.' However, D takes the very different view that the building and maintenance of tidal power structures contribute to global warming: 'there's a tendency to forget the considerable energy consumption involved in manufacturing materials for them, and constructing and repairing them. This, of course, involves greenhouse gas emissions, which, in turn, play a role in higher temperatures across the planet.'

## Reading and Use of English Part 7

### Training

#### Review

- 1 Yes. It's good to have an idea of what the whole text is about.
- 2 Yes. Again, it's helpful to have a good idea of the meaning of the options.
- 3 No. This is probably not a good idea. There may be some words you don't know, but you can probably complete the task without knowing exactly what they mean. Also, you should have a good idea of what they mean from the context.
- 4 No, not necessarily. There are usually links in both directions – i.e. with the text before and after the gap. However, sometimes there is only one clear link – for example, the paragraph following the gap could be a 'fresh start'.
- 5 No. There are various types of links. These include linking words and phrases such as *however* and *in addition*. But there are others: personal pronouns – e.g. *the students / they*; words like *this, that, it* and *there*; related vocabulary – e.g. *football and tennis / sports*; related ideas.
- 6 Yes. If you find the answers for other gaps, there will be fewer options to choose from for the gap you find difficult.

#### Using vocabulary to link ideas

- 1 The thick frames of fatbikes look rather like those of mountain bikes, Fatbike tyres, though, are wider and have lower air pressure.  
These features allow them to grip snow and ice better.
- 2 1 facilities  
2 conditions  
3 skills  
4 misconceptions

- 5 attempts
- 6 reassurances

### Exam Practice

- 41 F 'It takes the form of a pair of short beehives' at the start of F links back to 'there, in a corner, is the hotel's current use for its upper level' at the end of the first paragraph. Also, 'the stocky man next to me' and 'a pair of short beehives' in F link forward to 'Gorazd Trusnovec' and 'these twin outposts of his empire' in the paragraph after gap 41.
- 42 C 'I was sceptical about whether you could put hives at this height' at the start of C links back to 'doubts' at the end of the paragraph before gap 42. Also, 'The bees don't actually seem to struggle' at the end of C links forward to 'In fact, they've been the basis of a sweet deal' at the start of the paragraph after gap 42.
- 43 G 'Such feelings are not unusual in Slovenia' at the start of G links back to 'now I couldn't imagine doing anything else' at the end of the paragraph before gap 43. Also, the very large number of beekeepers and the statement that bees are 'valued' in G links forward to 'This national affection' at the start of the paragraph after gap 43.
- 44 A '20 kilometres north-east of the capital, in the village of Lukovica, the focus on bees is more scientific than decorative' at the start of A links back to the description of bee decorations on buildings in Ljubljana in the paragraph before gap 44. Also, the information about the Slovenian Beekeepers' Association persuading the UN to launch World Bee Day in A links forward to 'Less global in ambition but another great champion of bees' in the first sentence after gap 44.
- 45 E 'Its busy residents are unmoved as I do so' at the start of E links back to the writer being encouraged to place his/her fingers inside the beehive at the end of the paragraph before gap 45. Also, 'The rather pessimistic mood' at the start of the paragraph after gap 45 links back to 'Bees are under threat. If bees are not here, then there is less pollination, and less food ... and then starvation' in E.
- 46 B 'Lie down on it' at the start of B links back to 'a padded bed in the added corner' at the end of the paragraph before gap 46. Also, 'gazing at these tireless creatures ... has an almost hypnotically calming effect' in B links forward to 'this concept of the bee as a purveyor of relaxation' at the start of the paragraph after gap 46.

## Reading and Use of English Part 8

### Training

#### Review

- 1 Having an overall idea of what the text is about will help you when you come to answer individual questions. But your first reading of the whole text should be quick – don't get stuck on details.
- 2 Highlighting key words in the questions will help you understand and remember exactly what you need to look for.
- 3 The questions often focus on ideas, feelings and attitudes, rather than simple facts, so you need to read the texts carefully to find the answers. You will probably find it easier and faster to read one section at a time, and look for the answers to all the questions you can in that section, than to look across four sections for the answer to one question.
- 4 Highlighting the parts of the texts where you find the answers can be useful for different reasons. Sometimes you might think that two different sections answer a particular question. When this happens, you need to compare what the two sections say and decide which one is the correct answer. Highlighting the relevant part of the text will make it easier for you to compare them. Also, you might want to go back and check your answers, and this will be easier if you've highlighted where you found them.
- 5 Writing the question numbers next to where you find the answers can be useful for the same reasons that highlighting parts of the texts can be useful.
- 6 If you think you might have found the answer to a question, but you're not sure, it's best not to spend too much time worrying about it. The correct answer to the question might be in another section. The best thing is to move on to other questions, and then go back to it later – you might also see something new that you didn't see the first time you looked at it.

#### Reporting verbs

1	Neutral	Attitude
	describe	highlight
	mention	suggest
	explain	deny
	state	criticise
		acknowledge
		express regret
		confirm
		dismiss
		claim
		question
		justify

- 2 1 denied  
2 questioned  
3 highlighted  
4 criticised  
5 suggested  
6 expressed regret  
7 dismissed  
8 acknowledged

### Exam Practice

- 47 D 'so many people pour energy into their bodies when perhaps they should be trying to pour energy into the people and politics around them. Self-care is great – but what if there's no energy left to care about anyone else? ... the narcissism of the whole enterprise got to me.'
- 48 A "'What?'" was all I could splutter in response to this breach in interview etiquette.'
- 49 B 'it would be dishonest not to disclose that I once secretly yearned to be one of them'
- 50 C 'putting to the back of my mind any qualms I had about the ethics of how a 5,000-year-old spiritual discipline has been turned into a profit-making machine'
- 51 D 'I kept at it for about two months before the narcissism of the whole enterprise got to me. There were other things, it turned out, that I had to do.'
- 52 A 'I ... had never managed to get beyond beginners' level. I had come to assume that was all I was capable of'
- 53 C 'My body felt looser, more pliable ... gradually I was able to keep up with the most athletic classes and my skin and hair seemed to glow.'
- 54 B 'Rich targets for satirists, these "devotees" cycle around the neighbourhood, with rolled-up yoga mats on their backs, in search of organic fruit and vegetables. Ludicrous as they are in some ways ...'
- 55 A 'I thought: "This will never take off." ... I would walk past that man's expanding chain of studios and think: "How could someone like that become so successful?"'
- 56 C 'In many respects, yoga is the perfect pastime for our age – the meditative elements give us the opportunity to find peace and stillness in a time of increasingly hectic and crowded information, the instructional bits give us moral lessons, while the stretchy, bendy, sweaty physical stuff is a great way of countering hours a day spent hunched over a computer.'



## Writing Part 1

### Training

#### Review

- 1 compulsory – it must be an essay.
- 2 compulsory – the essay must be between 220 and 260 words.
- 3 compulsory – you must write about two points.
- 4 optional – you can choose any two to write about.
- 5 optional – you can refer to any or all of them, or none of them.
- 6 optional, but it's best to avoid doing this where possible.
- 7 compulsory – you must give reasons to support your choice of the most important / effective / useful bullet point.

#### Organising your writing

- 1 1 family and friends, money  
2 family and friends: making choices based on what the family expects or by copying friends  
money: it limits possibilities, such as travelling, where to live and career choice  
3 Family and friends because we may not even be aware of their influence.
- 2 1 paragraph 1: introduction to the topic of influences on young people's choices  
paragraph 2: influence of family and friends  
paragraph 3: influence of money  
paragraph 4: the most powerful influence  
2 paragraph 2: This support can come from family members and close friends.  
paragraph 3: Money is also a key factor.  
Both sentences are at the beginning of the paragraph.

#### Useful language: linking expressions and referencing

- 2 The important thing is to learn from your mistakes so that the same thing **it** isn't repeated.
- 3 It was thanks to **that those** experiences / that **experience** that I was offered the job.
- 4 I noticed an improvement in the facilities as soon as **I** arrived.
- 5 As a result **of** the new measures, pollution on the streets has decreased significantly.
- 6 New laws are the only way of guaranteeing that the same thing **it** won't be repeated.
- 7 The **result** is / results **are** not only unexpected, but also impressive.

- 8 Teachers should find ways to develop students' learning instead **of** giving homework every day.

### Exam Practice

- 1 The issue is ways in which people can be encouraged to have an interest in science.
- 2 Possible answers: Museums could relate to the topic because science museums provide a great range of exhibits that might interest people. School lessons could relate to the topic because most people will have had some sort of instruction in science at school. The internet could relate to the topic because people can search for any topic in science that they are interested in learning about.

#### 3–6 Students' own answers

#### Model answer

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

Having an interest in science is important because it explains the world around us. So what can be done to encourage people to be more interested in science? I think that good science lessons at school and internet posts about science are both effective ways of achieving that aim.

Many people are, unfortunately, put off science at school due to a variety of factors. One factor may be the way they were taught, with an emphasis on memorising facts, as opposed to coming to grips with its exciting possibilities. Or science may not have been considered a 'cool' subject to study in their school. With up-to-date and effective teaching methods and enthusiastic teaching, these barriers can be overcome.

However, there still may be people who do not engage with science at school. If this is the case, those people may one day find an interesting post on the internet that gets them thinking about science with more enthusiasm. Nowadays, leading scientists and talented bloggers create content for the internet that makes difficult concepts understandable and intriguing to the general public. This content may be expensive to produce, however, and needs to compete in a crowded market – the entertainment market.

I feel that of these two ways, the best way is to engage young minds with the fascinating topic of science through interesting school lessons. If people have an understanding of science from a young age, they can develop that appreciation for the rest of their lives.

#### Notes

- Appropriate introduction to the topic in the first paragraph
- Each of the next two paragraphs deals with one of the ways listed
- The final paragraph explains why one of these ways is more effective
- Clear organisation and paragraphing
- Good range of structures and vocabulary
- The essay is in an appropriately neutral register
- Correct length (248 words)
- No language errors

## Writing Part 2

### Training

#### Review

- 1 T There is a choice of three questions and you have to choose one.
- 2 F There are three tasks, one of which might be a review, but it may not be. The other options are proposal, letter, email or report.
- 3 T 220–260 words.
- 4 F The task instructions specify particular points that you must include.

#### Identifying content

- 1 give an opinion on the current recycling facilities, with reasons  
suggest ways to improve the recycling facilities  
request to be kept informed about the council's decision
- 2 explain what will happen during their stay  
offer to spend time helping the student  
recommend how to make the most out of their stay
- 3 give an opinion about the good points of the attraction  
suggest who the attraction would be good for, and why  
recommend one improvement

#### Useful language: openings and conclusions 1 and 2

Reason for writing	Concluding comment
Thank you for your letter of 1 <sup>st</sup> May concerning ... F	Should you require any further information, please do not hesitate to contact me. F
Lovely to hear from you! I	If you've got any questions, drop me a line. N/I
As requested, this report/proposal outlines ... F	I would appreciate your immediate attention regarding this matter. F
This proposal concerns the possibility of ... F	Can't wait to see you. I
Read on for my thoughts on the recent music festival. I	Thank you in advance. F/N
I am writing in connection <b>with</b> your proposed meeting. F	Based on the information given above, my recommendation is to ... F/N
I'm writing <b>to</b> ask ... N	I would have no hesitation in recommending ... F/N
Sorry for the delay <b>in</b> getting in touch. N/I	I look forward to hearing from you in <b>due</b> course. F/N
With reference to your letter <b>of</b> 19th June, ... F	Thank you <b>for</b> your assistance in this matter. F
	So, if you're looking for a new mobile phone, this is <b>the</b> one! I

#### Useful language: functional expressions

- 1 1 make an offer (Task 2)
- 2 make a request (Task 1)
- 3 give an opinion (Task 1 or 3)
- 4 make a suggestion (Task 1)
- 5 recommend (Task 3)
- 6 recommend (Task 2)
- 7 make a suggestion (Task 3)
- 8 make a suggestion (Task 1)



- 2 1 Have (suggestion)
- 2 To (opinion)
- 3 were (recommendation)
- 4 if (offer)
- 5 Without (recommendation)
- 6 will / might / may (request)
- 7 way (opinion)
- 8 had (recommendation)
- 9 do (request)
- 10 did (suggestion)

### Exam practice

- 1 Students' own choice
- 2 Factors to consider:
  - Do you understand the question fully?
  - Can you deal with all the aspects of the question?
  - Do you have the vocabulary you need to write a good answer?
  - Do you understand the conventions of the type of text required?

The answers to these questions are more important than whether or not you find the question interesting or not.

### Model answers

*These models 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 Proposal

##### Proposal for an educational trip to the Museum of Modern Art

I would like to propose that my Art class should be funded to take a trip to the Museum of Modern Art. The museum can be reached by train from the local station in just under two hours, so the trip can take place within one school day.

While books and the internet provide a chance to become familiar with the collection of the museum, there is nothing that can substitute for seeing works of art at first hand. Without visiting the museum, it is nearly impossible to appreciate the size and impact of the works of art it contains. As Art students, we need to spend time studying art and experiencing it in its original form.

It will also be beneficial for us to see the museum as a place of work, as many of us will be completing our studies in the near future. It is important to see that museums function as workplaces for many people, as well as housing irreplaceable collections of art. In fact, we would hope to see 'behind the scenes' of the museum where the curators work. This would be very motivating for us.

While at the museum, we would sketch some of the works and would be delighted to create a display of our work for other students to see. A few other students and I would also be happy to make a short presentation of our trip to the student body.

### Notes

- Use of an appropriate title
- Opening paragraph sets the context
- All the points in the question are dealt with in the answer
- Clearly organised into paragraphs
- Variety of sentence length and vocabulary
- Appropriate register – no informal language
- Correct length (251 words)
- No language errors

#### 3 Email

Hi Suzy

Thanks for getting in touch! I'm really glad to hear that you're enjoying college. But there's a lot to learn, and not just in your classes. It can be really hard to learn how to manage your money and make ends meet.

As for advice, here are a few things that I do to manage my money that you may want to try. First, I set a weekly budget for all the things I need to spend money on. For me, that's mainly food and drink, transport, and entertainment. Then I also try to save a little money each week because it's very useful to have a sum set aside for unforeseen expenses.

There are various ways you can save money. You should look for places where you can buy your books second-hand, or consider whether you need to buy them at all, as you might be able to borrow the ones you need from the university library. Definitely be careful with your shopping and make use of any discounts that are available for college students.

I'd really only recommend taking a part-time job if it doesn't interfere with your studies in any way. As a new college student, you have enough to get to grips with! However, if a good job comes up that will give you useful skills as well as a bit of extra spending money, you might give it a try.

Good luck and all the best,  
Alison

### Notes

- The email opens and closes in an appropriate and friendly way
- The writer answers all the questions in the input email
- The answer shows a good range of vocabulary related to managing money
- Correct length (244 words)
- No language errors

#### 4 Report

##### **Public speaking course**

This report describes the course I attended last week to develop my public speaking skills. Overall, I feel that the course was successful.

##### Description

The course was at a local training centre and took place over two working days. There was a small number of attendees (8) and the focus of the two days was on developing confidence in public speaking. The course ended with each of us giving a presentation to the group. The trainer was very well prepared and the day was both useful and enjoyable.

##### Evaluation

Having a small group was a definite advantage to the course, as each of us got plenty of time to practise and to receive one-on-one coaching from the trainer. Over the two days, we were given a good overview of the basic principles of speaking in front of a group, including body language, voice projection, maintaining eye contact and using visual aids to good effect. Technology was used to good effect.

One weakness of the course was the venue. The room was quite small and did not provide enough space. It never felt as if we were giving a proper presentation, but only a talk among friends.

##### Recommendation

In my opinion, the course was too basic for anyone who is already fairly confident at public speaking, but I would certainly recommend it for people who have only had limited training or experience in public speaking.

### Notes

- Statement of what is being reported on at the beginning
- All the points in the task are addressed
- Clear organisation and paragraphing
- Range of vocabulary, appropriate to the topic of a work-related training course
- Variety in structures and sentence length
- Appropriate use of headings
- Correct length (237 words)
- No language errors

## Listening Part 1

### Training

#### Review

- 1 three
- 2 two
- 3 three
- 4 detail
- 5 opinion
- 6 agree

#### Getting information from questions

##### Question 1

- 1 Nathalie
- 2 surprise
- 3 She has read something about thriller movies.

##### Question 2

- 1 This question is in the form of an incomplete statement, whereas question 1 is a complete question.
- 2 David
- 3 similarities

##### Question 3

- 1 Two, because the question asks what they agree about.
- 2 Examples could be *Yeah, Exactly, Absolutely, I do too*, etc.
- 3 Architects might have to design shops or shopping centres and need to be aware of the design features that work well for customers and staff.

##### Question 4

- 1 One is a man and the other is a woman.
- 2 the man
- 3 Three or more, because the question asks candidates to identify 'the greatest'.



### Question 5

- 1 Gary
- 2 The future, because the question is about what he'd like to do.
- 3 communicate information or opinions so that the general population is better informed

### Question 6

- 1 Sophie
- 2 Stated, because the question uses the word 'says'.
- 3 have a more probable chance (of doing something)

### Exam Practice

- 1 **B** A: This is Nathalie's own observation, not something she's read and been surprised by. C: This is information that Nathalie has heard before – it doesn't surprise her.
- 2 **C** A: David says watching horror movies helps people find solutions to work problems. B: He talks about feeling excited about possibilities, but this doesn't match B.
- 3 **A** B: Only the woman mentions out-of-town malls, and she doesn't say they are less popular now. C: Only the woman talks about online shopping deliveries.
- 4 **C** 'But to my mind, getting people away from congested roads and pavements has to be the winning argument' tells us that A and B are not 'the greatest advantage'.
- 5 **A** B: Gary explains that there has already been a public awareness campaign about this. C: He says he'd rather not focus on rules.
- 6 **C** A: Sophie's first study covered students at university level, but she doesn't say that people are more likely to go to university if they do sport. B: Sophie tracked students' attendance in her first study, but she doesn't draw this conclusion.

## Listening Part 2

### Training

#### Review

- 1 sentence completion 3 yes
- 2 1-3 4 yes

#### Prediction

- 1 1 B 2 A 3 A
- 2 They are all nouns. Nouns are very common as Part 2 answers.
- 3 7 The answer must be plural because of 'were', and it must be concrete because 'who' refers to people.  
8 The answer could be singular or plural, and could be a concrete or abstract noun.

- 9 The answer must be plural because of 'various', and concrete because it must be something that can be ground up for paint.
  - 10 The answer must be singular because of 'was', and is likely to be concrete because it is something that can be gathered.
  - 11 The answer could be singular or plural; it must be concrete because it must be a person / people or animal(s) that can be trained.
  - 12 The answer could be singular or plural, and could be concrete or abstract.
  - 13 The answer must be plural because of 'Animals', and concrete because it must be a type of animal.
  - 14 The answer could be singular and or plural, but is perhaps more likely to be singular and it is probably an abstract noun – a quality of the people's beliefs.
- 4 Students' own answers

### Exam Practice

- 7 **officials** The tombs of servants were less elaborate and therefore, it is implied, of less interest.
- 8 **behaviour / behavior** 'show a keen observation of' reflects 'show a good understanding of' in the question.
- 9 **minerals** 'The paint ... has been analysed and found to be made from ground minerals' is a paraphrase of the gapped sentence.
- 10 **grain** 'Some other paintings depict annual important events, such as the grain harvest' is a paraphrase of the gapped sentence.
- 11 **soldiers** Both sportsmen and soldiers are mentioned, but it's only soldiers that Kylie links with training and it's this interpretation of the paintings that she agrees with.
- 12 **invasion** Birds in flight are symbols of invasion, whereas a bird being caught by a hunter represents victory over an enemy.
- 13 **crocodiles** Cats are also mentioned, but they appear in many paintings because local people worshipped a cat goddess.
- 14 **complexity** 'These "mixed" creatures express the complexity of how the afterlife was conceived and formed part of religious worship' is a paraphrase of the gapped sentence.

## Listening Part 3

### Training

#### Review

- 1 two or three
- 2 four minutes
- 3 four
- 4 The context sentence gives information about the speakers, the topic and sometimes the situation in which the conversation takes place.

#### Synonyms and paraphrase

- 1 1 h 2 e 3 b 4 g 5 f 6 a 7 c 8 d
- 1 invigorating  
2 timelessness  
3 ashamed  
4 erosion  
5 harmful  
6 scarce  
7 concern  
8 demand  
9 financial investment  
10 rethink  
11 impose

### Exam Practice

- 15 **A** B: Jack refers to claims for the healthy effect of sea air, but doesn't say this is the main reason people are attracted to beaches. C: The waves have this effect on Jack, but he doesn't say it's the main attraction, either for him or for people in general. D: This is Jack's friend's opinion.
- 16 **C** A: Trisha doesn't express surprise. B: She says the article was well researched which suggests she had all the information she needed. D: She didn't question the advice – she was immediately persuaded by it.
- 17 **D** A: They both say that building a seawall can have negative consequences, not that it's more effective. B: Neither of them sees adding sand as a solution because, like building a seawall, it has negative consequences for the environment. C: When Jack talks about the movement of the sea it's to explain how coastal erosion occurs.
- 18 **D** A: Jack says that people are aware of these issues but choose to ignore them. B: He explains why there is such a great need for sand, but doesn't say it is scarce. C: He says people move to the city for jobs, among other things, but not that money is the main concern.

- 19 **A** B: This is something that Trisha wonders about, but it is not a particular concern. C and D: She mentions 'a reduction in income from tourism', but says this is not her main point.
- 20 **A** B: Jack talks only about one particular architect and there is no mention of redesigning buildings. C: He mentions governments, but doesn't say that they should impose stricter regulations. D: He hopes for measures to 'get the message across', but as a back-up for the main solution of producing artificial sand.

## Listening Part 4

### Training

#### Review

- 1 five
- 2 five, so a total of ten for both tasks
- 3 eight, so a total of 16 for both tasks
- 4 two

#### Ideas and attitudes expressed about the theme by the speakers

- 1 Speaker 1 is probably someone working in company planning or policy.  
Speaker 2 is obviously a young person who is new to business and is trying to gain experience by working in a range of companies.  
Speaker 3 might be a business person who writes articles for journals or a journalist specialising in business.  
Speaker 4 is an older person so he might have a senior role in the company he works for.  
Speaker 5 might be an academic specialising in business or a business person who gives lectures while working in a company.
- 2 1, 4, 6, 7, 8, 9, 10
- 3 Students' own answers

### Exam Practice

#### Task One

- 21 **D** 'to find out how many face-to-face meetings we have compared to video conferencing' reflects D. Some questions in the questionnaire were about customer care, but B was not the main focus of the research.
- 22 **E** 'For my Master's degree, I looked into how happy people who worked without a boss were' reflects E. Although the speaker makes the point that some self-employed people weren't living in luxury, C was not the focus of the research.



- 23 **B** 'I've been carrying out interviews with shoppers for a paper I'm writing' reflects B. Although there is mention of companies saying they want to help save the planet, G is not the focus of the research.
- 24 **G** 'At present, I'm involved in a study examining the carbon footprint of trade' reflects G. Although the speaker mentions consumers, B is not the focus of the research.
- 25 **A** '[I've] been looking into how, as more people live on their own and families get smaller, the workplace takes on more importance as a place to make friends' reflects A.

#### Task Two

- 26 **H** 'the need for continued education is going to feature more prominently in the workplace' reflects H.
- 27 **E** 'The trend is definitely for people to set up their own small business and work from home' reflects E.
- 28 **F** 'Any confidence people ever had in big business is going to evaporate over the next few years' reflects F. Although the speaker mentions a company having financial difficulties, B is not the prediction that she makes.
- 29 **C** 'And the attraction of an urban environment for workers I'm sure will be powerful for many years to come' reflects C. The speaker mentions how long he has been in business but D is not predicted.
- 30 **D** 'I'd say we'll all be in work well into our 70s, rather than 50s or 60s as is the current norm' reflects D. Although the speaker mentions people who work at home, E is not a prediction she makes about them.

## Speaking Part 1

### Training

#### Review

- 1 **F** You are asked questions individually.
- 2 **F** The assessor may say 'hello', but otherwise he or she will just listen to you.
- 3 **T** (The aim is to help you relax and settle into the test environment.)
- 4 **T**

#### Developing your answers

- 1 The answers are appropriate, but they lack development and use the same vocabulary as the question.
- 2 *Example answer*  
Going to the cinema is one of my favourite things to do and I'm particularly keen on adventure movies.
- 3 Students' own answers

## Speaking Part 2

### Training

#### Review

- 1 one
- 2 three; two
- 3 two
- 4 30
- 5 four; six

#### Useful language: referencing and substitution

##### 1 Suggested answer

There is no comparison of the two pictures – they are described separately. There is limited linking of ideas by linking words / expressions and referencing, so the language is very repetitive and the answer doesn't flow smoothly.

- 2 1 the second one  
2 this  
3 They  
4 which ones  
5 her  
6 they  
7 like these  
8 this one  
9 it
- 3 Students' own answers

## Speaking Parts 3 and 4

### Training

#### Review

- 1 Part 3 and Part 4 are linked by topic. In Part 3, topic is specified by a question with options to discuss. Part 4 develops the Part 3 topic further.
- 2 Part 3: You speak to your partner.  
Part 4: You speak to the interlocutor and your partner.
- 3 Interaction, exchanging information and opinions, justifying opinions, agreeing and disagreeing, negotiating towards a decision
- 4 Part 3: Initial discussion is 2 minutes (3 minutes for a group of three candidates). Discussion to make a decision is 1 minute (2 minutes for a group of three). Total time for Part 3 is around 4 minutes (6 minutes for a group of three).  
Part 4: Total time is around 5 minutes (8 minutes for a group of three candidates).

#### Useful language: responding to and linking with contributions

- 1 Each candidate initiates their own contribution clearly, but there is no real interaction. They each deal with one of the prompts in turn and there is no acknowledgement or development of the points made by the other candidate.
- 2 1 point  
2 what  
3 hadn't  
4 more  
5 Not  
6 case  
7 so  
8 Absolutely / Exactly / Yes; about  
9 Perhaps / Maybe / Yes  
10 be
- 3 Students' own answers

#### Useful language: agreement and disagreement

- 1 1 partially – weak  
2 up to – weak  
3 totally – strong  
4 entirely – strong  
5 doubt – strong  
6 issue – strong  
7 goes; saying – strong  
8 coming – strong  
9 along – weak  
10 take – weak  
11 kind – weak
- 2 Students' own answers

## Test 3

### Reading and Use of English Part 1

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

### Reading and Use of English Part 2

- 9 From  
10 which  
11 no  
12 rather

- 13 being / becoming  
14 one  
15 how  
16 There

### Reading and Use of English Part 3

- 17 methodological  
18 predates  
19 discovery  
20 primarily  
21 presence  
22 exceptionally  
23 consumption  
24 emergence

### Reading and Use of English Part 4

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

- 25 longer | CAPABLE of playing.  
26 make any / a DIFFERENCE | where  
27 would / 'd GIVE | her dance class a  
28 comes ACROSS as | lacking  
29 RESULTED in | the train being / getting  
30 of | having BEEN told / advised / warned / instructed

### Reading and Use of English Part 5

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

### Reading and Use of English Part 6

- 37 A 38 C 39 B 40 B

### Reading and Use of English Part 7

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

### Reading and Use of English Part 8

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

### Writing Part 1

#### 1 Essay

##### Model answer

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